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BY FITRYA ARDZI YANI NURIL NIM 0811110043



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THESIS

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

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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: Sitas Brawijaya Universi Syariful Muttaqin; Co-supervisor: Ida Puji Lestariversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas

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

Universitas Bran Indonesia, learning English as a foreign language is not as easy assitas Brawijaya 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 sitas Brawijaya Universi English is used as the medium of instruction in their academic life. This study was it as Br 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^{SILAS} Universi study. The subjects being investigated were 73 students of 2012 academic year of sit 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. Universitas Brawijaya The result reveals that the use of overall language learning strategies falls it as Brawijava 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 strategies Brawijaya Universit can be examined by looking at the context since English is used as the foreign sitas Brawijava Universitlanguage 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 Universi English proficiency. Therefore, the lecturers can promote more application of sitas Brawijaya ers language learning strategies into higher level, especially compensation strategies it as for the success of international students.

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Hubungannya dengan Kecakapan Bahasa Inggris: Sebuah Studi pada Program Internasional di Fakultas Ekonomi dan Bisnis Universitas Universi Brawijaya. Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing: Itas Brawijaya Universit(I) Syariful Muttaqin (II) Ida Puji Lestari.ya Universitas Brawijaya Universitas Brawijaya

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

ersitas BraDi Indonesia, pembelajaran bahasa Inggris sebagai bahasa asing tidaklahsitas Br 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 Sitas Brawijaya Universi kecakapan bahasa yang diinginkan. Peranan penting tersebut diperlukan oleh parasitas Brawijaya mahasiswa internasional dimana bahasa Inggris digunakan sebagai bahasa pengantar dalam kehidupan akademis mereka. Studi ini bertujuan untuk menginvestigasi penerapan strategi pembelajaran bahasa dan menyelidiki Univers ersitas hubungan antara strategi pembelajaran bahasa dan kecakapan bahasa Inggris.

Studi ini menggunakan pendekatan kuantitatif yang terkait dengan surveisitas Brawijaya penelitian korelasi. Objek yang diteliti adalah 73 mahasiswa programsitas 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 strates Brawijaya bahasa berada pada level sedang. Kemudian, jika dilihat secara spesifik, kategorismas B 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 keduasitas Brawijaya 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 metakognitifsitas Brawijaya Universi dan ada hubungan yang rendah dan positif antara strategi pembelajaran bahasasitas Brawijaya dan kecakapan bahasa. Maka dari itu, para dosen di Program Internasional dapat lebih mendorong aplikasi dari strategi pembelajaran bahasa ke level yang lebih strategi kompensasi demi kesuksesan para mahasiswa tinggi, terutama

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 Table 3.2 Guidelines of Correlation Coefficient Interpretation.
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 Table 4.1 Descriptive Statistics Result for Language Learning Strategies Universitas Brawijaya Universitas Brawijay Universit Table 4.2 Pearson Product Correlation between Language Learning Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Table 4.3 Multiple Regression of Language Learning Strategies Categories Universitas Brawijaya Universitas Braw Predictive to TOEFL Score. As Brawijava Un39ersitas Brawijava

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Universitas Brawijaya Universital Provide Pr Universitas Brawijaya Universitas Brawijaya Appendix 1. The Average Score of SILL Questionnaire and TOEFL Score..... Appendix 2. The Average Score of Each Item in SILL Questionnaire from All Participants. Appendix 3. Strategy Inventory for Language Learning (SILL) Universitas Brawija Questionnaire itas Designation Universitas Brawijaya Universit Appendix 4. Background Questionnaire. Service Brawijava Ur76ersitas Brawijava RAMINAL

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Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Iniversitas Brawijaya hiversitas Brawijaya niversitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universita INTRODUCTION ersitas Brawijava Universitas Brathis chapter presents introduction of the study consisting of background of sitas Brawijaya study, problems of the study, objectives of the study, and definitions of key terms 1.1 Background of the Study ersitas Branowadays, English has already been taught in many educational sit Universi institutions both in formal institutions and informal institutions. More and more Indonesian people learn English as a foreign language. Unfortunately, in the Universi process of learning English as the foreign language (EFL), it is not as easy assitas Indonesian language as the first language. The differences in learning versitvocabularies, 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, Universi the language learning strategies are needed. Brown (1994, p.190) states "strategiessitas in learning process is learners' technique for capitalizing on the principle of successful learning". Then, Oxford (1990, p.8) states "language learning strategies Universitate defined as specific actions taken by the learner to make learning easier, faster, sitas 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas define "language learning strategies as special ways of processing information that enhance comprehension, learning, or retention of the information. Based on Universi the previous definitions, it can be identified that there must be a relationshipsitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universi Oxford (1990, p. 1) "appropriate language learning strategies result in improvingsitas Brawijay
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rawijaya	Universitas Braviously, there are numerous studies in language learning strategies, sitas Bravijay
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rawijaya	Universi such as Zhou (2010) investigated language learning strategies used by Chinesesitas Brawijay
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rawijaya	Universities Braw Universities Brawijay School students and relate them with gender influence. Next, Nisbet Brawijay Universities Brawijay
rawijaya	Universitet al. (2005) investigated the language learning strategies used by Chinese EnglishSitas Brawijay
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rawijaya	Universi students and their relationship with English proficiency. Then, Muttaqin (2008) sitas Brawijay
rawijaya	Universi investigated the language learning strategies and English proficiency by looking
rawijaya	Universit
rawijaya	Universi through program of the study and years of study among Indonesian students. Also, sitas Brawijay
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rawijaya	Tenri (2007) investigated the language learning strategies used to learn four Universite
rawijaya	Universit language skills used by Indonesian students and the relationship between language sitas Brawijay
rawijaya	Universitas Universitas Brawijay
rawijaya	Universit learning strategies and English proficiency. Universitas Brawijay
rawijaya	Universitas B Regarding with those studies conducted in the different contexts, Wharton
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rawijaya	Universit (2000, cited in Yang 2010, p.3) argues that it is ineffective to generalize strategysitas Brawijay
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rawijaya	University curriculum of other ethnic groups. Therefore, the specific study of language
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rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya comprehend the strategies used by those EFL learners and guide them to become
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rawijaya	Universi language learning strategies applied in Indonesian EFL students. wijaya Universitas Brawijay
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Universitas Brawijaya Universitian Bran this study, the writer is interested in finding out the application of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi language learning strategies in Indonesian EFL students and their relationshipsitas with English Proficiency. Dreyer and Oxford (1996, cited in Nambiar, 2009, Universite, 137) revealed positive high correlation between language learning strategies and sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi English proficiency used by Afrikaan students. Next, Muttaqin (2008) revealed stas Brawijaya Universit positive low correlation between language learning strategies and English Sitas Brawijaya s Brawiiava Universit Universi Proficiency used by Indonesian students. However, Tenri (2007) revealed theresitas was no correlation between language learning strategies use and English Universit 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 Universi English proficiency besides examining the application of language learningsitas Brawi strategies. Moreover, from the various results of studies mentioned previously, the Universit writer is curious and interested in conducting this study to investigate the sitas Brawijaya Universi relationship between language learning strategies measured by Strategy Inventory for Language Learning (SILL) and English proficiency measured by Test of Universit English as a Foreign Language (TOEFL). Universitas Bralthough other scholars have also classified various language learning strategies, this current study uses Oxford's (1990) theory as the most ersitas Brawijaya Universitas Brawijaya Universi comprehensive and detailed categorization one as the basic theory. She has it as Brawijaya Compiled the strategies into two groups through extensive review of literature, namely direct and indirect strategies. Memory, cognitive, and compensation Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ Universi strategies belong to the first group. Memory strategies are used for remembering Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

