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Universitas Brawijaya Antika, Maulida M. 2013. A Study on Language Learning Strategies of the XI Grade Students in Advanced and Regular Class of Natural Science Program University at SMAN 1 Dampit. Study Program of English, Department of Languages and exists Brawijaya Universita Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: ersitas Brawijaya Syariful Muttaqin; Co-supervisor: Yana Shanti Manipuspika. Keywords: language learning strategy, advanced and regular class, Strategy Inventory for Language Learning (SILL) questionnaire. Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw English is considered as an important language and it makes the Indonesian government decrees English as one of the school subjects to developersitas Brawijaya University the ability of Indonesian people in English. The application of government's ersitas Brawijaya decrees is by making National Standard School (SSN) which has advanced and ersitas Brawijava regular class program. This program classifies the students based on their ability and takes English as important subject in learning process. In order to be successful in English learning, the students need to know language learning exists Brawljaya strategies for increasing their academic achievement and increasing ability of ersitas Brawijaya English. This study is conducted to investigate the application of language learning strategies of the XI grade students in advanced and regular class of Natural Science Program at SMAN 1 Dampit. The research design of this study is quantitative approach since itersitas Brawijaya examines phenomenon in detail. The subjects in this study are 140 second grade Universita students comprising 27 students from advanced class and 113 students from Universita regular class of Natural Science Program at SMAN 1 Dampit. The data was disitas Brawijaya obtained using Strategy Inventory for Language Learning (SILL) questionnaire estimas Brawijava completed by advanced and regular class students. The results show that the application of language learning strategies in Universita advanced class and regular class are different. Advanced class students most ersitas Brawijaya sita frequently use cognitive strategies and regular class tends to use compensation ersitas Brawijaya strategy as the most frequently used strategy. The overall mean score of advanced class in language learning strategies usage is higher than the regular class. The Universita difference of the overall mean score between advanced class and regular class is ersitas Brawijaya Universitatinfluenced by different teaching system used for both classes and from the ersitas Brawijaya University students themselves such as motivation or environments of the students. University Brawijaya In conclusion, giving different teaching system can influence the application of language learning strategies. By knowing the language learning University strategies used by advanced and regular students, the teachers can give ersitas Brawijaya appropriate language learning strategies training to advanced and regular students ersitas Brawijaya to increase their English ability. Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universita dan kelas reguler. Program ini membagi siswa berdasarkan kemampuan mereka ersitas Brawijaya
Brawijaya	Universi dan Bahasa Inggris memiliki peranan penting dalam proses belajar. Untuk mensukseskan belajar Bahasa Inggris, pelajar perlu tahu strategi pembelajaran Brawijaya
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Brawijaya	Universita dalam penelitian ini adalah 140 siswa kelas XI jurusan IPA yang terbagi menjadi 27 siswa dari kelas unggulan dan 113 siswa dari kelas reguler di SMAN 1
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Universitas Brawijaya Universitas INTRODUCTION versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrayThis chapter provides background of the study, statement of the problem, ersitas Brawijava University objective of the study, hypothesis and definition of key terms. Brawijaya **Background of the Study** Language is a means of communication used in people's daily life for their ersit as Brawijaya interaction. As stated by Finocchiaro and Bonomo (1973, p. 6), "language is the medium through which people express their experiences and their ideas of the ersitas Brawijaya world in which they live, it carries within cultural meaning". Language is an important thing for human being; people must pass some ersitas Brawijaya processes to learn it for communication. Learning process is how people learn University something, such as language and start from what they see, what they hear and then ersity Brawijaya comes to the brain. There are some factors that influence learning process such as University condition, age and prior knowledge. Those factors make the learners have ersity Brawijaya different ways to learn language. For example, conditions of different Universita communities create different ways to learn a language. When one community ersitas Brawijaya takes English as an important major in their education, they will have different University strategies from the others community which does not take English as an important elisities Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya major. Community who takes English as an important major uses strategy for SITA their people to master English such as English day, where the members of that ersitas Brawijaya University community use English for communication at that day. Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bray In language learning process, the learners will have their own strategies Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University which help them to master the language. These strategies are called Language ersitas Brawijaya Universita Learning Strategies. There are some theories about language learning strategy as Brawijaya Universitas Brawijaya Universitas Brawijaya University mentioned by experts. According to Ellis (1996), Language Learning Strategy Strategy (LLS) is related to techniques or steps used by learners to be successful in ersitas Brawijaya University learning language. Ellis (1996, p. 530) states that there are two types of learning arguments Brawijava strategies namely skill learning strategy and language learning strategy. Skill University learning strategy is related to skill of learners such as reading, writing, speaking or ersity Brawijaya listening. The purpose of this strategy is to master their skills, influenced by their efforts. Language learning strategy is about the strategy used by learners to reach exists Brawijava their goal in learning process. The second one is Rubin who says that learning strategy means "any sets ersitas Brawijaya of operations, steps, plans, routines used by the learners to facilitate the obtaining, University storage, retrieval, and use of information" (1987, cited in Tseng, 2005, p. 321).ersitas Brawi Rubin's statement shows that learning strategy refers to the techniques that help University the learners feel easy in language learning process. Rubin divides types of ersity Brawijaya language learning strategies into three: learning strategies, communication Universitä strategies, and social strategies. Universitas Bray The third expert, Oxford (1990) states that language learning strategies are University behaviors or actions which learners use to make language learning more exitted Brawijaya Universitas Brawijaya Universitas Brawijaya successful, self-directed and enjoyable. Oxford makes a classification of language Universita learning strategies which consist of six types: memory strategies, cognitive ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	
Brawijaya			
Brawijaya	Universitas strategies, compensation strategies, metacognitive strategies, affective strategies affective strategies.	tegies Universitas E	Prawijaya Prawijaya
Brawijaya	Universita and social strategies iversitas Brawijaya Universitas Brawijaya	Universitas E	
Brawijaya	From those three experts, the most detail explanation and classifica	tion is ersitas	Prowiiovo
Brawijaya	Universitas Brawijaya		
Brawijaya	Universitae Braviliana Universitae Braviliana	Universitas I	Prawijaya
Brawijaya	University system of categorization of language learning strategies. Oxford has compi	led an ersitas i	Prawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas extensive list of strategies detailed through extensive review of the literature		
Brawijaya			
Brawijaya	Universitas Brawijaya language learning strategies scheme.	Universitas E	
Brawijaya Brawijaya	Universitas Braw ijaya Universitas Br Language learning strategy is interesting to be analyzed because	Universitas E	
Brawijaya	Universitas de Language learning strategy is interesting to be analyzed because	Universitas E	
Brawijaya	person is unique in the process of mastering a language. There were University	some Iniversitas E	
Brawijaya	University researchers who had conducted studies on language learning strategies.		
Brawijaya			
Brawijaya	Universi Universi Chang's (2011) journal article shows that he concerns on the comparative	aspect	2rawijaya 2rawijaya
Brawijaya	Universit of Language Learning Strategy Use (LLSU) among undergraduate f		
Brawijaya	Universit	niversitas E	
Brawijaya	language majors in Taiwan. His study investigated any relationship be	etween Universitas E	
Brawijaya	Universita LLSU with some factors such as gender, academic major subject, fondn		
Brawijaya	Universitas	Universitas F	
Brawijaya	target language and previous experience in target language countries. The s	second Universitas E	
Brawijaya	Universitä researcher is Setiyadi (2001) who investigated the language learning stra	ntegiesersitas E	Brawijaya
Brawijaya	Universitas Bra	Universitas F	Brawijava
Brawijaya	used by successful learners and to what level the strategies contributed to successful learners and to what level the strategies contributed to successful learners and to what level the strategies contributed to successful learners and to what level the strategies contributed to successful learners and to what level the strategies contributed to successful learners and to what level the strategies contributed to successful learners and to what level the strategies contributed to successful learners and to what level the strategies contributed to successful learners and to what level the strategies contributed to successful learners and to what level the strategies contributed to successful learners and to what level the strategies contributed to successful learners and the successful learners are successful learners.	uccess Universitas E	Brawijaya
Brawijaya	Universita in learning English in Indonesia. He chose the subject from students in E	nglishersitas E	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas E	Brawijaya
Brawijaya	University Course at the Language Center of Lampung University. Brawijaya	Universitas E	Brawijaya
Brawijaya	Universitas BravIn this study, the researcher tries to investigate the language le	_{arnin} gersitas E	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya
Brawijaya	University strategy used by senior high school students especially in national standard	school Universitas E	Brawijaya
Brawijaya	University (SSN). There has been no researcher who has explored the strategy us	edniversitas E	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University of Senior high school in Faculty of Cultural Studies at University Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita Brawijaya especially in national standard school (SSN), itas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bravilia Indonesia, English is considered as a foreign language and people do
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita not ruse jityin daily communication a This uproblem t makes a the a Indonesian ersitas Brawijaya
Brawijaya	Universitas Brawijaya government creates some programs especially in education system to increase the
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita@bility in English: See Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya The Indonesian government decrees English as one of the school subjects.
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita It is expected that studying English from early age will enable Indonesian people ersitas Brawijaya
Brawijaya	Universitas to master English both in writing and speaking. English as one of the school universitas Brawijaya
Brawijaya Brawijaya	Universitation Subjects from Elementary level until Senior High Schools represents the ersitats Brawijaya
Brawijaya	University Subjects from Elementary lever until Semor High Schools represents the elementary lever the eleme
Brawijaya	Universit importance of English not only the concepts but also the skills to be mastered.
