# CHAPTER IV

## FINDING AND DISSCUSSION

This chapter presents two sections namely finding and discussion. The first section discusses the finding of the application of language learning strategies used by students of Islamic Junior High School of Raden Paku and the relationship between the language learning strategies and English proficiency. The second section is the discussion related to the interpretation of the finding of the study. Each of those is discussed in detail.

### 4.1 Finding

In this study the writer investigated language learning strategy based on different grades. The students are devided into three grades, first grade, second grade and also third grade. Those results were used to investigate the application of language learning strategies and to examine the relationship between six categories of language learning strategies and English proficiency. The SILL questionnaire had an internal consistency scale reliability calculated by Cronbach's Alpha of .915. The reliability was calculated from the score of each point of SILL questionnaire and it showed a good reliable data since it is in the acceptable range that was above .60 (Sekaran, 2011 cited in Priyanto,2011 p.123). The mean scores of SILL questionnaire and English score are displayed in Appendix 1, 2 and 3.

### 4.1.1 Application of Language Learning Strategies

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

**Table 4.1 Descriptive Statistics Result for Language Learning Strategies Use in 7th grade**

| Category of Language Learning Strategies | Mean | Rank Order of Usage |
|---|---|---|
| Metacognitive strategies | 3.5 | 1 |
| Affective strategies | 3.4 | 2 |
| Social strategies | 3.3 | 3 |
| Memory strategies | 3.2 | 4 |
| Cognitive strategies | 3.1 | 5 |
| Compensation strategies | 3.0 | 6 |
| Overall categories of language learning strategies | 3.2 | |

Based on the Table 4.1, the mean score of the overall language learning use and the mean scores of each categories of language learning use were interpreted by using the guidelines of the score interpretation proposed by Oxford (1990, p.291). It was reported that the overall language learning strategies use falls into medium level with the mean of 3.2. Since that score is in range between 2.5 to 3.4, it indicates that the language learning strategies fall into sometimes used by the 7th grade students of Raden Paku Junior High School. When it is seen from each category of language learning strategies, metacognitive strategy is reported as the strategy usually used with the mean score of 3.5. According to Oxford's scoring description of SILL version 7.0 for interpreting the average language learning strategies score, that score falls into high level of use since 3.46 is in the range of 3.4 to 4.4.

In the second rank is affective strategies with the mean of 3.4. Then, social strategies are in the third rank with the mean of 3.3. In the fourth rank is memory

strategies with the mean of 3.2. Cognitive strategies are in the fifth rank with the mean of 3.1. Compensation strategies are in the last rank as the strategies least frequently used with the mean of 3. Since all of the scores of affective, social, cognitive , memory, and compensation strategies are in the range of 2.5 to 3.4, they fall into medium level meaning that all those strategies are sometimes used by the 7<sup>th</sup> grades students.

**Table 4.2 Descriptive Statistics Result for Language Learning Strategies Use in 8<sup>th</sup> grade**

| Category of Language Learning Strategies | Mean | Rank Order of Usage |
|---|---|---|
| Metacognitive strategies | 3.6 | 1 |
| Affective strategies | 3.4 | 2 |
| Social strategies | 3.3 | 3 |
| Memory strategies | 3.2 | 4 |
| Cognitive strategies | 3.1 | 5 |
| Compensation strategies | 3.0 | 6 |
| Overall categories of language learning strategies | 3.3 | |

Based on table 4.2 above the overall language learning strategy used by 8<sup>th</sup> grades falls into medium level with the mean 3.3. Since that score is in range between 2.5 to 3.4, it indicates that the language learning strategies fall into sometimes used by the 8<sup>th</sup> grade students of Raden Paku Junior High School. When it is seen from each category of language learning strategies, metacognitive strategy was reported as the strategy always used with the mean score of 3.6. It falls into high level.

In the second rank is affective strategies with the mean of 3.4. Then, social strategies are in the third rank with the mean of 3.3. In the fourth rank is memory strategies with the mean of 3.2. Cognitive strategies are in the fifth rank with the

mean of 3.1. Compensation strategies are in the last rank as the strategies least frequently used with the mean 3.0. Since all of the scores of affective, social, cognitive , memory, and compensation strategies are in the range of 2.5 to 3.4, they fall into medium level meaning that all those strategies are sometimes used 8th grade students.