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rawijaya	Universi producing a language, and compensation strategies for overcoming a knowledgesitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay Universitas emotions, and social strategies for cooperative learning with others
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rawijaya Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThisastudy uses Oxford's Strategy Inventory for Language Learningsitas Brawijay
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rawijaya	Universitas Brawi (SILL) questionnaire as a survey tool based on her classification system. SILL Brawijay
rawijaya	Universit questionnaire has already been recognized as the most comprehensive and widely sitas Brawijay
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rawijaya	Universi used instrument for identifying strategy preferences of language learnersitas Brawijay
rawijaya	Universite throughout the world and it has been extensively checked for reliability and it has been extensively checked fo
rawijaya	Universi
rawijaya	Universitvalidity in multiple ways as stated by Bremner (1999), Foong and Goh (1997) and sitas Brawijay
rawijaya	Universita Iniversitas Brawijay
rawijaya	Green and Oxford (2000) (cited in Nisbet et al. 2005, p.101).
rawijaya	Universita Since most of the subjects of the study in language learning strategy study study in strategy study study in strategy study study in strategy strategy study in strategy study in strategy study in strategy strategy study in strategy study in strategy str
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rawijaya	Universithis Bstudy, the international program of university that is a International Sitas Brawijay
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Irawijaya	Brawijaya (FEBUB) students are chosen as the subject of the study. This program
rawijaya	Universities under Faculty of Economics and Business University of Brawijaya which has it as Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay an "A" accreditation (highest figure) from the National Accreditation Board. Universitas Brawijay
rawijaya	Universit Then, it has been accredited by ABEST21 (The Alliance on Business Education Sitas Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univegsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University situations. In other words, the high motivation is found in the first-year of ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universituniversity students Iniversitas Brawijava Universitas Brawijava **Universitas Brawijaya** Coffield et al. (2004, cited in Diseth et al 2010, p.336) state that from Universi those correspondences among the high students' invention, motives and learningsitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitategies, they can aid for course, curriculum, and assessment design. Then, sitas Brawijaya Universit Trigwell and Prosser (1991, cited in Diseth et al. 2010, p.336) state that the s Brawiiava Universitas Br Universitlanguage leaning strategies may encourage more systematic approach to academicsitas 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 Sitas Br Universi and learning activities earlier to their higher semester. In addition, since English is used as the medium of communication in UniversitInternational Undergraduate Program, English has the important rolevinsitas Brawij determining the successful outcome in academic life for the international students. Universit Therefore, the understanding of English must be concerned. They must have sitas Brawijaya Universi responsibilities to learn English well and seriously to achieve the successful learning. Those responsibilities of students can be called as learner autonomy Universi Holec (1981, cited in Hanak-Hammerl et al. 2003, p.24) explains "learnersitas Brawijaya autonomy is the ability to take charge of one's learning". Then, Benson (2001, sitas Br **Universitas Brawij** p.23) also explains that autonomy as taking control over their own learning has a rsitas Brawijava – Universitas Brawijava – Universitas Brawijava – Universit Universit meaning that they can manage their own learning versitas Brawijaya Universitas Universitas Brawijava certain language learning strategies. As a result, by investigating the application of Universi language learning strategies, it can facilitate the language learning of the students Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit to promote learner autonomy. Therefore, it is interesting to investigate language it as Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi learning strategies used by the first-year of International Undergraduate Programsitas students who are 2011 academic year students of FEBUB as the subject of this Universitamentudaya Universitas Brawijaya Universitas Bratia Study only focuses on two variables. They are the language learning sitas Brawijaya University strategies which are used by the first-year international program students of as Brawiiava Universitas Braw UniversitFEBUB, and the English Proficiency. Consequently, the other students insitas different academic year are not investigated. Besides, the other factors affecting Universitlanguage learning strategies use in the university students such as program of si Universi study and year of the study are not considered. Also, the other factors of sitas B individual differences such as sex, aptitude, intelligent, motivation, learning style, Universitgender, ethnic identity, and personality are not investigated. rawijava This study may provide a new insight related the study of language Universitlearning strategies that can be compared with the previous studies. From the sitas Brawijaya University various result studies previously discussed, it can be concluded that the languagesitas learning strategies may be different in their applications related to the different Universit contexts where the language learning strategies are applied. Therefore, this studysitas Brawijaya wijaya Universitas Br 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 Universi contributions for the readers especially the students who learn English as a foreign sitas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universitsimilar study.va Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Unive⁸sitas Brawijaya Universitas Brakis, this study may encourage the language learners' awareness to apply sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi and develop the application of language learning strategies in learning process. Insitas Brawijava addition, it can be the reference for the lecturers and instructors to conduct the series brawijaya universitas Universi language learning strategies training in achieving the successful outcome insitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning context and serve the significant reference for them to evaluate and Universit modify their instructions and teaching methods. Therefore, it might help the sitas Brawijaya Universit lecturers in selecting more various teaching materials that are appropriate with thesitas Brawijava Ig In. BRAWIJ Universitas Br need of the learners. **Universitas Brawijaya Universitas Brawijaya 1.2 Problems of the Study** hiversitas Brawijaya Based on the background of the study, the problems of the study are: 1. How are language learning strategies applied by 2011 academic year rawijaya students of International Undergraduate Program of Faculty of Economics and Business University of Brawijaya? rawijaya Universitas How is the relationship between six categories of language learning Jniversitas Universitas BI strategies applied by 2011 academic year students of Internationalsitas Brawijaya Undergraduate Program of Faculty of Economics and Business University Universitas Braof Brawijaya and English proficiency? Universit 1.3 Objectives of the Study as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitians Based on the problems of the study, the objectives of the study are: rawijaya To investigate the language learning strategies applied by 2011 academic Universitas Brawijava Universitas Brawijava Universitas Bryear students of International Undergraduate Program of Faculty of Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Economics and Business University of Brawijaya. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities 2. To examine the relationship between six categories of language learning Universitas Brawijaya Universitas Brawijaya Universitas Bristrategies applieds by 2011 academic years students of International sitas Brawijava rawijaya Universitas Brawijaya Undergraduate Program of Faculty of Economics and Business Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universitas Broof Brawijaya and English proficiency. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universit1.4 Definitions of Key Terms Universitas Brawijava **1. Language Learning strategies**: specific actions taken by the learner to Universitas Branke learning easier, faster, more enjoyable, more self-directed, more sitas Brawijaya **Universitas Brawijaya** effective, and more transferable to new situations. (Oxford, 1990, p.8). versitas Brawijaya 2. Language Proficiency: the measurement how the successful learners in Universit learning English as a foreign language. (Richard & Renandya, 2003, citedsitas Brawijaya in Muttaqin 2008, p.22). rawijaya 3. Strategy Inventory for Language Learning (SILL): a structured survey Sitas Brawijaya Universita rawijaya tool based on the strategy system proposed by Oxford to evaluate specificsitas Brawijaya language learning strategies within the learning context (Oxford, 1990, Universitas BL p.199). 4. International Undergraduate Program of Faculty of Economics and Universitas Brausiness University of Brawijaya: the international program undersitas Brawijaya Universitas Br Faculty of Economics and Business in Universitas Brawijaya. va **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **REVIEW OF RELATED LITERATURE** wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brathis chapter elaborates a brief description and explanation about thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitheoretical framework and the previous studies which are related to the study, iversitas Brawijaya Universitas Brawijaya Universitas Brawllaya 2.1 Theoretical Framework Universitas BraTheoretical framework includes the theories used in this study. Those sitas Brawijaya Universitheories are language learning strategies elaborated into definition of languagesitas Brawijava learning strategies, taxonomy of language learning strategies, language learning Universi strategies by Oxford (1990); the importance of language learning strategies; and sitas Brawijaya English proficiency. The detail explanation is as follows: Universit 2.1.1 Language Learning Strategies Universita In understanding about language learning strategies, this study initiallysitas Brawijaya discusses about the definition of language learning strategies, the taxonomy of Universit language learning strategies, and language learning strategies by Oxford (1990). ersitas Brawijaya Universited 2.1.1.1 Definition of Language Learning Strategies versitas Brawijaya Universitias Brand "strategy" comes from the ancient Greek term "strategia" Brawijava meaning generalship of the art of war. Then, Oxford Dictionary (2003) defines Universitas Brawijaya University strategy as plan intended to achieve a particular purpose. Brown (1994, p.190) sitas Brawijaya states "the strategies are, in essence, learners' technique for capitalizing on the rawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya principle of successful learning". Thus, using strategies as the deliberate plan in ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi the learning process can be the primary determinant in the learning outcomes. iversitas Oxford (1990, p.8) states that "language learning strategies are defined as rawijaya University specific vactions taken by the learner to make learning leasier, faster, more sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University situations". Another statement is stated by O'Malley and Chamot (1990, p.1) sitas Brawijaya Universit'language learning strategies as special ways of processing information that sitas Universitas Brav enhance comprehension, learning, or retention of the information". In addition, Universit Rubin (1975, cited in Larsen-freeman 1991, p.199) states "learning strategies" Universi means the techniques or devices which a learner may use to acquire knowledge.ersitas In the simple words, language learning strategies are defined as the ways Universitor the steps conducted by the learners to simplify their learning process in order tositas achieve the successful outcome in academic life. Then, since this study is related Universition English learning, those strategies are proposed for achieving in mastering strategies are proposed for achieving in mastering strategies. UniversitEnglish. 2.1.1.2 Taxonomy of Language Learning Strategies Universitas Br Language learning strategies have been classified by many scholars, some Sitas Brawijaya Universi of them are Rubin (1981), O'Malley and Chamot (1990), and Oxford (1990).sitas Brawijava Rubin (1981, cited in O'Malley 1990, p.4) who is the pioneer doing a lot of Universi learning strategies studies, makes the distinction between strategies contributing sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya directly to learning and strategies contributing indirectly to learning. The strategies that directly contribute to the learning are clarification, monitoring, Universit memorization, guessing, deductive reasoning, and practice. Then, the strategiessitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit that indirectly contribute to the learning are creating opportunities to practice and ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi produce tricks. Then, O'Malley and Chamot (1990, p.47) divide language learningsitas rawijava strategies into three main categories. First, metacognitive strategies consist of rawijaya Universit selecting attention, planning, monitoring, and vevaluation. Second, cognitivesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitategies consist of rehearsal, organization, inferencing, summarizing, deducing, sitas Brawijaya Universitimagery, transfer, and elaboration. Third, social strategies consist of cooperation, s Brawijava Universitas Br Universi questioning for clarification, and self-talk. The last, Oxford (1990, p.17) divides language learning strategies into two Universitimain groups namely direct strategies and indirect strategies, which are further sit Universi divided into six groups. Direct strategies are divided into memory strategies, sitas B cognitive strategies, and social strategies. Then, indirect strategies are divided into Universit metacognitive strategies, affective strategies, and social strategies. rawijava rawijaya In this study, the writer uses Oxford's (1990) theory as the basic theory rawijava Universit since this theory is the most comprehensive among other theories. Oxford has Brawijaya Universi 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 Universitsystem includes 62 strategies under direct strategies and indirect strategies. Thus, sitas Brawijaya Oxford's theory must be the richest and the most detailed system of categorization of language learning strategies. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 2.1.1.3 Language Learning Strategies by Oxford (1990)^{S Brawijaya} Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braks stated before, this study uses Oxford's theory as the main theory. In tas Brawijava this section, the language learning strategies proposed by Oxford (1990) are Universitexplained deeply. Oxford's language learning strategies are categorized into directsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit strategies and indirect strategies. Direct strategies consist of memory strategies, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi cognitive strategies, and compensation strategies. Then, indirect strategies consistsitas Brawijava of metacognitive strategies, affective strategies, and social strategies. Detailed Universitas Br rawijaya Universit descriptions of those strategies are explained as follows: as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas P Universitas Brawijaya Universitas Brawijaya Universit A. Direct Strategies Universitas Brawiava Oxford (1990, p.37) states that direct strategies are the strategies that Universit directly involve the target language. All direct strategies require mental processingsitas Brawijaya 🛛 🖉 🗤 🗤 🗤 🗤 🗤 🗤 🗤 🗤 Universit of the language. Then, the direct strategies are beneficial to the students because sitas Brawijava Universitation they can help to store and recover information, help to produce language even Universi when there is a gap in knowledge, and also help to understand and use the newsitas Brawijaya language. Direct strategies are divided into three strategies, namely memory Universit strategies, cognitive strategies, and compensation strategies. Those strategies are sitas Brawijaya Universitexplained further below. Universitas Memory Strategies Universitas Brackford (1990) states that memory strategies, sometimes Ucalled Sitas Brawijaya Universi mnemonics, are the strategies for helping language learners to cope with sitas Brawijava difficulties. Memory strategies are based on simple principles like making Universitassociation and reviewing. They are employed when a learner faces challenges of sites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit vocabulary learning. The words and phrases can be associated with visual images, sitas Brawijava sounds, motions or touches that can be stored and retrieved for communication. Universitas Br Memory strategies are divided into four sets of strategies. First, creatingsitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijava words into a context. Second, applying images and sound consists of using Universitas Brawijaya Universitas Brawijaya Universi imagery, semantic mapping, using keywords, and representing sounds in memory.sitas Third, reviewing well consists of structured reviewing. The last one, employing Universitation consists of using response or sensation and using mechanical techniques, ersitas Brawn Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Here is the example of application memory strategies by creating mental Universit linkage. An Indonesian learner wants to remember the pronouns to which their Universitverb is never added by 's' in the end of that verb. Those pronouns are 'I, you, sitas 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 Universit manipulated or transformed by repeating, analyzing or summarizing. Cognitives strategies are divided into four sets of strategies. First, practicing consists of repeating, formally practicing with sounds and writing systems, recognizing and Universitusing formulas and patterns, recombining, and practicing naturalistically. Second, sita receiving and sending messages consists of getting the idea quickly and using resources for receiving and sending messages. Third, analyzing and reasoning Universi consists of reasoning deductively, analyzing expressions, analyzing contrastively, sitas B translating, and transferring. The last one, creating structure for input and output ersi consists of taking notes, summarizing, and highlighting. as Brawijaya The example of application of cognitive strategies by receiving and sending a message is an Indonesian learner tries to find out the meanings of