Brawijaya	Universit To make the government's strategy successful, government also states ersitas Brawijaya
Brawijaya	Universita Iniversitas Brawijaya
Brawijaya	Universita explanation in PP No. 19, 2005 section 11, paragraph 2 that government universitas Brawijaya
Brawijaya	Universita categorizes schools which have been or close to become national standard school/ersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya National Standard School (SSN) is the school which has passed the national
Brawijaya	Universitas Brawijaya
Brawijaya	Universita education standard from the government, comprising eight standards such as ersitas Brawijaya
Brawijaya	Universitas Brawijaya content standard, competency standard, process standard, teacher standard, Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universita standard of facilities, management and infrastructure, financial, and standard of ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University educational assessment. The next statement is national standard school (SSN) ersitas Brawijaya
Brawijaya	Universita education system takes the students as subjects in learning process. In some SSN ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita schools, there is an advanced class program whose members are smart students, ersitas Brawijaya
Brawijaya	Universita The advanced class uses English as the medium of instruction in four subject ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas matters namely Mathematics, Natural Science, Information and Communication ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Technology (ICT) and English (Depdiknas, 2008, p.3). So, it is interesting to
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita analyze the students' strategy to learn English as the requirement from the school. ersitas Brawijaya
Brawijaya	Universitas Brav _{SMAN I} Dampit, Malang has an implementation of advanced class ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita program. Advanced class program is different from regular class. Advanced classersitas Brawijaya
Brawijaya	Universita program has different facilities, education system and standard value. This
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita program serves modern technology and uses English as medium of instruction and ersitas Brawijaya
Brawijaya	Universitas Brawijaya communication in learning process. Standard value which must be passed is
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	University higher than that in regular class. Regular class is a class which consists of theersity Brawijaya
Brawijaya	Universitas Universitas Brawijaya students whose grade can fulfill the standard grade from the school's policy.
Brawijaya	University University The researcher chose SMAN 1 Dampit and XI grade of natural science ersitas Brawijaya
Brawijaya Brawijaya	Universi The Tesearcher Chose SMAN 1 Dumpu and A1 grade of natural science ersitas Brawijaya
Brawijaya	University program (XI IPA) because of some reasons. First, SMAN 1 Dampit has good inversities Brawijaya
Brawijaya	Universit academic achievement in Malang area such as first champion of Science ersitas Brawijaya
Brawijaya	Universita Iniversitas Brawijaya
Brawijaya	Universita Competition in East Java, second champion in English Debate Competition Universitas Brawijaya
Brawijaya	Universita although this school is located in urban area. This school develops the ability of ersitas Brawijaya
Brawijaya	Universitas the students and also has great attention in their environment such as every
Brawijaya	Universitas L
Brawijaya	Universita Saturday the school gives practical lesson how to plan trees, flowers to keep theersitas Brawijaya
Brawijaya	Universitas Brawijaya environment green. SMAN 1 Dampit creates good young generations in their Universitas Brawijaya
Brawijaya	
Brawijaya	Universita intelligent and also creates good behaviors to the students to ykeep theersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	
Brawijaya Brawijaya	Universitas Bravijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	only creates advanced class program in second grade especially natural science Brawijaya
Brawijaya	program. Another reason is X grade students are still in the process of adaptation
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas with the education system in SMAN 1 Dampit as SSN, while XII grade students
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
Brawijaya	Universita focus in preparing for national exam (UN) ya Universitas Brawijaya Universitas Brawijay
Brawijaya	Universitas Brav Third, SMAN I Dampit has policy of standard grade for each program ersitas Brawijay
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
Brawijaya	Universita (Natural Science Program and Social Program). The students must pass the ersitas Brawijay
Brawijaya	University school's standard grade: 80 (Biology, Chemistry, Physics and Mathematics) and ersitas Brawijay
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita 85 (English and ICT). Meanwhile, Social Program requires grade 75 of Science, ersitas Brawijay
Brawijaya	Universitas 77 of Mathematics, and 80 (English and ICT).
Brawijaya	Universitas Brawlaya Universitas Brawijay
Brawijaya	Universitas Br There are advanced class and regular class in natural science program (XI ersitas Brawija) Universitas Br Universitas Brawija)
Brawijaya Brawijaya	IPA). XI IPA 2 uses English as a medium of instruction. All students in advanced University Brawijay
Brawijaya	Universit class use English to discuss and learn the materials (Science, Mathematics, ersitas Brawija)
Brawijaya	University University Characteristics and Party the Internation (Service, Whateleficture, Cristias Brawija)
Brawijaya	Universit English and ICT) and it makes the students pay more attention to learn English.