**Table 4.3 Descriptive Statistics Result for Language Learning Strategies Use in 9th grade**

| Category of Language Learning Strategies | Mean | Rank Order of Usage |
|---|---|---|
| Metacognitive strategies | 3.1 | 1 |
| Affective strategies | 3.1 | 1 |
| Social strategies | 3.0 | 2 |
| Cognitive strategies | 2.9 | 3 |
| Memory strategies | 2.8 | 4 |
| Compensation strategies | 2.7 | 5 |
| Overall categories of language learning strategies | 2.9 | |

Based on table 4.3 above the overall language learning strategy used by 9th grades falls into medium level with the mean 2.9. Since that score is in range between 2.5 to 3.4, it indicates that the language learning strategies fall into sometimes used by the 9th grade students of Raden Paku Junior High School. When it is seen from each category of language learning strategies, metacognitive and affective strategy were reported as the strategy always used with the mean score of 3.1. It falls into medium level.

In the second rank is, social strategies with the mean of 3.0. In the third rank is cognitive strategies with the mean of 2.9. Memory strategies are in the fourth rank with the mean of 2.8. Compensation strategies are in the last rank as the strategies least frequently used with the mean 2.7. Since all of the scores of

affective, social, cognitive , memory, and compensation strategies are in the range of 2.5 to 3.4, they fall into medium level meaning that all those strategies are sometimes used by 9th grade students.

From all findings in all grades it has the different rank of usage of language learning strategy that will be displayed bellow.

**Table 4.4 comparison of descriptive statistic result for language learning strategy used by 7th grade, 8th grade and 9th grade**

| grade | Memory | Cognitive | Compensation | Metacognive | Affective | Social | Overall |
|---|---|---|---|---|---|---|---|
| 7th | 3.2 | 3.1 | 3.0 | 3.5 | 3.4 | 3.3 | 3.2 |
| 8th | 3.2 | 3.1 | 3.0 | 3.6 | 3.4 | 3.3 | 3.3 |
| 9th | 2.8 | 2.9 | 2.7 | 3.1 | 3.1 | 3.0 | 2.9 |

From the table above known that 7th grade students and 8th grade students used higher strategies than 9th grade students. 7th grade and 8th grade students had the same percentage of using the language learning strategy, but it was different for metacognitive strategy 8th grades students had higher percentage than 7th grade students that was 3.6.

**4.1.2 The Application of Language Learning Strategies by All Students**

After getting finding in every grade the writer observed the application of language learning strategies used by all students of Raden Paku Junior High School students. The result will be displayed below.

**Table 4.5 descriptive statistic result for language learning strategy used by all students of Raden Paku Islamic Junior High School**

| Category of Language Learning Strategies | Mean | Rank Order of Usage |
|---|---|---|
| Metacognitive strategies | 3.4 | 1 |
| Affective strategies | 3.3 | 2 |
| Social strategies | 3.2 | 3 |
| Memory strategies | 3.1 | 4 |
| Cognitive strategies | 3.1 | 5 |
| Compensation strategies | 2.9 | 6 |
| Overall categories of language learning strategies | 3.2 | |

Based on table 4.5 above the overall language learning strategy used by all students of Raden Paku Islamic Junior High School had mean 3.2. Based on Oxford guidelines those score fall into medium level, means that the language learning strategies sometimes used by all the students. When it seen from each category of language learning strategies metacognitive strategy was the strategy most frequently used by all students. It was fall into medium level indicated by mean of 3.4. The second rank of strategy used was affective strategy by the mean of 3.3. Social strategy was the third rank of strategies used by all students by the mean of 3.2. The fourth rank of strategy used was memory strategy and cognitive strategy by the mean of 3.1. Then the last rank of strategy used by all the students was compensation strategy by the mean of 2.9. Since all the score of memory, cognitive, compensation, affective, and social strategies are in the range of 2.5 to 3.4, they fall into medium level meaning that all those strategies are sometimes used by all students of Raden Paku Islamic Junior High School.