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univessitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universit people's English conversation by using resource. Therefore, he uses a dictionary ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universito understand fully what people talk about, a Universitas Brawijaya 3. Compensation Strategies Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Broxford (1990) states that learners use compensation strategies for states Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi comprehension of the target language when they have insufficient knowledge of sitas Brawijava the target language. These strategies are used when they want to cover the Universit problem of deficiency in grammar or vocabulary. Compensation strategies also sitas Universitas Br Universitallow the learner to produce spoken or written expression in the new language without complete knowledge. Compensation strategies are divided into two sets of Universi strategies. First, guessing intelligently consists of using linguistics clues and usingsitas Brawijaya other clues. The last one, overcoming limitations in speaking and writing consists rawijava Universit of switching to the mother tongue, getting help, using mime or gesture, avoidingSit communication partially or totally, selecting the topic, adjusting the message coining words, and using circumlocution or synonym. Universitas B. To illustrate the application of compensation strategies by overcomingsitas Brawijaya 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 Universi indicate the meaning of that expression. He claps loudly to indicate approval and nods in an exaggerated way while saying "yes". ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijava Universitas Brawijaya Universitas Brawijaya tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braccording to Oxford (1990, p. 135), indirect language learning strategiessitas Brawijaya Universities Brawleya Universities Brawleya Universities Brawleya Universities work together with the direct strategies. They help learners regulate the learning rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit process. Thus, they work best when they are used in combination with direct ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi strategies. These strategies support and manage language learning without directlysitas Universitas Brawieva Universitas Brawieva involving the target language. Therefore, they are called indirect strategies. rawijaya Universi Indirect strategies are divided into three strategies, snamely metacognitivesitas Brawijaya Universitas Brawijaya rawijava Universit further as follows: Universital Metacognitive Strategies According to Oxford (1990), the word 'metacognitive' itself means beyond, beside, or with cognitive. Therefore, metacognitive strategies are the Universi strategies which go beyond the cognitive, providing a way for learners to organizesitas learning process with their own ways. Automatically, they will help the learners to Universitplan 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 Universitlanguage learning. Metacognitive strategies are divided into three sets strategies. First, centering your learning consists of overviewing with already learned material, SILAS University paying attention, and delaying speech to focus on listening. Second, arranging and sitas Brawijava 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-c ersitas Brawijava monitoring and self-evaluating. Universitas Brawijaya ersitas Brawiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br The illustration of the application of metacognitive strategies by arranging Universitas Brawijaya Universitas Brawijaya Universi and planning learning is an Indonesian learner who wants to watch international sites news as in BBC. In order to understand what the news talks about, he plans to find Universitout the topics first that might be covered in that program. When the program issitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitabout politics and economics, the learner can look up the words related to the sitas Br rawijava Universit topics first before watching that news. Universit 2. Affective Strategies TAS BD According to Oxford (1990), the word affective itself means emotion, attitude, and values. Thus, affective strategies are the strategies which can gain Universi control over those emotion, attitude, and value in the learning process. AffectiveSitaS strategies are divided into three sets of strategies. First, lowering anxiety consists rawijava Universit of using progressive relaxation, taking deep breath and mediation, using music, SI and using laughter. Second, encouraging yourself consists of making positive statements, taking risk wisely, and rewarding yourself. The last one, taking your Universitemotional temperature consists of listening to the body, using checklist, writing asitas language learning diary, and discussing feeling with someone else. Universitas Brathe example of the application of affective strategies by encouraging Universitas Bravijava Universitourselves is a learner is going to present the seminar by using English. Befores tas Brawijava starting the presentation, he makes positive statements for self-encouragement by Universitive saying to himself as the statements "I'm sure I can do it. I can deliver all the ersitmaterial, even if I make errors" Brawijaya Universitas Brawijaya Brawijava Universitas Brawijaya Universitas Brawijaya Social Strategies ersitas Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Oxford (1990) states that human being cannot be separated from the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi society. Then, in order to be able communicate with other people in society, we stars need language. In other words, language is a form of social behavior and learning rawijaya Universita language must involve other people to be communicated. Thus, social strategiessitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University strategies. First, asking questions consists of asking for clarification and asking Universitfor correction. Second, cooperating with others consists of cooperating with peers it as and cooperating with proficient users of new language. The last one, empathizing Universit with others consists of developing cultural understanding and becoming aware of Universi others' thoughts and feeling. To describe the application of social strategies by cooperating with others, Universita learner can ask the other learners to check or give some comments about thesitas written essay. By doing that activity, he can take the feedback in order to improve Universit and correct his essay. Universi 2.1.2 The Importance of Language Learning Strategies **Universitas Bra** Language learning strategies are important in second language learning since they can improve students' learning process and contribute to thesitas Universi communicative competence as the main purpose. Oxford (1990, p.8) states it as Brawijava "learning strategies help learners participate actively in such authentic Universit communication". According to Hismanoglu (2000, para.5) language learning sitas Brawijaya Universi strategies can be good indicator in explaining the way the learners face the tasks ersitas Brawijava Universitas Brawijaya Universitas Brawijaya ersitas Brawiiava Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Moreover, they are very important for language learning because they are Universitas Brawijaya Universitas Brawijaya Universitools for active, self-directed involvement, which is essential for developingsitas communicative competence (Oxford, 1990, p.1). Related to those statements, in Univers Universitorder to develop the communicative competence of learners, the teachers must lease Brawing Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br know the learning strategies used by their students. When the teachers have Universitalready known the learning strategies used by their students, they can conduct Universitlearning strategy training to help the students become the better language learners it as by applying language learning strategy in learning process. Also, Coffield et al. Universit (2004, cited in Diseth et al 2010, p.336) state that language learning strategies can Universi 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 leaning Universitstrategies may encourage a more systematic approach to academic teaching. hiversitas Universit Green & Oxford (1995, cited in Dhanapala, 2007, p.154) claim "active use Universit of strategies help learners attain higher proficiency, which in turn makes it more Universi 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 Universit successful language learners in learning a target language. Universit 2.1.3 English Proficiency Universitas Brawijaya One of the purposes of studying English is the achievement reason. A Universit learner learns a language in order that he can be a successful English learner. Sitas Brawij Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universitin Muttaqin 2008, p.22) state that English proficiency is the measurement how thesitas rawijava