Brawijaya	Universit Regular class (XI IPA 1, 3, 4, 5, 6) is a class which does not use English as the ersit as Brawijay
Brawijaya	Universita Iniversitas Brawijay
Brawijaya	medium of instruction in their learning process. The teaching learning process is Universitas Brawijay
Brawijaya	Universita conducted in standard facilities and the teachers deliver the material using Bahasa ersitas Brawijay
Brawijaya	Universitas Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay
Brawijaya	Universitas Brawijay
Brawijaya	Universitas B. From those statements about program implementation in SSN, Uthis ersitas Brawijay
Brawijaya	Universitas Brawijay research focused on describing the Language Learning Strategies (LLSs) used in Universitas Brawijay Universitas Brawijay
Brawijaya	
Brawijaya	Universita advanced and regular classes of XI IPA. The researcher used the advanced class ersitas Brawijay
Brawijaya	Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay
Brawijaya	
Brawijaya	Universita medium of instruction, and it was interesting to know what LLSs used by them to ersitas Brawija
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
Brawijaya	
Brawijaya	Universita of LESs used in learning English between advanced and regular students. Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bray This study is expected to inform the students about kinds of Landau Company and the students are students as the students are students	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita Learning Strategies. When the learners read the questionnaire items, they	
Brawijaya	Universita know that there are a lot of strategies in learning English can be app Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	lied in Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University learning English. Meanwhile, by knowing the language learning strategies	
Brawijaya	University students, the teachers can give appropriate teaching method so that the le	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University strategies and teaching method are met. Consequently, teaching and learning	
Brawijaya	Universitas will be achieved more effectively.	Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawing Change Cha	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Div	Universitas Brawijaya
Brawijaya	1.2 Problem of the Study	Universitas Brawijaya
Brawijaya	Universi The problem of this study is:	niversitas Brawijaya
Brawijaya		
Brawijaya	Universi Universi "What are the Language Learning Strategies (LLS) applied for learning strategies (LLS) app	earning Brawijaya
Brawijaya	Universit English in XI grade students of advanced and regular classes of I	
Brawijaya	Universit	niversitas Brawijaya
Brawijaya	Universita Science Program at SMAN 1 Dampit?"	Iniversitas Brawijaya
Brawijaya	Universitat	Universitas Brawijaya
Brawijaya	Universitas 1.3 Objective of the Study	Universitas Brawijaya
Brawijaya	Universitas L Objective of the Study	Universitas Brawijaya
Brawijaya	Universitas B. Based on the research problem, the purpose of this research is:	Universitas Brawijaya
Brawijaya	Universitas Bra "To describe the application of Language Learning Strategies by XI Universitas Braw	Universitas Brawijaya
Brawijaya		
Brawijaya	Universitas Bistudents of advanced and regular classes of Natural Science Programme Pr	ramninersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universities Big A hypothesis is needed to make presumption about the result	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya	Universitas E				Universitas	
Brawijaya	Universitas Brawijaya	Universitas E				Universitas	
Brawijaya	Universitas Brawijaya	Universitas E	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas E	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas E	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	there is no differe	Brawijaya ance of the ar	plication of I	Braw Java	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas E	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Strategies by the X					
Brawijaya	Universitas Brawijaya					Universitas	
Brawijaya	Universitas Brawijaya	Universitas E	Brawijava	Universitas	Brawijava	Universitas	
Brawijaya	Universitas Brawijaya						
Brawijaya	Universitas Brawijaya						
Brawijaya	Universitas Brawijaya	Univer	AI grade stud	ents of advance	ed and regular of Brawijaya	Universitas	Brawijaya
Brawijaya		of Natural Science	Program in			Universitas	
Brawijaya	Universitas Brawijay				rawijaya	Universitas	
Brawijaya	Universitas Brawi		G D		ijaya	Universitas	
Brawijaya	Universita 1.5 r Definition	of Kev Terms	SB	RA.	va	Universitas	
Brawijaya							
Brawijaya	Universita This pa	rt will provide	a guideline	to understan	d the concept	ts and	Brawijaya
Brawijaya	Universi indicators of the			The state of			Brawijaya
Brawijaya	Universi	study.			Y /		Brawijaya
Brawijaya	Universit 1. Language	Learning Strate	egy: behavio	ors or actions w	hich learners u	se to	Brawijaya
Brawijaya	Universit		make la	nguage learni	ng more succ	essful,ersitas	
Brawijaya	Universit						
Brawijaya	Universita	(30)	self-dire	cted and enjoy	yable (Oxford,	niversitas 1989, Iniversitas	Brawijaya
Brawijaya	Universitas	3		Ellis 1996, p. 5		Universitas	
Brawijaya	Universitas	12	Citcu iii i	2ms 1990, p. 3	31)	Universitas	
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Brawijaya	Universitas BrayThis, chapter elaborates the description and explanation about	
Brawijaya	University theoretical framework and the previous studies which are related to the stud	
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Brawijaya	Universitas Brawijaya 2.1 Theoretical Framework	Universitas Brawijaya
Brawijaya	Universitas Braw ijaya	Universitas Brawijaya
Brawijaya	Universitas Br Theoretical framework includes the theories used in this study.	