This study result rejects the hypothesis. The hypothesis states social and affective are the strategy most frequently used by students but the result of this

study shows metacognitive strategy was the strategy most frequently used by the students.

## 4.1.3 Relationship between Language Learning Strategies and English Proficiency

From the SILL questionnaire result and English score that were collected used to determine the relationship between Language Learning strategy and English Proficiency. The relationship was measured by using Person Product Moment Correlation. Before analyzing the relationship between Language Learning Strategy and English Proficiency, the data had been tested by its normality.

### 4.1.3.1 Relationship between Language Learning Strategies and English Proficiency used in 7th grade

After having the SILL questionnaire and English score, the analysis of the relationship of language learning strategy and English proficiency could be done. In this case the writer used Person Product Moment Correlation to find the relationship between those two variables. Before analyzing the correlation, the data of each variable must be normal. Since all variables had been normal and there is no heteroscedasticity the correlation analysis could be conducted. The result of person product moment correlation will be displayed below.

**4.6 table of pearson product moment correlation of 7<sup>th</sup>grade**

| | | Memory | Cognitive | Compensation | Metacognitive | Affective | Social | PF_1 |
|---|---|---|---|---|---|---|---|---|
| PF_1 | Pearson Correlation | .321* | .287 | .195 | .285 | .418** | .010 | 1 |
| | Sig. (2-tailed) | .043 | .072 | .227 | .074 | .007 | .949 | |
| | N | 40 | 40 | 40 | 40 | 40 | 40 | 40 |

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

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

The correlation table shows that the memory and affective have significant correlation with 7<sup>th</sup> grade proficiency, it could be seen from the Sig. (2-tailed) correlation between memory and proficiency were 0.043 while affectiveand and proficiency were 0.007 which are smaller than α (α = 0.05 level). Correlation between memory and proficiency and also affective and proficiency were positive, it can be interpreted that the more memory and affective strategies used the more proficiency will be got.

For cognitive, compensation, metacognitive and social variables they did not have a significant correlation with the 7<sup>th</sup> grade proficiency, it seen from the Sig. (2-tailed) correlation of each variable with proficiency were of 0.072, 0.227, 0.074 and 0.949 which are higher than α (α = 0.05 level).

This finding accept the hypothesis that there is significant correlation between language learning strategy and English proficiency.

**4.1.3.2 Relationship between Language Learning Strategies and English Proficiency used in 8th grade**

After analyzing the relationship between Language Learning Strategies and English Proficiency used by 7th grade then the writer continue to do the analysis the relationship of those two variables in 8th grade, but before having analysis the data must check the normality of it. Then the correlation could be done. Since all variables had been normal and there is no heteroscedasticity the correlation analysis could be conducted. The result of person product moment correlation will be displayed below.

**4.7 table of pearson product moment correlation result of 8th grade**

| | | memory | Cognitive | compensation | Metacognitive | affective | social | PF_2 |
|---|---|---|---|---|---|---|---|---|
| PF_2 | Pearson Correlation | -.089 | .140 | -.167 | .088 | -.018 | -.033 | 1 |
| | **Sig. (2-tailed)** | .601 | .409 | .322 | .606 | .916 | .847 | |
| | N | 37 | 37 | 37 | 37 | 37 | 37 | 37 |

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The correlation table above showed that all the independ variables have no significant correlation with the 8th grade proficiency.It could be seen from the Sig. (2-tailed) correlation of each independent variables with proficiency were higher than $\alpha$ ($\alpha = 0.05$ level).

### 4.1.3.3 Relationship between Language Learning Strategies and English Proficiency used in 9<sup>th</sup> grade.

After analyzing the relationship between Language Learning Strategies and English Proficiency used by $7^{th}$ and $8^{th}$ grades then the writer continue to the last grade that was $9^{th}$ grade. As same as $7^{th}$ and $8^{th}$ grade, the data of $9^{th}$ grade also must be normal before doing correlation analysis. Then, result of the normality of the data and the person product moment correlation will be displayed bellow. Since all variables had been normal and there is no heteroscedasticity the correlation analysis could be conducted. The result of person product moment correlation will be displayed below.