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	University successful learners in learning English as a foreign language. Hughes (2005, cited
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitin Muttaqin 2008, p.22) states that a proficiency test measures whether a personsitas Brawijay
rawijaya rawijaya	Universitas Brawijaya possesses a certain degree of command of the language for particular purposes. Universitas Brawijaya
rawijaya	Universi Then, Oxford (1990, p.1) states that the application of appropriate languagesitas Brawijay
Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Irawijaya	learning strategies can improve the proficiency and greater self-confidence. In
Irawijaya	
Irawijaya	Universitate words, there must be intimate relationship between language learning learning Universitate Brawijaya
Irawijaya	Universitstrategies and English proficiency.
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Irawijaya	Universitas Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit strategies in 1990s focuses on the variables that affects or to be affected by sitas Brawijay
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rawijaya	Universi itself. Therefore, there are a number of the studies correlating language learning because learning
rawijaya	itself. Therefore, there are a number of the studies correlating language learning
rawijaya	Universitstrategies and proficiency to show whether there is a relationship between thosesitas Brawijay
rawijaya	Universita Iniversitas Brawijay
rawijaya	two variables or not. Then, the measurement of the English Proficiency used by
rawijaya	Universit those studies is various such as by English grade (Tenry, 2007; Zhou, 2009), self-sitas Brawijay
rawijaya	Universitas El Trime Universitas Brawijaya
rawijaya	Universitating (Al-Buainain, 2010; Radwan, 2011; Hou, 2008), Grade Point Averagesitas Brawijay
rawijaya	Universitas Baravijay (GPA) (Radwan, 2011), TOEFL score (Nisbet et al., 2005; Muttaqin, 2008;
rawijaya	Universitas Bra
rawijaya	UniversitGhavamnia et al., 2011), and TOEIC score (Park, 2010). jaya Universitas Brawijaya
rawijaya	Universitas Brawija, wijaya Universitas Brawijaya
rawijaya 	Universitas Bran this study, the English proficiency of 2011 academic year students of sitas Brawijay
rawijaya	International Undergraduate Program of FEBUB was measured by using the Test
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit of English as a Foreign Language (TOEFL) produced by the Educational Testingsitas Brawijay
rawijaya	Universitas Brawijava Service (ETS). Ghavamnia et al. (2011, p.1157) state that TOEFL is a Universitas Brawijava
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rawijaya	University standardized test for ESL/EFL students. It has proven to be a reliable and valid stars Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit the TOEFL score is used to correlate with the language learning strategies of 2011 sites Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi academic year students of International Undergraduate Program of Faculty of Sitas Brawijava as Brawijaya Universitas Brawijaya Universitas Brawijaya Economics and Business University of Brawijaya as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bravijava, Universitas Bravijaya Universitas Bravijaya Universitas Bravijaya Universitas Brawijaya Universitas Brawijaya Universitas Br In order to support this study, in this part the writer presents the previous it as Brawijava studies which have been conducted by the previous writers. Nisbet et al. (2005 Universit investigated 168 Chinese English Department University students to examine thesi Universi relationship between six categories of language learning strategies and Englishsitas Brawijava proficiency, the categories of language learning strategies that are correlated with Universi English proficiency, and the differences in language learning strategiessitas Brawijaya preferences between male students and female students. In investigating that relationship, the writer used SILL questionnaire and Sitas Brawijaya rawijaya TOEFL as the instruments to collect the data. That study shows that metacognitive strategies as the language learning strategies frequently used and a Universit positive low correlation was reported between language learning strategies and sitas Brawijaya English proficiency. However, there was no significant difference between male Universit and female students on the language learning strategy preferences. Universitas BraThe similarity between that previous study with this current study is bothsitas Brawijava of them investigate language learning strategies in an EFL context. Then, Universi Oxford's SILL questionnaire and TOEFL are used to collect the data. Also, SIL Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Pearson product moment correlation is used to analyze the data. In addition, this current study also investigated the relationship between language learning Universit strategies use and English Proficiency. However, there are some differences foundsitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ21sitas Brawijaya Universitas Brawijaya Universit between that previous study with this current study. This current study ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi investigates the language learning strategy used by the first-year non English Department students at an Indonesian university, while the previous study Universitinvestigated the third-year English Department students at a Chinese university ersitas Brawij Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The second study is conducted by Muttaqin (2008) who investigated 143 Universit English Department students in Universitas Brawijaya to examine the application sites Brawijaya to examine the application as Brawiiava Universit Universit of language learning strategies and their relationship with English Proficiency by stas considering program of study and level of years. In examining that relationship, Universit 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 Universitstrategies frequently used by looking into the study program both Strata 1 and Sitas Bra Diploma 3 students. Then, there were some differences of the use of cognitive, Universit compensation, and social strategies between freshman and senior students. In Sitas Brawijaya Universi addition, the positive low significant correlation among cognitive, compensation, and social strategies with English proficiency were revealed in that study. Universitas BraThe 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 Universit questionnaire and TOEFL. However, in this study, the writer only focuses insitas Brawijaya investigating language learning strategies with English proficiency used by the first-year non English Department students, while the previous study investigated Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universit language learning strategies used by English Department students with English ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi proficiency by considering the program of study and level of years. ava The last study is conducted by Tenri (2007) who investigated language Universi learning strategies mostly used by 41 students of English Department, Airlanggasitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University and examined whether there was a correlation between language tras Brawijaya learning strategies and scores of four English skills namely listening, reading, Universitspeaking, and listening. The finding was compensation strategies were thesitas as Braw language learning strategies mostly used in learning four language skills, but there ersitwas no significant correlation between language learning strategies and scores of sitas Br Universi those language skills. That previous study and this current study have similarities and Universi differences. The similarities are the problem of the study and the instrument used sitas to measure language learning strategies. Then, both of the studies investigate Universitlearning strategy in the EFL context. The differences are in that previous study sitas Brawijaya Universitused English grade to measure the English proficiency and Spearman ranksitas B correlation to analyze the data, while this current study uses TOEFL to measure Universithe English proficiency and Pearson product moment correlation to analyze thesitas Brawijaya wijaya Universitas Brawijay 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 Universitas Universi Department of university, and this study chooses the international non Englishsitas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Department university students. Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Brown all those studies, the findings that are revealed are different from it as Brawijay Universi each other. It can be explained by the context where the language learning Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya University strategies are applied. Those studies investigated the application of language rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi learning strategies by different subject and different setting where the languagesitas Brawijava rawijaya Universitas Brawijaya learning strategies are applied. They are Chinese English Department universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universit students, Chinese senior high school students, English Department of Universitassitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students, and English Department of Airlangga University students.sitas Brawijaya rawijaya rawijaya Universit Then, since the context of application of language learning strategies are different rawijaya Universitas Brawijaya Universitfrom each other, their results of studies of language learning strategies cannot besitas Brawijaya generalized in the different context. Therefore this study investigates the Brawijaya rawijaya rawijaya Universitapplication of language learning strategies in Indonesia EFL context by non-sitas Brawijaya Universit Universi English department of university students that is the International Undergraduatesitas Brawijaya rawijaya rawijaya Program students of FEBUB. rawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universi RESEARCH METHOD sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brathis chapter presents the details of the research method employed in this sitas Brawijaya rawijaya Universitas Brawijaya Universit collection, and data analysis. search Design ASBR ijaya In this study, the writer used quantitative approach. Wallace (1999, p.38)sitas Brawijaya Universit 3.1 Research Design states "quantitative research is broadly used to describe what can be counted or Universi measured and can therefore be considered objective". Then, Ary et al (2002, p.22) sitas Brawijaya also state "quantitative research uses objective measurement and statistical Universitanalysis of numeric data to understand and explain phenomena". That approach Sitas Brawijaya rawijaya Universitwas appropriate with this current study since the writer counted the result of sitas questionnaire filled by 2011 academic year students of International UniversitUndergraduate Program of FEBUB by using statistical analysis. It was conducted sitas Brawijaya to find out the application of language learning strategies and the relationship between language learning strategies and English proficiency. Wijaya Universitas BraFor the type of the study, this present study used survey related tositas Brawijava correlation study. Ary et al. (2002, p.374) state that "survey is a research Universitechnique in which data are gathered by asking questions of a group of individuals Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi called respondents". In this study, the writer collected the data about the application language learning strategies by using questionnaire. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijsva Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya srawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ²⁶sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Brothe correlation study was related to examine the relationship between one Universitas Brawijaya Universitas Brawijaya University variable and other variable. Kerlinger (1973, cited in Sugiyono 2009, p.38) states it as "variable is a construct or something which is learned or investigated. The other Universi definition is stated by Brown (1998, cited in Sarwono 2009, p.16) that "variable issitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya something that may vary or differ". In this study, the variables were the language rawijava Universit learning strategies and English proficiency. Therefore, this study was purposed to s Brawijaya Universitexamine the relationship between language learning strategies and Englishsitas age BRAMU proficiency by using statistical analysis. **3.2 Data Sources** The data sources of this study or the subjects of the study were 2011s academic year students of International Undergraduate Program of FEBUB. They Universitwere considered as the population with the total participants of 103 students.^S 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. Universitas B. The samples of the participants were taken by using random sampling. Insitas this study, the writer took the students of 2011 academic year international program students randomly with the significance level is 5%. The significance rsitas Brawiia Universi level of 5% means the error probability to generalize the result of the statistical states analysis to the population is 5% and the trustworthy probability to generalize the Universi result of the statistical analysis to the population is 95% (Sarwono, p. 149). Stass Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Therefore, there were 75 participants as the sample. rsitas Brawijava However, from those 75 participants, there were two participants that must Universi be eliminated as the result of statistical analysis since those two participants whositas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit were considered as outliers made the data was not normal. The normal distribution Universitof the data was needed in parametric statistics of inferential statistics that is it as Pearson product correlation since the data is in the form of interval (Sugiyono, University p.150). Thus, there were 73 students of 2011 academic year students of the Braw aver Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya International Undergraduate Program of FEBUB as the sample to be investigated. 3.3 Data Collection Universitas Bracelated to the type of this study that is survey, the instruments used in this study that is survey. Universi study were Strategy Inventory for Language Learning (SILL) questionnaire and Test of English as Foreign Language (TOEFL). O'Malley and Chamot (1990, Universi p.93) state that questionnaire in investigating language learning has the procedures sitas of colleting the data with the highest degree of structure. The other consideration Universit of using questionnaire was that it could delimit the responses to information that Sitas Universitives relevant and simplified the data to be analyzed because the data collected by using questionnaire were more manageable. Universitas B. This study used Oxford's SILL questionnaire version 7.0 that is a sitas structured self-report survey tool based on the strategy system purposed to ESL/EFL students with the simplified language (Oxford, 1990, p.199). Bremner rsitas Brawij Universi (1999), Foong and Goh (1997), Green and Oxford (1995) (cited in Nisbet et al, sitas 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 as Brawijava Universitas Brawijaya Universitas Brawijaya and validity in multiple ways. versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ28sitas Brawijava Universitas Brawijaya Universitas Branche and the destionnaire is divided into two parts. The first part is multiple-Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi choice questions, consisting of 50 items subdivided into six categories of languagesitas learning strategies which can be objectively scored and analyzed. They are Universimemory strategies consist of nine items (A1 - A9), cognitive strategies consist of sitas Brawijaya Universitas Brawijaya Universit metacognitive strategies consists of nine items (D30 - D38), affective strategies Brawijaya s Brawijaya Universitas Br Universi consist of six items (E39 - E44), and social strategies consist of six items (F45 - sites Brawijava Universitas Brav F50), Universitas Bra Each question in SILL questionnaire is given in a five-interval scale sitas Brawijaya Universitas Universi (Likert Scale). According to Sugiyono (2009, p.93), "likert scale is used tositas measure the attitude, opinion or perception of someone or a group of people about Universit the social phenomena". It ranges from "1" which refers to "never or almost neversitas true of me", "2" refers to "usually not true of me", "3" refers "somewhat true of Universitime", "4" refers to "usually true of me", and "5" which refers "always or almost sitas Brawijaya Universitalways true of me". The result of the average of overall indicates how often the sites learners tend to use learning strategies in general. While the average of each part Universit of the SILL indicates which learning strategy categories the learner tends to usesitas Brawijaya Universi most frequently (Oxford, 1990, p.199). Universitas Bravijava The second section is background questionnaire asking the individual Universitas Bravijava Universitas Bravijava Universitas Bravijava Universi information such as gender, age, sex, English proficiency based on self-rating, thesitas Brawijaya reason for learning English, and so on. This questionnaire is open-ended questionnaire made from the combination of background questionnaire by Oxford Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya (1990) and Muttaqin (2008) to explore more and to get the more rich data the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ29sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit information related the application of language learning strategies and English ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit proficiency that are not covered in SILL questionnaire. it as Brawijava **Universitas Brawijaya** Another instrument used to determine the proficiency of the participants in Universi this study was TOEFL. Ghavamnia et al. (2011, p.1175) state that TOEFL is asit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi standardized test for ESL/EFL students. It has proven to be a reliable and valid Universitiest used throughout the world to assess students' English proficiency. Universitas Universitas Br Before collecting the data, the SILL questionnaire was translated intosit Universitas Braw Universitas Braw Universitas Indonesian language in order to minimize the students' problem in Universit comprehending each item and response scale. In translation process, the SILLSit Universi translation was processed through two ways. The writer translated the SILL intositas B Indonesian language by keeping as much as possible the referential meaning of Universi the words without changing any content of them. Then, Indonesian translation of SILL was checked by thesis supervisor to assess the appropriate translational Universitequivalency, 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 Universitas Bra Universitresolve any ambiguity if there was any. As stated by Wallace (1998, p.132) that sitas Brawijaya 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 Universi comments or suggestions to make the questionnaire more effective. According tositas Brawijaya the result of the pilot test, there were no difficulties in comprehending the SI questionnaire so that data collection could be directly conducted. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ³⁰sitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bran collecting the data, the writer conducted three steps. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 1. Asking the TOEFL score to administration staff to determine the Englishsitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya proficiency of the students. Universitas Brawijaya Universitas Brawijaya rawijaya Universit 2. Distributing SILL questionnaire to the selected 2011 academic years it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas International Undergraduate Program students.ersitas Brawijaya Universitas The students were informed about the purpose of this survey. Universit 3. Asking the students to fill SILL questionnaire. Universitian Braw Before filling the SILL questionnaire, the students were explained what Universit SILL questionnaire was about and how to respond each item of the SILL. They sitas Brawijaya Universi were informed that there was no right or wrong answer and it would not affect tositas Br their academic grades. Then, they were informed that SILL was in anonymous so rawijaya Universi that students only write their student number as the identity. Also, it was informedsitas Brawijaya rawijava rawijaya 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, Sitas Brawijaya Universithey were asked to fill it sincerely and honestly according to their experience insites Brawijava learning English. In addition, they were encouraged to ask to the writer whether Universithere was some misunderstanding in comprehending SILL questionnaire. Thesitas Brawijaya students were able to complete the questionnaire in about 30 minutes. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya 3.4 Data Analysis tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Br Before analyzing the data, the writer had to assure that the data had been sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universitprejudicesijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brain this study, the reliability of research finding is determined by internal sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi consistency Cronbach alpha as suggested by Bachman (2004, cited in Dornyeisitas 2007, p.51) based on the variance of two or more scores and serves an internal Universi consistency coefficient. The reliability of the data was reported in this study is .88. sitas Brawijaya Universitas Brawijaya Universit collecting the data has already been admitted in its reliability and validity. Oxford Sitas Brawijaya Universities (1990, p. 199) states that it has been extensively field-tested, demonstrated to be the big of highly valid and reliable. Then, the validity of the data was perceived by asking the big of the data was perceived by asking the big of the data was perceived by asking the big of the data was perceived by asking the big of the data was perceived by asking the big of the data was perceived by asking the big of the data was perceived by asking the big of the data was perceived by asking the big of the data was perceived by asking the big of the big of the data was perceived by asking the big of the big the students to fill the questionnaire under the anonymous condition, therefore^{Sit} Universi they could more express their true condition themselves. After the reliability and validity of the data had been assured, the writer Universitmoved to the next step for analyzing. Since this research design was quantitative, sitas Brawijaya rawijava rawijaya the writer used the statistical analysis to investigate the problems of the study. Universit Thus, this study used Statistical Package for Social Science (SPSS) 16 for Sitas Brawijaya Universit Windows as the instruments to analyze the data. According to Sarwono (2009, sitas Br p.1) SPSS is one of the application programs in the computer used to perform the Universitealculation from the simplest until highly complex data manipulation and analysissitas Brawijaya wijava Universitas Brawijava with simple instruction. The writer used SPSS to calculate the descriptive statistics that was the average score of language learning strategies and the Universit inferential statistics that was the correlation between language learning strategiessitas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya and English proficiency. ersitas Brawijaya Universitas Brawijaya rsitas Brawijaya Universitas Brawijaya rawijava