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Brawijaya	Universitas theories are language learning strategies elaborated into definition of land universitation.	iguage Universitas Brawijaya
Brawijaya	Universi learning strategies, taxonomy of language learning strategies, language le	
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Brawijaya	Universi Universi strategy by Oxford, factors affecting LLS choice, the importance of L	LS in Third Brawijaya
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Brawijaya	Universit	niversitas Brawijaya
Brawijaya	academic major subject. The detailed explanation is as follows:	Jniversitas Brawijaya
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Brawijaya	2.1.1 Language Learning Strategies (LLSs)	Universitas Brawijaya
Brawijaya	Universities B. In understanding about language learning strategies, this study dis	
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Brawijaya	Universities Bra about the definition of language learning strategies, taxonomy of language learning strategies, t	nguage Rrawijaya
Brawijaya	Universita learning strategies, language learning strategy by Oxford (1990), and	
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Brawijaya	Universita 2.1.1.1 Definition of Language Learning Strategies sitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BravThe word "strategy" comes from the ancient Greek term "strategy"	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	meaning generalship of the art of war. Then, Oxford Dictionary (2003) of	defines Prawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University strategy as plan intended to achieve a particular purpose. Brown (1994, cited in
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita Nuril, 2012 p.8) states "the strategies are, in essence, learners' technique for ersitas Brawijaya
Brawijaya	University capitalizing on the principle of successful learning". Thus, using strategies as the
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University deliberate plan in the learning process can be the main factor in the learning result. ersitas Brawijaya
Brawijaya	Universitas Bravilage learning strategies are the methods applied in learning process
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita to get maximum result of learning something. Oxford (1990, p.8) states that ersitas Brawijaya
Brawijaya	Universitas Brawijaya language learning strategies are learners' efforts to make learning process become
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita easier. Another statement is stated by Rubin (cited in Ellis, 1996, p. 531) that ersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya learning strategies are strategies which take an important part in learning process. Universitas Brawijaya
Brawijaya	TOTAL SELECTION OF THE PARTY OF
Brawijaya	Universi In addition, O'Malley and Chamot (1990, cited in Clouston, 1997 p. 2) state that ersit as Brawijaya
Brawijaya	Universi language learning strategies are special ways that learners use to acquire liversitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universita knowledge. Universita knowledge. Universita knowledge. Universita knowledge.
Brawijaya	In other words, language learning strategies are any steps or techniques Universitas Brawijaya
Brawijaya	University which help learners to succeed in reaching the goal of learning process. Language ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	learning strategies are different from one learner to another. The learners have to Universitas Brawijaya
Brawijaya	Universita apply different strategies for the same assignment, depending on their ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya individuality and some other factors. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas 2.1.1.2 Taxonomy of Language Learning Strategies Strategies Universitas Brawijaya
Brawijaya	Universitas BravLanguage learning strategies have been classified by many experts, some ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya of them are Pubin (1987). O'Mallay and Chamot (1985) and Oxford (1990)
Brawijaya	University of them are Rubin (1987), O'Malley and Chamot (1985) and Oxford (1990). ersitas Brawijaya
Brawijaya	Universita Rubin (1987, cited in Nuril 2012, p.10) makes the distinction between strategies ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University contributing directly and indirectly to learning. The strategies that directly ersitas Brawijaya
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Brawijaya	University contribute to the learning are clarification, monitoring, memorization, guessing,	aya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij	aya
Brawijaya	Universita deductive reasoning, and practice. Then, the strategies that indirectly contribute to ersitas Brawij	aya
Brawijaya	University the learning are creating opportunities to practice and produce tricks. Then,	aya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij	
Brawijaya	University O'Malley and Chamot (1985, cited in Hismanoglu 2000, p.2) divide language ersitas Brawij	
Brawijaya	University learning strategies into three main categories. The first category is metacognitive	aya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij	, ,
Brawijaya	Universita strategies, consisting of advance organizers, directed attention, selective attention, ersitas Brawij	
Brawijaya	Universitas Brawija self-management, functional planning, self-monitoring, delayed production, and	aya
Brawijaya Brawijaya	Universitas Brawij Universitas elf-evaluation. Second, cognitive strategies consist of repetition, resourcing, ersitas Brawij	
Brawijaya		
Brawijaya	Universitas Universitas Brawij translation, grouping, note taking, deduction, recombination, imagery, auditory universitas Brawij	aya
Brawijaya	Universit representation, key word, contextualization, elaboration, and transfer. Third, ersitas Brawij	
Brawijaya	University A liversitas Brawii	
Brawijaya	Universit social strategies consist of cooperation, questioning for clarification, and self-talk.	