**4.8 table of pearson product moment correlation result of 9<sup>th</sup> grade**

| | | Memory | Cognitive | compensation | metacognitive | affective | social | PF_3 |
|---|---|---|---|---|---|---|---|---|
| PF_3 | Pearson Correlation | -.107 | -.088 | -.120 | -.046 | .025 | -.204 | 1 |
| | Sig. (2-tailed) | .530 | .603 | .478 | .786 | .884 | .225 | |
| | N | 37 | 37 | 37 | 37 | 37 | 37 | 37 |

\*\*. Correlation is significant at the 0.01 level
(2-tailed).
\*. Correlation is significant at the 0.05 level
(2-tailed).

The correlation table show that all the independ variables have no significant correlation with the $9^{th}$ grade proficiency.It could be seen from the Sig. (2-tailed) correlation of each independent variables with proficiency were higher than α (α = 0.05 level).

**4.2 Discussion**

After getting the findings of the application of language learning strategies and the relationship between language learning strategies with English proficiency, discussion is provided to make the interpretation of the finding. The discussion deals with the problems of the study which discuss the application of language learning strategies used by Raden Paku Islamic Junior High School students and the relationship between the application of language learning strategies and English Proficiency measured by English score.

**4.2.1 Application of Language Learning Strategies**

Based on findings known that metacognitive were the language learning strategy most frequently used by all students of Raden Paku Islamic Junior High School begin from 7$^{th}$ grade until 9$^{th}$ grade. Metacognitive was the strategy usually used by all grade students that were indicate by mean 3.5 for 7$^{th}$ grade, 3.6 for 8$^{th}$ grade and 3.1 for 9$^{th}$ grade. Based on Oxford (1990) 7$^{th}$ grade and 8$^{th}$ grade score were fall into high level means that they always used metacognitive strategy in their learning, while 9$^{th}$ grade students' overall score felt into medium level means that they sometimes used metacognitive strategy in their learning. Metacognitive is the strategy that provides learners to organize learning process means that they do not given the certain ways for learning language but they learn English by their own ways.

Since this Islamic Junior High School is bilingual based and they use English for communication and also delivering some material, it needs

metacognitive strategy to organize their study and also they could evaluate their study as stated by Oxford (1990 p.137) " metacognitive strategies are extremely important". The mission of Raden Paku Islamic Junior High School is to produce the students who have great competent in language whether Arabic or English language. So learning English is very important to improve their competence.

Another purpose of this school is to make the students able to continue their study abroad then English of course is the importance tool to communicate abroad. (http://mtsrapa-trenggalek.blogspot.com).

Metacognitive strategy was the highest strategy because the students of Raden Pake Islamic Junior High School is train to be diligent and independent students. The students must do all activity by their own self. It can be seen from the background questionnaire that some students theater club to improve their ability in speaking English. They also train to pay attention to someone when he or she speaks, it is can be seen from speech training activity. The listener must pay attention to the speaker so that they could make the conclusion of the speech if they are pointed by the teacher or they can give suggestion to the speaker.

Besides from background questionnaire it is known that most of the students learn English since they were elementary school means it takes 4 until 6 years. They also have great motivation to learn English. They learn English not only because English as their subject that they must learn but because of other reason such as they want to continue their study abroad, they need for their future career. Therefore, those motivations encourage the students to choose metacognitive strategies as the strategies most frequently used since these

strategies help the students achieve learning goals by managing, arranging, and planning their own learning. From this questionnaire it also known that they have already able to manage their way of study by their own self. It could be seen from the most frequently learning strategy used that is metacognitive strategy.

This finding is in line with the previous study conducted by Nuril (2012) but it is different with the other previous conducted by Zhao (2009). This previous study result was compensation as the highest language learning strategy used by the students.

Affective were the strategy usually used by 9th grade students besides metacognitive strategy. It falls into medium level that indicated by mean 3.1. Affective is strategy dealing with emotion, attitude, and values. Besides organize learning process with their own ways most of 9th grade students also control their self to learn well. This strategy was in 2nd rank for 7th grade and 8th grade students. It was fall into medium level by the mean of 3.4.