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniveFINDING AND DISCUSSION & Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brathis chapter presents two sections namely finding and discussion. Thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas section discusses the finding of the application of language learning strategies sitas Brawijaya Universitused by International Undergraduate Program students of Faculty of Economics Itas Brawijaya Universitand Business University of Brawijaya (FEBUB) and the relationship between thesitas 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 Universi discussed in detail. ersitas Brawijaya 4.1 Finding After the SILL questionnaire had been distributed to the 73 International Sitas Brawijaya Undergraduate Program students of FEBUB, those results were used to ersitias investigate the application of language learning strategies and to examine the Universi relationship between six categories of language learning strategies and Englishsitas Brawijaya proficiency. The SILL questionnaire had an internal consistency scale reliability Universit calculated by Cronbach's Alpha of .88. The reliability was calculated from the sitas Brawijaya Universit score of each point of SILL questionnaire and it showed a good reliable data since sitas Brawijava it is in the acceptable range that was above .60 (Sarjono and Julianita, 2011, p.45). Universit The mean scores of SILL questionnaire and TOEFL score are displayed in Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniversitAppendix 1. va Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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statistics of the a Universitas Brawijaya	pplication of language learn	ing strategies a	are reported i	n Table Universitas	Brawijaya
Universit4s Brawijaya	Universitas Brawijaya I			Universitas	
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Universit Table 4.1 Descri	ptive Statistics Result for La	anguage Learn	ning Strategi	es Usersitas	Brawijaya
Universitas Category of L	anguage Learning Strategies	Meanas E	Rank Order Usage	Universitas	Brawijaya
Universit Metacognitive stra	tegies	3.64	rawijaya	Universitas	Brawijaya
Universit Affective strategies		3.33	vijav ² a	Universitas	Brawijava
Universit Compensation stra	tegies	3.30	3	Universitas	
Social strategies	0	3.24	4	Universitas	
8		3.18 2.95	5		5 5
	of language learning strategies	3.25	0	Universitas	Brawijaya
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hiversitas Brawijaya Based on the Table 4.1, the mean score of the overall language learningsitas Brawijaya Universitive and the mean scores of each categories of language learning use were Universitinterpreted by using the guidelines of the score interpretation proposed by Oxfordsitas Brawijava (1990, p.291). It was reported that the overall language learning strategies use Universit falls into medium level with the mean of 3.25. Since that score is in range between sitas Brawijaya **Universitas Bra** Universit2.5 to 3.4, it indicates that the language learning strategies fall into sometimes it as Brawijaya University used by the International Undergraduate Program students. When it is looked by **Universitas Braw** Iniversitas Brawijaya Universiteach category of language learning strategies, metacognitive strategy was reported sites. Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya as the strategy most frequently used with the mean of 3.64. According to Oxford's Brawie average and the strategy most frequently used with the mean of 3.64. Universit scoring description of SILL version 7.0 for interpreting the average language Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi learning strategies score, that score falls into high level of use since 3.63 is in thesitas Brawijava Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ36sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University range of 3.4 to 4.4. Thus, it means that metacognitive strategies are usually used sites. Brawliave Universitas Brawijaya Universitas Brawijaya Universitby the students. Universitas Brawijaya Universitas Brawijaya Universitian Brawiewa In the second rank is affective strategies with the mean of 3.33. Then, rawijaya Universi compensation strategies are in the third rank with the mean of 3.30. In the fourth sitas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universi rank is social strategies with the mean of 3.24. Cognitive strategies are in the fifth sitas Br University and with the mean of 3.18. Respectively, memory strategies are in the last rank as Universithe strategies least frequently used with the mean of 2.95. Since all of the scores it as 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 Universi are sometimes used by the international students. 4.1.2 Relationship between Language Learning Strategies and English Universit **Proficiency** From the SILL questionnaire result and TOEFL score collected, the Universitas relationship between each type of language learning strategies use and English Universitproficiency were measured by using Pearson product moment correlation. Thissitas 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 Universi strength and direction between two variables namely language learning strategiessitas Brawijava and English proficiency. Before analyzing those relationships, it had to be Universitevaluated that the data showed the normal distribution of each variable. Since the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya normal distribution of each variable in the data had been fulfilled, the analysis of Pearson product moment correlation was conducted. The Pearson correlation is Universitreported in Table 4.2 iversitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universit Table 4.2 Pearson Product Correlation between Language Learning Strategies and TOEFL Score Brawijaya Eva G Aa Br С Ð F **TOEFL Score** Pearson Correlation (r) .083 .257* -.062 -.145 .081 .220 -.093 Sig. (2-tailed) (p) .061 .486 .028 .604 .221 .435 .494 73 73 73 73 73 73 73 **. Correlation is significant at the 0.01 level (2-tailed). ersit*. Correlation is significant at the 0.05 level (2-tailed). Universitas Brawijava Memory Strategies UNIVERSIBIS Bracognitive Strategies **Compensation Strategies** C: Metacognitive Strategies ersites Affective Strategies BRAN Social Strategies Universit G: **Overall Language Learning Strategies** Universităs In interpreting that result, the strong relationship is looked by the high Universi coefficient Pearson correlation symbolized by r which can range between -1 tositas +1. The high coefficient means a strong relationship and low coefficient means a Universition relationship. Then, when a coefficient is 0 (zero), it means there is nositias Iniversitas relationship between the two variables. In addition, the positive coefficient suggests the linier_relationship and the negative coefficient suggests inverse Universi relationship. The indication of the strong correlation is scored based on guidelines it as of interpreting correlation coefficient (r) (Dornyei, 2007, p.223). The significance Universit of correlation is looked by the significance score (p). When the score of p < 0.05, sitas Brawijaya Universi the correlation is significant and when the score of p > .05, the correlation is not it as significant. The significance of correlation coefficient is needed statistically to Universi 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 Universitas Brawijava Universitas Brawijava Universi strategies (p=.028). Then, the score of coefficient Pearson correlation (r=.26) falls it as Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitiate to low correlation since it is in range of 0.25 – 0.5. The positive coefficient
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit correlation shows the linier relationship meaning the increasing use of languagesitas Brawijay
rawijaya rawijaya	Universities Brawing strategies by the students is followed by the increasing of the TOEFL Inversities are an analysis of the Students is followed by the increasing of the TOEFL
rawijaya	Universit score. In other words, the more frequently the students use the compensation sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	strategies, the better their TOEFL scores will be. Therefore, from all categories of
rawijaya	Universit language learning strategies, compensation strategies were the only ones found to sitas Brawijay
rawijaya	Universitas Brawijaya
rawijaya	Universithave statistically positive low significant correlation with TOEFL by the score sitas Brawijay
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rawijaya	Universitas Brawijay va Universitas Brawijay
rawijaya	Universitas After examining the relationship between language learning strategies and sitas Brawijay
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rawijaya	Universi TOEFL score, this study also investigated which language learning strategies were sitas Brawijay
rawijaya	Universi significantly correlated or predictive to English proficiency. In investigating that
rawijaya	
rawijaya	Universitproblem, a regression analysis was used. Multiple regression is a statistical sitas Brawijay
rawijaya	Universita inversitas Brawijay
rawijaya	Universite analysis used to measure the influence of independent or predictor variable to
rawijaya	Universidependent or criterion variable. In this case, the six categories of languagesitas Brawijay
rawijaya	Universitas Universitas Brawijay Universite and Englishsitas Brawijay
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rawijaya	Universitas Brawijay Proficiency measured by TOEFL score was categorized as the dependent variable.
rawijaya rawijaya	Universitation one independent variablesitas Brawijay
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rawijaya	Universitnamely memory, cognitive, compensation, metacognitive, affective, and social stars Brawijay
rawijaya	University strategies and one dependent variable that is TOEFL score, the regression analysis
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya which categories of language learning strategies which were most strongly Universitas Brawijay
rawijaya	Universit correlated with English proficiency (Sarjono & Julianita, 2011, p.91). The result stars Brawliay
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Universitable 4.3 Multiple Regression of Language Learning Strategies Categories Universit Predictive to TOEFL Score as Brawijaya Universitas Brawijaya Universitas Brawijaya

	as Brawijaya Univ as Brav <mark>Model</mark> a Univ	Unstandardized Coefficients	Standardized Coefficients	as Brawijaya	Universitas ^{Sig} iversitas	Brawijaya Brawijaya
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ersit	(Constant)	ersitas B _{390.796}	iya Universita	IS Brav _{8.618} d	Universitas	Brawijay
ersit	Memory strategies	ersitas Br _{14.389}	iya Univer <u>15</u> 8	is Brawijoja	Uni <u>273</u> sitas	Brawijaya
ersit	Cognitive strategies Univ	ersitas Bra4.227	iya Univer.045	as Brawijanja	Uni:758 sitas	Brawijaya
ersit	Compensation strategies	ersitas P 26.933	Univer.339	is Brav2.412 a	Uni 019 sitas	Brawijaya
ersit	Metacogntive strategies	-8.756	094	s Braw ^{.641} a		Brawijay
orcit	Affective strategies	-15.561	213	-1.597	Uni. ¹¹⁵	Brawijay
5131	Social strategies	-11.260	164	-1.146	.256	Diawijay

Universit Dependent Variable: TOEFL

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Universitas In interpreting that result, unstandarized coefficient determines the sitas Brawijaya Universitation increasing score or decreasing score of dependent variable as the influence from Universi independent variables. The positive unstandardized coefficient suggests thesitas Brawijaya Universit increasing score of dependent variable and negative unstandardized coefficient sitas Brawijaya Universit suggests the decreasing score of dependent variable. Standardized coefficient Universidetermines the independent variables that are most predictive to dependentsitas Brawijaya Universitas variable. Then, the significance of correlation is looked by the significance score Universitas Brawijaya Universit(sig.) that must be less than 0.05 (sig. < .05). (Sarjono & Julianita, 2011, p.110) rsitas Brawijaya Universitas Brased on the result of multiple regression analysis in Table 4.3, the sitas Brawijaya Universit significance score that is less than 0.05 was compensation strategies (p=.019) and **Universitas Braw** Universitas Brawijaya Universi they were the most predictive of categories of language learning strategies to thesitas Brawijaya Universitas Brawijaya tas Brawijava Universit categories of language learning strategies, only one strategy namely compensation sites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitstrategies that were significantly predictive to TOEFL score. Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ⁴⁰sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 4.2. Discussion Universitas Brawijaya Universitas Brawijaya Universitas Br After having the finding of the application of language learning strategiessitas Brawijava and the relationship between language learning strategies with English University proficiency, discussion is provided to make the interpretation of the finding. Thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya discussion deals with the problems of the study which discuss the application of Inversi language learning strategies used by International Undergraduate Program Universi students of FEBUB and the relationship between the application of languagesitas 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 thesitas categories of language learning strategies that are most frequently used by the Universitinternational students. The other strategies used by the students based on the rank^{SI} Universitare compensation in the second rank, affective in the third rank, social in the rawijava fourth rank, cognitive in fifth rank, and memory respectively in the last rank. Universitas B. Metacognitive strategies are the strategies most frequently used by thesitas 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 Universit (1990, p.136) states that metacognitive strategies are the actions which go beyond sitas Brawijava cognitive devices and provide a way for the learners to coordinate their own Universitearhingwiaya Universitas Brawijaya Universitas Brawijaya Universi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Based on the SILL questionnaire result, the applications of metacognitive strategies that fall into high level meaning usually used by international students Universitare I pay attention when someone is speaking English with the mean of 4.18, Isitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitarying to find out to use English are the applications of arranging and planning sitas Brawijaya
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rawijaya	Universi learning strategy. In addition, noticing English mistake and thinking the progress itas Brawijaya
rawijaya	Universition of learning English are the applications of evaluating learning strategy.
rawijaya	Universita Strawijaya
rawijaya	As the goals of International Undergraduate Program that is to produce thesitas Brawijay
rawijaya	Universit graduates who have strong competencies in the economics and business and to Universit
rawijaya Irawijaya	Universitequip them with professional skills which enable them to survive in a global sitas Brawijay
rawijaya	Universitas
rawijaya	Universit business environment, the international students are obliged to use English as the stas Brawijaya
rawijaya	Universitian Brawijaya medium of communication. It is expected that by having good communication in
rawijaya	Universitas Bra
rawijaya	UniversitEnglish, the graduates will have a capacity to compete in the globalization erasitas Brawijaya
rawijaya	Universitas Brawija, wijaya Universitas Brawijaya
rawijaya	Universit(http://iup.fe.unibraw.ac.id/).
rawijaya	Universitas Bravia Then, since International Undergraduate Program of FEBUB is the
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitmember of AACSB International (The Association to Advanced Collegiatesitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya School of Business) USA, it allows this program to collaborate with colleagues Universitas Brawijaya
rawijaya	
rawijaya	Universitaround the world. This cooperation encourages international students to crossital Brawlay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya exchange program (http://iup.fe.unibraw.ac.id/). Those which are offered by the ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya – Universitas Brawijaya Universi International Undergraduate Program can be the motivation and the goals of thesitas students to be international students in which English is used in the teaching and Universitearhing activity. Universitas Brawijaya international students also have high motivation to learn English due to the Universitinterest in its language, interest in its culture, and the need of English for futuresitas career. Therefore, those motivations encourage the students to choose Universit metacognitive strategies as the strategies most frequently used since these Universi strategies help the students achieve learning goals by managing, arranging, and sitas planning their own learning. This finding is in line with the statement of Politzer Universit (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 Universit the medium of instruction in teaching and learning process. Universitas Next, in the International Undergraduate Program, all courses are taught in English. Since there are differences in the linguistics aspects such as the Universitvocabularies, language rules, writings system, words spelling, and pronunciations, sitas Brawijaya wijaya Universitas 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 ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitongue. Therefore, metacognitive strategies are useful for the students to copesitas Brawijaya 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. Universi Therefore, the application of metacognitive strategies must be considered very Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijava Universit crucial in learning process, as stated by O'Malley et al (1985, cited in O'Malley it as Brawijay ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitand BChamot, 1990, p.99) "students without metacognitive approaches aresitas ersitas Brawieva essentially learners without direction and ability to review their progress, Universitaccomplishments, and future learning directions" iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities B. After that, the high use of metacognitive strategy can be due to the long Universit English learning experience of the students. From the background questionnaire s Brawijava Universitas Br Universi completed by them, mostly they have learned English for 12 years that is sincesitas elementary school. That long experience in learning English encourages them to apply metacognitive strategies in their learning process, since these strategies helpSitas Brawijaya Universi the learner to manage and coordinate their own learning dependently. They havesitas B already been able to manage and coordinate their own learning by finding out the Universitmaterials needed in the classroom activity by themselves independently instead of Sitas only studying the material given by their lecturer. This kind of responsibility is Universit called as learner autonomy. Benson (2001, p.23) explains that autonomy as taking sitas Brawijaya Universi control over their own learning has a meaning that they can manage their own learning. Universitas Braby 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 ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi the way to achieve learning goals. In addition, Self Access Center (SAC) cansitas facilitate the students to improve their English skills independently. Universitas Br This finding supports some previous studies such as the studies conducted Universi by Muttaqin (2008) in Indonesia, Nisbet et al. (2005) in China, Al-Buainain Universitas Brawijaya Universitas Brawijaya rawijava