Brawijaya	Universit The last, Oxford (1990, p.17) divides language learning strategies into two ersitas Brawij	aya
Brawijaya	Universita Iniversitas Brawij	aya
Brawijaya	universita main groups namely direct strategies and indirect strategies, which are further universitas Brawij	aya
Brawijaya	Universita divided into six groups. Direct strategies are divided into memory strategies, ersitas Brawij	aya
Brawijaya	Universitas Cognitive strategies, and compensation strategies. Then, indirect strategies are Universitas Brawij	aya
Brawijaya		
Brawijaya	Universita divided into metacognitive strategies, affective strategies, and social strategies. niversitas Brawij	
Brawijaya	Universitas Bra Universitas Brawij Universitas Brawij	aya
Brawijaya		
Brawijaya Brawijaya	Universita because this theory is the most comprehensive among other theories. Oxford has ersitas Brawij Universitas Brawijaya Unive	
Brawijaya	University compiled an extensive list of strategies detailed through extensive review of the Brawij	aya
Brawijaya	Universita literature of a language learning strategy scheme. As a whole, Oxford's strategy as Ital Brawij	
Brawijaya	Universitas Brawijaya	
Brawijaya	University system includes 62 strategies under direct strategies and indirect strategies. Thus, ersitas Brawij	ava
Brawijaya	Universita Oxford's theory must be the richest and the most detailed system of categorization ersitas Brawij	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij	
Brawijaya	Universitaof language learning strategies. Brawijaya Universitas Brawijaya Universitas Brawij	aya
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Rrawijava	Universitas Brawijava, Universitas Brawijava Universitas Brawijava, Universitas Brawij	21/2

Universitas Brawijaya Universitas 2.1.1.3 Language Learning Strategy by Oxford versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrayLanguage learning strategy is specific way or thought that learners use to ersitas Brawijaya Universita increase their ability in learning language especially foreign language. A strategy Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University can help the learners to be easy, fast, and enjoy when they face their task in ersitas Brawijava Universitate learning process. Oxford (1990, pp. 16-21) classifies language learning strategy Universita into two parts, they are direct strategies and indirect strategies. Direct strategies ersitas Brawijava Universitas Brawijaya consist of memory strategies, cognitive strategies, and compensation strategies. Universita Then, indirect strategies are divided into metacognitive strategies, affective ersitas Brawijaya strategies, and social strategies. Detailed descriptions of those strategies are explained as follows: hiversitas Brawijaya 2.1.1.3.1 Direct Strategies Direct strategies help learners to learn the target language (TL) by using Inversitas Brawijaya niversitas Brawijaya Universita the target language itself and directly. These strategies consist of memoryersitas Brawijaya strategies, cognitive strategies and compensation strategies. All direct strategies University require mental processing of the language. These strategies are beneficial to the ersity Brawijaya students because they can help to store and recover information, help to produce Universita language even when there is a gap in knowledge, and also help to understand and ersitas Brawijaya Universitable the new language. The examples presented in each strategy are discussed in ersitas Brawijaya Universitathe following section: versitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Memory Strategies Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BravOxford (1990) states memory strategies, sometimes called mnemonics, are ersitas Brawijava University the strategies for helping language learners to cope with difficulties. Memory University strategy is based on simple principle and relate with techniques of learner in a strategy is based on simple principle and relate with techniques of learner in a strategy is based on simple principle and relate with techniques of learner in a strategy is based on simple principle and relate with techniques of learner in a strategy is based on simple principle and relate with techniques of learner in a strategy is based on simple principle and relate with techniques of learner in a strategy is based on simple principle and relate with techniques of learner in a strategy is based on simple principle and relate with techniques of learner in a strategy is based on simple principle and relate with techniques of learner in a strategy is a strategy in the strategy is a strategy in the strategy in the strategy is a strategy in the strategy in the strategy is a strategy in the st Universitas remembering and storing the language or information more quickly. The use of University memory strategy is most frequently applied in the beginning process of language ersitas Brawijava Universitas Brawijaya Learners have to use sounds, images, or locations for remembering ersitas Brawijaya something such as students want to remember the pronouns to which their verb is never added by "s" in the end of verb and those pronouns are 'I, you, they, and ersitas Brawijaya we' but they apply memory strategies by associating those pronouns with iversitas Brawijaya sentence ayu dewe to make it easier to remember. Universita 2. Cognitive Strategies Oxford (1990) states in cognitive strategies, the target language is Universitas Brawijaya University manipulated by repeating, analyzing or summarizing. Cognitive strategy enables ersity Brawijaya the learner to manipulate the language material in direct ways. The target Universita language is manipulated or transformed by repeating, analyzing or summarizing/ersitas Brawijaya The four sets in this group are: practicing, receiving and sending messages, Universita analyzing and reasoning, and creating structure for input and output. Practicing ersitas Brawijaya University consists of repeating, formally practicing with sounds and writing systems, ersitas Brawijaya Universita recognizing and using formulas and patterns, recombining, and practicing ersitas Brawijaya University naturalistically. Second, receiving and sending message consist of getting idea ersitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas quickly and using resources for sending messages. Third, analyzing and reasoning Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita consists of reasoning deductively, analyzing expressions, analyzing contrastively, ersitas Brawijaya University translating, and transferring. Last, creating structure for input and output consists ersitas Brawijaya University of taking notes, summarizing, and highlighting. Iniversity Brawijaya Universitas Bray The example of cognitive strategies by creating structure for input and ersitas Brawijaya Universita output is an Indonesian learner tries to summarize an English text when reading to ersitas Brawijaya University help him understand the text. BRAW, **Universitas Brawijaya Compensation Strategies** Įniversitas Brawijaya use compensation strategies (1990) states learners forersitas Brawijaya comprehension of the target language when they have limited knowledge of the liversitas Brawijaya target language. Compensation strategy is the strategy concerned with learners'ersitas Brawijaya effort to cover their missing knowledge in the process. This strategy covers for the University deficiency for gapping in knowledge of the language. Compensation strategy is ersitas Brawijaya also used in production when grammatical knowledge is incomplete. Universitas B.