9th grade students combine their strategy with affective strategy that can motivate them in doing learning. Oxford (1990 p. 140) states that "the affective side of the learner is probably one of the biggest influences on language learning success or failure". It means that 9th grade students always control their emotion and attitude in learning language, for example lowering the anxiety, encouraging theirselves, and taking the emotional temperature moreover they would face national examination. Besides organize their way of learning they also manage their own self or their attitude.

Besides 9th grade students 7th grade and 8th grade students also practice affective strategy in their learning activity. It can be seen from the good statement put in their cupboards placed in the rooms. Each student writes good statement to motivate them in learning English. It also supported by the motto of their English section that " language is not everything but everything without language is nothing" and also " language is our crown". Those two mottoes give good encouragement to the students to practice or to learn language because by language they can know everything. The second motto encourages them to learn language, they have assumption that language like crown so they have to keep it by learning language and understand it more.

Social strategy was in the third rank strategy for 7th grade and 8th grade students and it was second for 9th grade students. It was fall into medium level. It was indicated by the mean of 3.3 for 7th grade and 8th grade students and 3.0 for 9th grade students. According to Oxford (1990) "social strategy help confront and possibly modify their culturally define attitude toward cooperation and competition." The statement means that by having social strategy the students will communicate well and they also can put their selves in someone else's shoes.

The students of Raden Paku Islamic Junior High School have to use English for their daily communication. Of course they need the other people to practice it. Oxford (1990, p.145) states that social strategies facilitate language learning through interaction with other people by using the target language. This is very important for students to improve their communication skill and also their ability to use English. The application of social strategy can be seen from

conversation activity held every Sunday morning. All students have to communicate in pairs and practice the conversation. In this activity students practice the application of social strategy by asking clarification or asking correction. By having this kind of activity it will increase students ability in conversation.

In addition, the use of English as medium of communication can help students to apply social strategy in their language learning. Since the obligation of each student to use English as the medium of communication in which all information and teaching activity are given in English it support Raden Paku Islamic Junior High School became good and suitable place to practice and learn English. Thus, it encourages the application of social strategies by interacting or communicating by using English with other people.

Memory strategy was the forth strategy used by all grades. It was fall into medium level by the mean of 3.2 for $7^{th}$ grade and $8^{th}$ grade students and 2.8 for $9^{th}$ grade students. Memory strategy helps learners to cope with difficulties (Oxford, 1990). Means that the students will use memory strategy to help them remember the vocabularies that they were have had in their mind.

Application of memory strategy can be seen from the writer observation in one of activity of Raden Paku Islamic Junior High School that is giving vocabulary activity. In this activity the students are given new vocabularies by the teachers. The students have to repeat the new and the previous vocabularies and also put them into sentences. By having this activity it can help easy in

memorizing new word. Having many vocabularies will help them in their daily conversation.

Cognitive strategy was the fifth rank of strategy used by $7^{th}$ grade and $8^{th}$ grade students but it was the third for $9^{th}$ grade students. This strategy was fall into medium level for all grades, it was 3.1 for $7^{th}$ grade and $8^{th}$ grade students and 2.9 for $9^{th}$ grade students. Oxford (1990, p.43) explains that cognitive strategies provide the students to use their mental processes in the form of practicing, receiving and sending the message, analyzing and reasoning, and creating structure for input and output.

Oxford (1990) states that cognitive strategies tend to be the most popular strategies with language learners but this study reveals that the application of cognitive strategies is in the fifth rank for $7^{th}$ grade and $8^{th}$ grade students and third rank for $9^{th}$ grade students. It can be caused by the assumption of the students considering cognitive strategies are usual strategies to be applied by a foreign language learner compared with the other strategies.

Compensation reveal as the last rank of strategies used by all students of Raden Paku Islamic Junior High School. It is indicated with the lowest mean of 3.0 for $7^{th}$ grade and $8^{th}$ grade students and 2.7 for $9^{th}$ grade students. It can be caused the regulation of that school which forbade the students to use other language except Arabic and English. So, they avoid switching into Bahasa Indonesia or their own mother tongue. Although compensation was the last compensation used by all students but it still fall into medium level.

Compensation strategy is the strategy that help learner to keep on using the language (Oxford, 1990).