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rawijaya	Universit (2010) in Qatar, Nikoopur et al. (2011) in Iran, and Chang (2011) in Taiwan in
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit which metacognitive strategies are in the first rank among the six categories of sitas Brawijaya
rawijaya rawijaya	Universitas Brawijaya language learning strategies. In addition, this result also supports what is stated by Universitas Brawijaya
Irawijaya	Universit O'Malley et al (1985, cited in Wu, 2008) that the intermediate level students tendsitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas use metacognitive strategies proportionally. In this case, the International
rawijaya	Universites Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya
rawijaya	Universitas Brain the second rank is affective strategies with the mean of 3.33 meaningsitas Brawijava
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rawijaya	Universitas Bravia by the students. Oxford (1990, p.140) states that Bravijaya Universitas Bravijaya
rawijaya	Universit affective strategies help the students to control their emotion during English sitas Brawijay
rawijaya	Universita Universitas Brawijaya
rawijaya	Universi learning. These strategies consist of lowering the anxiety, encouraging ourselves, sitas Brawijay
rawijaya	Universi and taking the emotional temperature (Oxford, 1990, p.141).
Irawijaya	Universities of the constraint competition of the constraint of th
rawijaya	Universit The applications of affective strategies reported fall into high levelsitas Brawijay
rawijaya	Universita niversitas Brawijaya
rawijaya	meaning usually used by international students based on SILL questionnaire result
rawijaya	Universitare I encourage myself to speak English even when I am afraid of making asitas Brawijay
rawijaya	Universitas Universitas and I give myself a reward or treat when I do well in English with the stas Brawijaya
Irawijaya	
rawijaya	same mean of 3.9, I try to relax whenever I feel afraid of using English with the
rawijaya rawijaya	
rawijaya	Universite mean of 3.85, and I notice when I am tense or nervous when I am studying of sitas Brawijaya Universitas Brawija
rawijaya	Universitusing English with the mean of 3.52. awijaya Universitas Brawijaya
rawijaya	Universitian Bravia Br
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi the applications of encouraging yourself strategy in the affective strategies. Tryingsitas Brawijay
rawijaya	
rawijaya	Universitas Brawijaya to relax whenever feeling afraid is the application of lowering anxiety strategy.
rawijaya	Universi Then, noticing into feeling of tense or nervous is the application of taking it as Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitional Students that have the obligation to use English in Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitheir teaching and learning activity is not an easy matter. English is used in their sitas Brawijay
rawijaya	Universitas Brawijaya teaching and learning process, even in their language of literature or reference Universitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi books. Those situations require the students to learn English more in order tositas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	achieve successful learning. However, sometimes, it can be frustrating to learn the
rawijaya	Universit foreign language. Therefore, to face those situations, the affective strategies are
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universimeded to helps student manage their emotions and attitudes associated with sitas Brawijaya
rawijaya	Universitas Brawi Universitas Brawi Universitas Brawijaya
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rawijaya	Universitas From the background questionnaire result, it is found that some lecturers lites Brawijay
rawijaya	Universita Universitational Undergraduate Programs sometimes encourage their students tositational Brawijaya
rawijaya rawijaya	
rawijaya	Universible brave in using English though in imperfect English. What the lecturers do is usersitas Brawijaya
Irawijaya	Universitone of the ways to reduce the tension and the emotion in the class. This is in linesitas Brawijay
rawijaya	Universita
rawijaya	with Oxford's statement (1990, p.140) that providing increased amount of
rawijaya	Universitinaturalistic communication is one way to exert a tremendous influence over thesitas Brawijay
rawijaya	Universitas Universitas Brawijaya
rawijaya	Universitemotional atmosphere of the classroom. It can encourage them not to be shamed sitas Brawijay
rawijaya	Universities B when they do some mistakes in using English. As a result, that positive emotions
rawijaya	Universitas Bra
rawijaya	Universitand attitudes can make language learning more effective and enjoyable. Universitas Brawijay
rawijaya	Universitas Brawija, In the third rank is companyation strategies with the mean of 2.20. It falls
rawijaya	Universitas Brain the third rank is compensation strategies with the mean of 3.30. It falls it as Brawijaya
rawijaya 	Universities medium level meaning that compensation strategies are sometimes used by
rawijaya	
rawijaya	Universi the international student. These strategies have the role in helping the students tositas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya deal with the difficulties and overcoming limitation in learning English (Oxford, itas Brawijaya)
rawijaya	
rawijaya	Universi 1990, p.47). This result study is supported with the statement of Oxford (1990, 1
rawijaya	Universitas Brawijaya
rawijaya Irawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya p.90) that compensation strategies are essential for beginning and intermediate rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitlanguage learner. Universitas Brawijaya Universitas Brawijaya The SILL questionnaire result reports the applications of compensation University strategies that fall into high level that are usually used by international students sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitate to understand unfamiliar English words, I make guesses with the mean of 3.75 Universitand If I can't think of an English word, I use a word or phrase that means the rsitas Brawiiava Universitsame thing with the mean of 3.53. Making guess to understand unfamiliar Englishsitas is the application of guessing intelligently strategy in compensation strategies and using a word or phrase that has the same meaning because of limitation Universi knowledge of vocabularies is the application of overcoming limitations in speaking and writing strategy. As the international students using English as the medium vofsitas communication, it requires the students to use English as their main language in Universithe learning process. The international students as the foreign language learners, sitas Brawijaya Universitusing English in their academic life is not easy. They must have difficulties not only in understanding English, but also in producing English. Facing this Universit situation, it encourages the students to apply compensation strategies since they sitas Brawijaya allow the students to produce spoken or written expression in the new language without complete knowledge (Oxford, 1990, p.48). Therefore, the using of Universitas Universi compensation strategy is useful to help the students still involved in using Englishsitas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya despite their language limitations. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Br This finding is different from the other previous studies such as the studies Universi conducted by Tenry (2007) in Indonesia, Zhao (2009) in Thailand, and Su (2012) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitien Taiwan. In their studies, compensation strategies were reported to be in the first ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi rank, while in this study, compensation is in the third rank. This can be explained sites since the use of language learning strategies are relative to the type of learners and Universit setting of education (Wharton 2000, cited in Muttaqin, 2008, p.48) jaya Universitas Brawij Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraIn the fourth rank is social strategies having the mean of 3.24. This score sitas Brawijaya Universitian implies that the social strategies are sometimes used by the students. Oxford Universit(1990, p.145) states that social strategies facilitate language learning through itas ersitas Braw 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 Universi learning involves other people. Lightbown and Spada (2006, p.43) state that interaction with other people Universitis important to facilitate the language acquisition. By having the interaction, thesitas students can gain the access to new language knowledge by exchanging the Universitinformation from one student to other students. Then, it helps the students to sitas Brawijaya Universi provide the opportunity to participate in a conversation to process various inputs to produce comprehensible output that can promote acquisition. Therefore, the Universitinteraction 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 Universit Universit with the mean of 3.88 falls into high level meaning that application is usually used sitas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** involve in conversation. As the result, it can help the students process the input ersitas Brawijaya Universitknowledge of the target language and produce the comprehensive output. Universitas Then, based on the responds of the students in the background University questionnaire related to the application of social strategies, there are somesitas Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas who join an English club to develop their language learning strategies.sitas Br By joining the English club, they can interact with other people by practicing their s Brawijava UniversitEnglish. 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 Universitlearners. In addition, since there is sometimes a guest lecture from overseas Universi universities provided by the International Undergraduate Program, they have the chance to practice their English skill with native speakers. Thus, it encourages the Universitapplication of social strategy related to practice English with the proficient user of sitas English. In addition, the use of English as a medium of interaction can help the Universi 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 Universitwhich all courses are taught in English and the teaching systems applied insitas Bra International Program such as group discussion and presentation, they support the International Undergraduate Program to become the conducive environment to sitas Brawijava – Universitas Brawijava–Universitas Brawijava Universi learn and practice English. Thus, it encourages the application of social strategies it as by interacting or communicating by using English with other people Universitian Br Cognitive strategies are in the fifth rank with the mean of 3.18 meaning Universi that these strategies are sometimes used by international students. Oxford (1990,