\ Compensation strategies are divided into two parts: guessing intelligentlyersitas Brawijaya and overcoming limitations in speaking and writing. Guessing intelligently Universita consists of using linguistics clues and using other clues. Overcoming limitations ersitas Brawijaya in speaking and writing comprises some efforts to explain the difficult words or ersitas Brawijaya University sentences. For example, when a learner does not know the meaning of a word, a ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya different word which has closely related meaning may be used to convey the Universita difficult word. 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BravAccording to Oxford (1990, p. 135), indirect strategies work together with ersitas Brawijava Universitate the direct strategies. They help learners regulate the learning process. Thus, they University work best when they are used in combination with direct strategies. Thoseersitas Brawijaya Universitas strategies support and manage language learning without directly involve the ersitas Brawijaya University target language. The examples presented in each strategy are adapted from the examples Brawijava University Questionnaire (SILL) and discussed in the following section: Universitas Brawijaya 1. Metacognitive Strategies Iniversitas Brawijaya Oxford (1990) states the word "metacognitive" itself means beyond, ersitas Brawijaya beside, or with cognitive. Metacognitive strategies are the strategies which go versitas Brawijaya beyond the cognitive, providing a way for learners to organize learning processers it as Brawijaya with their own ways. Metacognitive strategies are really needed for the learners University when the learners want to cope successfully with the new vocabulary, rules, and ersitas Brawijaya writing system. Universitas B. Metacognitive strategies are divided into three sets of strategies such as ersitas Brawijaya centering the learning, arranging and planning the learning, and evaluating the Universital earning. First, centering the learning consists of overviewing with already ersitas Brawijaya learned material, paying attention, and delaying speech to focus on listening. University Arranging and planning aims at helping learners to organize their schedule so they exist as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya may get maximum benefit from their energy and effort. Evaluating consists of Universitä self-monitoring and self-evaluating, which helps learners with problems like ersitäs Brawijaya University monitoring errors and evaluation of progress. The example of metacognitive ersitas 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 University have enough time to study the target language. University Brawijaya **Universitas Brawijaya** Universita 2-B Affective Strategies rsitas Brawijaya Universitas Brawijaya Universitas Brawliaya According to Oxford (1990), affective itself means emotion, attitude, and University values. Affective strategy deals with emotion, attitude, motivation, and values that ersitas Brawijava Universities influence learning process. It includes lowering learners' anxiety, encouraging Universita learners, and taking learners' emotional temperature. First, lowering learners' ersitas Brawijaya anxiety consists of using progressive relaxation, taking deep breath and meditation, using music, and using laughter. Second, encouraging learners ersitas Brawijaya consists of making positive statements, taking risk wisely, and rewarding themselves. Last, taking learners' emotional temperature consists of listening to exsit as Brawijaya the body, using checklist, writing a language learning diary, and discussing Universitas Brawijaya Universita feeling with someone else. The example of affective strategies by encouraging self is when there is a Universita learner writing a thesis, although he makes mistakes in the process, he makes ersitas Brawijaya positive statements for self-encouragement by saying to himself "I am sure I can University do it, I can do all the material even if I make errors". Universita 3. B Social Strategies versitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Braw Oxford (1990) states that human being cannot be separated from society. Universita In order to be able to communicate with other people in society, language is ersitas Brawijaya University needed. In other words, language is a form of social behavior and learning a ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya		
Brawijaya	Universita with interaction with other people. It also includes asking questions, coop	erating ersitas Brawijaya
Brawijaya	University with others and empathizing with others. Asking question is the most helpf	Ulniversitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University to understand meaning. It consists of clarification and asking for corr	
Brawijaya	Universita Cooperating with others eliminates competition and in its place brings	Universitas Brawijaya group
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University spirit, while empathy means to put oneself in someone else's position or significant spirit, while empathy means to put oneself in someone else's position or significant spirit, while empathy means to put oneself in someone else's position or significant spirit, while empathy means to put oneself in someone else's position or significant spirit, while empathy means to put oneself in someone else's position or significant spirit, while empathy means to put oneself in someone else's position or significant spirit, and the significant spirit	
Brawijaya	Universitate Bunderstand that person's point of view. It develops cultural understandi	Universitas Brawijaya
Brawijaya	Universitas Brawing TAS Bolyijaya	Universitas Brawijaya
Brawijaya	University become aware of thoughts and feelings of others.	Universitas Brawijaya
Brawijaya	Universitas Universita To describe the application of social strategies by cooperating with	Universitas Brawijaya others,
Brawijaya	7737 (B) F (VEA-) 120 -	
Brawijaya	Universi a learner can ask the other learners to check or give some comments about	ms/nerersitas Brawijaya
Brawijaya	Universi Universi Universi Universi	peak in
Brawijaya Brawijaya	Universit target language.	niversitas Brawijaya
Brawijaya	Universitating tanguage.	niversitas Brawijaya
Brawijaya	Universita	Iniversitas Brawijaya
Brawijaya	2.1.1.4 Factors Affecting LLS Choice Universita	Universitas Brawijaya
Brawijaya	Universities Oxford (1990) mentions that there are some factors influencing the	
Brawijaya	Universitas of language learning strategies. Those factors can come from the learning strategies.	