All students from 7th grade until 9th grade use language learning strategy in medium level but they have different score in using those strategies. The highest score belongs to 8th grade it supported by their activities like joining many English competition. So, they have high motivation in applying language learning strategies. The next score belongs to 7th grade it supported by the background of questionnaire that they are curious to use English in their daily conversation so that they are motivated to apply language learning strategy. 7th grade is still in second rank because they sometimes use Indonesian in their conversation. The lowest score belongs to 9th grade. They did not apply language learning strategy well because they have many exams such as national exam, oral exam so that they focus more on those exams rather than language learning strategies. They also often break the rules of using official languages those are Arabic and English because they will graduate soon from that Islamic boarding school.

This finding is in line with the previous study conducted by Nisbet *at all* (2005), Zhao (2009),  and Nuril (2012) . All those study found that the overall strategy used by students fall into medium level but it was different in the lowest strategy used by the students. Nisbet (2005) found that the lowest strategy used by Chinese university students was social strategy. While Zhao (2009) and Nuril (2012) found that memory strategy was the lowest rank used by Chinese undergraduate students and International students of Economic faculty of Universitas Brawijaya.

The similiarity in the result of the study can be examined by looking through the contexts where the learning strategies are applied. All those study were applied in EFL where English as foreign language. Then it has the similar level of strategy used. The difference in the lowest rank of the study can be examine by looking to the subject of the study. Nisbet subject was the university students who are independent learner then Nuril and Zhao subject is also university students that are in Intermediate level. Then, memory strategy usually used by the beginner level.

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

The finding from the result of the Pearson Product Moment analysis reveals there is a relationship between language learning strategies and English proficiency used by $7^{th}$ grade showed by a positive low correlation ($r= .342$) between memory strategies and English proficiency and positive sufficient correlation ($r=.418$) between affective strategy and English proficiency. The positive correlation shows that if one variable increase the other variable also increases. It Means increasing use of memory and affective strategy will improve the English proficiency. Moreover for $7^{th}$ grade who considered as the new students they have to maximize in using memory strategy to memorize many vocabularies in order to make them easy to communicate by using English. They also must maximize the use of affective strategy to motivate and encourage them in mastering English. From those two variables that have correlation with English

proficiency they have different significant level, memory strategy has significant in level 0.05 while affective strategy has significant in level 0.01. It means that memory strategy has error probability 5 percent. It can be concluded the error in answering the questionnaire is 5 percent while affective strategy has error probability 1 percent it can be concluded that the error in answering the questionnaire is 1 percent.

The application of memory strategies can be seen from the activity usually done by the students. The students are given new English vocabularies by the teachers then they apply it in their daily conversation. Sometimes the teacher asks students to listen to the story which is read by him or her then students continue the rest. This activity helps the students to improve their knowledge about vocabulary and also to be good note taker.

The application of affective strategy can be seen from the activities usually done in class such as role-plays, games. By having those activities help students feel more relax and enjoy in doing learning.

The possible reason of the low and sufficient correlation between language learning strategies and English proficiency can be caused by the context where English is used in community. When English is used in second language community the correlation result between language learning strategy and English proficiency is higher than when it is used in foreign language community.

From the result of Pearson Product Moment correlation, there is no significant correlation between language learning strategy and English proficiency used by $8^{th}$ grade and $9^{th}$ grade students. It is shown in the Sig. (2-tailed)

correlation of each independent variables with proficiency were higher than α (α = 0.05 level).

These findings are different from the previous study. The first previous study conducted by Nuril (2012) showed that compensation strategy was the only one strategy that had correlation with English proficiency. The second previous study conducted by Zhao (2009) result showed that metacognitive was the strategy that has significant correlation to English proficiency. The last is study conducted by Nisbet at all (2005) result showed that metacognitive strategy was the only one strategy that have significant correlation with English proficiency.

The different result of correlation can be examined from the subject of the study. All subject of previous study above are Undergraduate students who have learned English longer than the subject of current study. The subject of this study were the students of Islamic Junior High School who need memory and affective strategy to improve their proficiency. Oxford (1990, p.40) states that memory strategies are most frequently used by the beginning learners rather than the intermediate learners. Therefore, that statement confirms to explain the reason of junior high school students need memory strategy more than undergraduate students.