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	p.43) explains that cognitive strategies provide the students to use their mental Brawliay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universi processes in the form of practicing, receiving and sending the message, analyzing sitas Brawijay
rawijaya	Universitas Brawijaya
rawijaya	
rawijaya	Universitas Br Based on the SILL questionnaire result, the applications in this strategysitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay Universi that fall into high level are <i>I practice the sounds of English</i> with the mean of 4.0, <i>I</i> sitas Brawijay
rawijaya	
rawijaya	watch English language TV shows spoken in English or go to movies spoken in
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi <i>English</i> with the mean of 3.96, <i>I try to talk like native speakers</i> with the mean of sitas Brawijaya
rawijaya	
rawijaya rawijaya	University 3.63, and I use the English words I know I different ways with the mean of 3.51.
rawijaya	
rawijaya	University Practicing the English sound, watching the movie used English, using English Stras Brawijay
rawijaya	Universi words known in different ways, and trying to talk like native speaker are the sitas Brawijay
rawijaya	Universital State Stat
rawijaya	applications of cognitive strategies that is practicing strategy.
rawijaya	Universit Oxford (1990) states that cognitive strategies tend to be the most popularsitas Brawijay
rawijaya	Universita Iniversitas Brawijay
rawijaya	strategies with language learners. However, this study reveals that the application
rawijaya	Universit of cognitive strategies is in the fifth rank. It can be caused by the assumption of Sitas Brawijay
rawijaya	Universitas Universitas the students considering cognitive strategies are usual strategies to be applied by asitas Brawijay
rawijaya Irawijaya	
rawijaya	Universitas Brawijay foreign language learner compared with the other strategies. A Universitas Brawijay Universitas Brawijay
rawijaya	Universitias Bramemory strategies are reported as the strategy in the last rank. It issitias Brawijay
rawijaya	Universitas Brawija
rawijaya	Universi indicated with the lowest mean of 2.95. Although they are the least frequently sitas Brawijay
rawijaya	Universitas Brawijava, Universitas fellecinte mediuversitas Brawijava, Universitas Brawijay
rawijaya	University strategies used, this score still falls into medium level which this category is
rawijaya	Universitsometimes used by the students. Oxford (1990, p.38) states that memory strategiessitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay help learner remember, store, and retrieve new information when there is a need Universitas Brawijay
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rawijaya	Universites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
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rawijaya	Universitian Brased on SILL questionnaire, the applications of memory strategies that Brawlin
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universi fall into high level meaning usually used are I think of relationship between what Isitas Brawija
rawijaya	Universitas Brawijaya already know and new things I learn in English and I use new English words in a Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitsentence so I can remember them with the same mean of 3.53. Thinking thesitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universite relationship is the application of creating mental linkage strategy and using new sitas Brawija
rawijaya	Universit English word in sentence is the application of employing action strategy in the stars Brawija
rawijaya	Universitas Brawijaya
rawijaya	Universitmemory strategies. rawijaya Universitas Brawija
rawijaya	Universitas Brawi Universitas Brawija Universitas Br
rawijaya	Universitas Brownersitas Brownersitas Brawija
rawijaya	University the beginning learners rather than the intermediate learners. Therefore, that Sitas Brawija
rawijaya	Universita Universitas Brawija
rawijaya	Universi statement confirms to explain the reason of the lowest rank of this strategysitas Brawija
rawijaya	Universit category. The other possibility of the least used of this category might be due to Universitas Brawija
rawijaya	Universit
rawijaya	Universi the fact that the international students are not aware of the importance of memorysitas Brawija
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rawijaya	Universitas Brawija
rawijaya	Universitat This finding supports some previous studies revealing memory strategies Brawija
rawijaya	Universitas Universitas Brawija
rawijaya	Universitas the least frequently language learning strategies used. Those studies were sitas Brawija
rawijaya	Universitas Brawija conducted by Muttaqin (2008), Tenry (2007), Zhao (2009) in Thailand,
rawijaya	Universitas Braula and Andreas Brawija
rawijaya	Universi Nikoopour et al. (2011) in Iran, Nisbet et al (2005) in China, Radwan (2011) insitas Brawija
rawijaya	Universitas Brawija, Universit@man, and Chang (2011) in Taiwan
rawijaya	
rawijaya	Universitas Bravijava From the overall use of language learning strategies revealed in this study, Universitas Bravijava
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rawijaya	Universitit falls into medium level indicated with the average score of 3.25. That scoresitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya implies the learning strategies are sometimes used by the students. This medium Universitas Brawija
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rawijaya	Universitlevel result of the use of the language learning can be correlated with the Brawlia
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija Universi proficiency of the students. From the reported TOEFL scores of the International Sitas Brawija
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brawijaya krawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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rawijaya	Program students, the average score of their TOEFL is 415. That average TOEFL
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi score suggest the English proficiency of the students is in intermediate levelsitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas Brawijaya (http://secure.vec.bc.ca/toefl-equivalency-table.cfm). Oxford (1990, p.1) states Universitas Brawijaya
rawijaya	Universi that the use of language learning strategies can result in improving proficiency. Insitas Brawijaya
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava
rawijaya	Universitother words, there is linier relationship between the use of language learning tras Brawijaya
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rawijaya	Universitas Brawijaya
rawijaya	Universi reported high, the English proficiency will be also reported high. Therefore, in this it as Brawijaya
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rawijaya	Universitas Brawijaya
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rawijaya	Universi This result is in line with the other studies conducted in the EFL context _{sitas} Brawijaya
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rawijaya	University With Strain (2000) in Indonesia, Theopean of an (2011) in India, 2010 in Strain St
rawijaya	Universi Thailand, Nisbet et al (2005) in China, Su (2012) in Taiwan, and Radwan (2011) sitas Brawijaya
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rawijaya	Universitas BraThe difference in the result of the study can be examined by lookingsitas Brawijaya
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rawijaya	Universithrough the contexts where the learning strategies are applied. When English is it as Brawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitos ber highery than in the environment where English is Bused as the foreign sitas Brawijaya
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya language. In the context of ESL, English is used as the daily language where the Universitation of the context of the co
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi Indonesia where English is used as the foreign language, English is not used as itas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava Universitas Brawijava** the daily language. Thus, the use of English is still very limited. Oxford (1990, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi p.6) B states a foreign s language does not have simmediate social and itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas communicative function within the community". itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brathe other factors that might influence the medium level of languagesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi learning strategies revealed in this study is English teaching method in Indonesian schools. That teaching method in Indonesian schools leads the students are not Universit accustomed to using language learning strategies in the learning activity until insitas 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, Universi 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 Universitwhich the instructional strategy prescribed by teacher, focus on language formssitas and structures and the teacher totally handles the classroom, Consequently, the Universit 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 Universitlanguage 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 Universi experienced by the students in the school life might impact to the students to besitas not familiar in using language learning strategies in their academic university life. Universitian Br Facing those phenomena, in order to increase the use of learning strategies, Universit Communicative Language Teaching (CLT) method can be applied in the teaching Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawiiava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ²³sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitand learning activity in which the communicative competence is the main goal in ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universi guiding the students to use English in daily communication. Oxford (1990, p.8) sites state that the appropriate use of language learning strategies are oriented toward Universi the goal of communicative competence. Therefore, by applying CLT method, itsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi can enhance the use of language learning strategies so that the student can be the Brawijaya Universit familiar to orchestrate language learning strategies in learning activity. Then, the Universitchange from teacher-centered to be leaner-centered instruction can make thesitas 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^S Universi language learning by applying language learning strategies in learning process. (Benson, 2001, p.23) As the International Undergraduate Program in which English is used assitas the medium language in teaching and learning activity, it is supposed that the Universit result of the application of overall language learning use is reported to be in high sitas Brawijaya Universi 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 Universitform. Therefore, the medium level use of overall language strategies should besitas Brawijaya 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 Universitas Brawijava Universitas Brawijava Universi the lecturers or instructors of International Undergraduate Program to evaluatesitas ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas their teaching methods and modify the course, curriculum, and assessment design Universitas Brawijaya Universitas Brawijaya ers to the students. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Univ24sitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brothe lecturers or instructors of International Undergraduate Program should Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi build the awareness of the importance of language learning strategies to enhancesitas the successful learning. Therefore, they can carry out strategy training which is rawijaya Universitintended to enrich students' knowledge of language learning strategies and to besitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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" Universitlanguage learning more meaningful, to encourage a collaborative spirit betweensitas 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 Universi important since it can promote the students' awareness about the importance of leaning strategies and apply those strategies to help the students learn the Universi rawijava Universitlanguage more effectively. Universi 4.2.2 Relationship between the Application of Language Learning Strategies rawijava and English Proficiency Universitas B. The finding from the result of the Pearson product moment analysis Brawijaya reveals there is a relationship between language learning strategies and English University proficiency showed by a positive low correlation (r= .26) between compensation Universi strategies and English proficiency. The positive score indicates that if one variables it as Brawlay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas increases, the other variable will also increase. In other words, when the compensation strategies increase, it will be followed by the increase of TOEFLSILAS Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitscore.rawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian Braying the result of a multiple regression analysis, it reveals that the Universitian Braying the result of a multiple regression analysis, it reveals that the Universi category of language learning strategies namely compensation strategies are thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya strategies significantly correlated with English proficiency. It means that ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi compensation strategies are the only one category of strategies that can influencesita the TOEFL score. Regarding with that result, the lecturers of International UniversitUndergraduate Program S should antroduce and promote amore about thesitas Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitor strategies to their students since they have the influence insitas Brawijaya Universit increasing the TOEFL score. Hopefully, the international students can benefit stars B Universit from applying those effective strategies to improve their English proficiency, iversitas Universitas Braw Universitas Br The lecturers or instructors can teach the application of compensation Universit strategies to the students. According to Oxford (1990), the lecturers of Si Universi 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 Universithe clues in the forms of address, such as titles or nicknames to help the students sitas guess the meaning of what they hear or read; close observation of nonverbal Universit behavior, such as the speaker's tone of voice, facial expression, emphasis, and sitas Brawijaya Universite 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 Universittext structure, proper names, graphs, pictures, tables, and appendices to help thesitas Brawijaya tas Brawis students get an idea of the meaning; associating newly heard information with sitas prior knowledge to help students guess the meaning of a listening passage. sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brabesides training the students to guess intelligently as the party of sitas Br Conversition Brawie and the students of instructors also can train the students to overcome the limitation in speaking and writing. The students can switch the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi target language to the mother tongue due to the limitation to use the appropriate Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ56sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitation target language in the conversation; asking help in conversation by hesitating or sites Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitexplicitly asking for the missing expression in the conversation; using physical sites motion such as mime or gesture to help the students in placing of an expression Universiduring a conversation to indicate the meaning; avoiding communication to helpsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas anticipate the difficulties in conversation may be encountered; sitas Brawijaya Universit selecting the topic in which the students are interested in and mastered its Universitvocabularies and structures; adjusting or approximating the message to helpsitas students alter the message by omitting some items of information, making the Universitideas simpler, saying something slightly different having similar meaning; makingsi Universi up new words to help the students communicate a concept which the students sitas does not have the right vocabulary; and using a circumlocution or synonym to Universithelp students convey the intended meaning. Universit Related to the only one category that is compensation strategies which Universithave a low positive correlation with English proficiency, it is seemingly different Sitas Brawijaya Universitivith 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 Universitlearning strategies and English proficiency among Afrikans. This high correlationsitas Brawijaya wiiava Universitas is caused by the context reason where English in Africa is recognized as an official language or English as the second language. ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas BraThose various results of the degree of correlation between languagesitas Brawijava 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 Universitas Brawijaya rawijava

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit correlation between strategies and English proficiency is higher compared with ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitwhen English is used as a foreign language. Universitas Brawijava **Universitas Brawijaya** rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas The other possible reasons of the low correlation between learning rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University strategies and English proficiency might be due to SILL questionnaire as thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi instrument to assess language learning strategies which cannot cover all strategies it as Brawijaya Universitused by the students in their learning activities. It is possible since there is no Universitisingle technique can serve the complete data as stated by Oxford and Greensitas (1995, cited in Zhou 2009, p.5). Then, TOEFL as the instrument to measure ersit 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, Universidiaries or journals, or participant observations. It is expected to be able to assessitas language learning strategies of the students in learning activities. Then, using Universit multiple measurements beside TOEFL to assess all language skills, such as oral sitas Brawijaya Universi conversation test to assess the speaking skill and writing test to assess the writing skill. Therefore, those measurements can cover all language skills assessments Universit consisting of listening, structure, reading, speaking, and writing. Jaya Universitian Brack last, since this study investigated the application of language learning strategies in 2011 academic year students of International Undergraduate Program ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit of FEBUB, it provides the baseline information about the use of language learningsitas Brawijaya 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.^{SIL} Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unconclusion and suggestion rawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathis chapter presents the conclusion drawn from the finding to answer thesitas Brawijaya rawijaya Universitas Brawijaya Brawijaya Universitas rawijaya Universities conduct the similar study. TAS BR finding, this study concludes that International sitas Brawijaya **Universit5.1 Conclusion** data Based on Undergraduate Program students are the moderate users of overall language Universi learning strategies. It means that the international students sometimes usesitas Universi language learning strategies in their academic life. A context of the language rawijaya Universit learning strategies are applied in Indonesia in which English is used as a Foreign rawijaya UniversitLanguage (EFL) is the explanation of the medium level use of language learning strategies. Universitas BL By looking at the specific strategies, metacognitive strategies are found assitas Brawijaya the strategies most frequently used. They fall into high level meaning they are University used by the students. The high motivation to learn English, the obligation Brawijaya Universitas Braw Universi Universito use English as the main language in learning activity, and the long experiencesitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava in learning English encourage the students to use these strategies frequently by rawijaya regulating^{ij} their own learning^B independently such as planning, arranging, sitas Brawijaya tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi managing, coordinating, and evaluating in order to achieve the successful tas Brawijava Universitas Brawijaya learning. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijska Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Branche affective strategies are placed in the second rank. It implies that Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi regulating emotion in language learning is considered important by the students.sitas Brawijava In the third rank is compensation strategies. The limitation in using English in the rawijaya Universitappropriate way encourage the students to compensate their limited knowledge of sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi language by using compensation strategies. Then, in the fourth rank is social stars Brawijaya Universit strategies in which the international students often practice the English Brawijaya as Brawiiava Universitas Brawijav Universit conversation with their friend and even with the native speaker.awijaya Universitas Brawi Universitas Braki Universitas Brakijaya Universitas Brakijaya Universitas Brakijaya Universitas Brakijaya Universität Universi strategies to be applied. At last, memory strategies are reported as the least_{sitas B} strategy frequently used. The reason of the lowest of the use of memory strategies rawijaya Universitare since usually memory strategies are used by the beginner learner, while thesitas Brawijaya rawijava rawijaya international students are intermediate learner. In addition, it might be the students Universitare not aware about the importance of the memory strategies in the learning Sitas Brawijaya Universitprocess. Universitas B Related to the relationship between language learning strategies and UniversitEnglish proficiency, the positive low significant correlation is revealed betweensitas Brawijaya language learning strategies shown by compensation strategies and English proficiency measured by TOEFL (r= .26). Then, from the multiple regression Universitas Braw Universitanalysis, it reveals that compensation strategies are the only one category of sitas Brawijaya language learning strategies which are significantly correlated with English Universitas Brawijaya Universitas Brawijaya ersit proficiency. ava Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Univ⁶⁰sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit_{5.2} Suggestion Universitas Brawijaya Universitas Brawijaya Universitas BraThe pedagogical implication from the finding of this study, it is suggested for the lecturers or instructors of International Undergraduate Program to help the University students understand more about the importance of language learning strategiessitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitat can enhance their successful learning. Strategy training can be conducted to sitas Brawijaya Universit give the understanding about the importance of language learning strategies and sitas Brawijaya s Brawijava Universittrain the students to be able to apply them in learning activity. rawijaya Universitas Brave Next, the international students can be encouraged to be the independent Universitstudent taking the responsibilities for their own learning known as learner Universitas Universita autonomy. It is conducted as the further direction of the use of learning strategies_{Sitas} in facing the different needs of each student in learning activity. Therefore, it can Universithelp the students to achieve the more successful learning. In addition, since compensation strategies are the category of language Universitlearning strategies correlated with TOEFL score, the students can consider more Universitofs the application of compensation strategies. Therefore, the lecturers or instructors of International Undergraduate Program should introduce and promote Universitas Bra Universitmore about the compensation strategies to their students in order to increasesitas Brawijaya Universit English proficiency. Universitas Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitof language learning strategies, it is suggested that some items can be thesitas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universi collecting the data, it will be better when the next study uses the combination with Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

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rawijaya	Universitas Saya membaca buku Bahasa Inggris sebagai hiburan.	Iniversitas B	<u>r</u> awijay
rawijaya	Universite I write notes, messages, letters, or reports in English.	niversitas B	rawijay
rawijaya	Universi 17. Saya menulis catatan-catatan, pesan-pesan, surat-surat dan laporan-	¹ v2rs3ta4 5	rawijay
rawijaya	Universi laporan dengan menggunakan Bahasa Inggris.	hiversitas B	rawijay
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rawijaya	Universit go back and read carefully.	hiversitas B	rawijay
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rawijaya	Universite membacanya secara sekilas kemudian memulai kembali dari awal	niversitas B	rawijay
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rawijaya	Universitas I look for words in my own language that are similar to new words		
rawijaya	Universita _{19:} in English.	lnįversistaa B	
rawijaya	Universitas B Saya mencari kata-kata dalam bahasa saya sendiri (Bahasa	Iniversitas B	
rawijaya	Universitas B Indonesia) yang mirip dengan kata-kata baru Bahasa Inggris.		rawijay
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rawijaya	Universitas B 1 find the meaning of an English word by dividing it into parts that I		
rawijaya	Universitas Brunderstand Universitas Brawijava		
rawijaya	Universite 21.3 Saya mengartikan kata-kata dari Bahasa Inggris dengan cara		
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rawijaya	Universit as D	I make summaries of information that I hear or read in English.	niversitas i	sra wijay
rawijaya	Universitas B	Saya membuat rangkuman dari informasi yang saya dengar atau	niversitas l	Brawijay
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rawijaya	Universit as B	PART C	niversitas l	3ra wijay
rawijaya	Universit as B	To understand unfamiliar English words, I make guesses	niversitas l	3ra wijay
rawijaya	Universitas B	Saya mencoba menerka kata-kata Bahasa Inggris untuk memahami	niversitas I	
rawijaya	Universitas B	kata-kata Bahasa Inggris yang tidak terlalu saya pahami.	niversitas l	Brawijay
rawijaya	Universitas B	When I can't think of word during a conversation in English, I use	niversitas	sra wijay
rawijaya	Universitas B	gesture.	niversitas l	Brawijay
rawijaya	Universita ₂₅ B	Saya menggunakan gerak tubuh (gesture) ketika saya tidak dapat	1 2 5 1	5rawijay
rawijaya	Universitas B	mengungkapkan kata-kata Bahasa Inggris dalam percakapan.	niversitas I	Brawijay
rawijaya	Universitas	I make up new word if I do not know the right ones in English.	niversitas	<u>Bra</u> wijay
rawijaya	Universita Universita 26.	Saya membuat kata-kata / istilah baru jika saya tidak mengetahui	hiversitas l	
rawijaya	Universi	kata-kata Bahasa Inggris yang benar.		3 rawijay
rawijaya	Universi	I read English without looking up every new word.	hiversitas	
rawijaya	Universit 27.	Saya membaca bacaan Bahasa Inggris tanpa melihat satu persatu	hiversitas l	5
rawijaya	Universit 4'	arti kata-kata tersebut dalam kamus.	niversitas i	Brawijay
rawijaya	Universit	I try to guess what the other person will say next in English.		sca wijay
rawijaya	Universita Universita 28.	Saya mencoba untuk menebak apa yang selanjutnya akan dikatakan	niversitas I 1 2 3 4 niversitas I	Srawijay 5
rawijaya	Universitas	orang lain ketika orang lain tersebut berbicara Bahasa Inggris.		
rawijaya	Universitas Universitas	If I can't think of an English word, I use a word or phrase that		<u>Br</u> awijay
rawijaya Irawijaya	Universita ₂₉ B	means the same thing.		
rawijaya	Universitas B	Jika saya tidak mengerti sebuah kata dalam Bahasa Inggris, saya	nįvorsitas I Iniversitas I	
rawijaya	Universitas B	menggunakan kata atau frase yang mempunyai arti yang sama.	Iniversitas I	
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rawijaya	Universita30B	Saya berusaha untuk menemukan cara sebanyak-banyaknya untuk	•	
Irawijaya	Universitas B	mempraktekkan Bahasa Inggris saya. Universitas Brawijaya U		
rawijaya	Universitas B			
rawijaya	Universitas B			
rawijaya	Universitas B	Saya memperhatikan kesalahan-kesalahan Bahasa Inggris saya dan		
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rawijaya	Universities I pay attention when someone is speaking English.	Universitas Br	awijay
rawijaya	Universita 32. Saya memperhatikan ketika orang lain berbicara dalam Bahas	a 1 2 3 4 5	rawijay
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rawijaya	Universitas B Inggris yang baik.	Universitas Br	rawijay
rawijaya	Universities I plan my schedule so I will have enough time to study English.	Universitas Br	awijay
rawijaya	34. Saya membuat jadwal belajar sehingga saya mempunyai cuku	Universitas Br	rawijay
rawijaya	Universitas B waktu untuk mempelajari Bahasa Inggris.		rawijaya
rawijaya	Universit as Brawie / A S D A Ciliava	Universitas Br	awijay:
rawijaya	Universitas B I look for people I can talk to in English.		rawijay
rawijaya	Universita 35. Saya mencari orang-orang yang bisa saya ajak bercakap-cakap Bahasa Inggris.	^p Universitas Br	rawijay
rawijaya	Universite and the second s	Universitas Br	awijay
rawijaya	Universi I look for opportunities to read as much as possible in English.	hiversitas Br	awijay
rawijaya	Universi 36. Saya mencari kesempatan untuk membaca bacaan Bahasa Inggri	is 1 versitas Br	rawijay
rawijaya	Universi sebanyak mungkin.	hiversitas Br	awijay
rawijaya	Universit I have clear goals for improving my English skills.	hiversitas Br	awijay
rawijaya	Universit 37. Saya mempunyai tujuan yang jelas dalam meningkatka	inversitus bi	
rawijaya	Universita kemampuan berbahasa Inggris saya.	Iniversitas Br	awijay
rawijaya	Universita: I think about my progress in learning English.	<u>U</u> niversitas Br	
rawijaya	Universita ^{38.} Saya memperhatikan kemajuan saya dalam mempelajari Bahas	aun1v2rs3ta4 Br	awijay
rawijaya	Universitas Inggris.	Universitas Br	awijay
rawijaya	Universitas B. PART E a	Universitas Br	awijay
rawijaya	Universitas B 1 try to relax whenever I feel afraid of using English.	Universitas Br	awijay
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rawijaya	Universitas B menggunakan Bahasa Inggris.	Universitas Br	
rawijaya	Universitas B 1 encourage myself to speak English even when I am afraid o	of iniversitas Br	
rawijaya	Universitas B making a mistake. Snus	Universitas Br	
rawijaya	40. Saya menyemangati diri saya sendiri untuk berbicara Bahas		
rawijaya	Universitas B Inggris ketika saya takut membuat kesalahan. Sitas Brawijaya	Universitas Br	
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rawijaya	Universitias B 1 give myself a reward or treat when I do well in English. Wijaya	Universitas Br	
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rawijaya	Universitas Brain	ri/catatan pembelajaran bahasa. Persitas Brawijaya	Universitas Bra	wijay
rawijaya	Universit as Braw	lk to someone else about how I feel when I am learning English.	universitas Bra	wijay
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rawijaya	ala	w down or say it again.	Universitas Bra	wijaya
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Universitas 14. How do your teacher teach you language learning strategies? Universitas Bragaimanakah dosen anda mengajarkan anda strategi pembelajaran itas Brawijaya Universitas Brabahasa)? Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava...Universitas Brawijava. Universitas Brawijava...Universitas Brawijava Universitas 15. Is the teaching effective? Please explain! (Apakah pengajaran tersebutsitas Brawijava Universitas Br (jawaban Uni pertanyaan awi nomor nive 14) as Brefektif? UrCobasitas Brawijaya Universitas Bravijaya...Universitas Bravijaya...Universitas Bravijaya...Universitas Bravijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya D

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

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