Brawijaya	of language learning strategies. Those factors can come from the learning strategies.	Universitas Brawijaya
Brawijaya	University themselves or from their environment. The factors which come from the le	earnersersitas Brawijaya
Brawijaya	Universitas Bray themselves are motivation, gender, attitudes and beliefs, learning style, and	Universitas Brawijaya
Brawijaya	Universitas Brawija wijaya	Universitas Brawijaya
Brawijaya	Universita addition, the factors which come from environment are type of task (C)xford,ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas BravMore motivated learners tend to use more strategies than less mo	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ones. Furthermore, the particular reason for studying the language (motiv	Universitas Brawijaya ational
Brawijaya		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Rrawijaya	Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava	Universitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas orientation, especially as related to career in the future) is important in the choice Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University of strategies. Motivation is very important; motivation can build the success of the ersity Brawijava Universitas learners and to get better future. In the future, motivated learners will handle some ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University problems with more various strategies and it means that they have more ersitas Brawijaya Universita knowledge than less motivated learners. Universitas Brawll Gender **Universitas Brawijaya** Gender also takes some parts in choosing strategies for the learners ersit as Brawijaya Oxford (1990) says females are reported using greater overall strategy than males in many studies (although sometimes males surpassed females in the use of ersitas Brawijaya particular strategy). And then, female learners made more frequent use of formal versitas Brawijaya rule-based practice strategies. Later, a study by Chang (2011) finds that the ersitas Brawijaya variable of gender also plays a significant role on the result choosing strategy. Universitas 2.1.1,4.3 Attitudes and beliefs Universitias B. Attitudes can influence the strategy used by the learners. Attitude is related ersitias Brawijaya with the habit of the learners, so when they have negative attitudes, their habit in Universita daily activity will be same. In other words, when talking about beliefs, it is more ersitas Brawijaya like personal understanding of the individuals' learning. It means that not all ersitas Brawijaya Universita strategy can universally be applicable to the learners. It is also because the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learners have different goals and needs in learning process. Attitude and beliefs University have relation each other, when the learners have positive beliefs then attitudes of ersitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas the learners will be in a positive way and make they choose positive strategies to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita catch the goal in learning process, rawijaya Universitas Brawijaya **Universitas Brawijaya** Universita 2.1.1.4.4 ja Learning style itas Brawijaya Universitas Brawijaya Universitas Brawoxford (1990) says that learning style is also influential in choosing ersitas Brawijaya Universita strategy for the learners. For example, dependent and independent learners are ersitas Brawijaya Universitas different in choosing strategy because they have different style in learning. Universita Dependent learners do not have various strategies to solve their problems because ersitas Brawijaya they always hang down the solution to the others. Meanwhile, independent learners will have various strategies in solving their problem to get the solution, ersitas Brawijaya So, different learning style also influences the learner for choosing the strategy in increase Brawijaya Universit learning process. Universita 2.1.1.4.5 Age Oxford (1990) states that age can influence the learner for choosing Universitas Brawijaya Universita strategy. Brown (1983, cited in Ellis 1994, p. 541) states that young learners' ersitas Brawijaya strategies are often simple, while older learners' strategies are more complex. For Universita example, older learners will choose complex strategy because their knowledge ersitas Brawijaya and ability are good enough, and tend to be better than the youth. In addition, ersitas Brawijaya Universita young learners will choose simple strategy because they are more enjoyable in ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas simple way to understand something. wijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas BrayType of task can also influence the learners to choose their strategyers it as Brawijaya Universita (Oxford, 1990). Learners will use different strategy in different task. For example, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University when the learners are asked to interview someone to get news, they will combine ersitas Brawijava Universitas memory strategies to remember the important point of the news to be written University down in notes and social strategies in asking question to get the information from ersitas Brawijava TAS BRAW, Universitas Branche interviewee. **Universitas Brawijaya** Universitas 2.1.1.4.7 Cultural background Iniversitas Brawijaya Ellis (1990) states that personal background also influences the choice of ersitas Brawijaya strategy among learners. For example, learners who live in village will tend to niversitas Brawijaya choose social strategies. The reason is the learners coming from cultural ersitas Brawijaya background in village still have high social value than those who come from Universitas Brawijaya University modern city who tend to be more individual. This research's purpose is to describe how language learning strategies University applied by the learners in advanced and regular class of natural science program at ersitias Brawijaya SMAN 1 Dampit. This research describes language learning strategies that are Universitas Brawijaya Universita applied in different condition for the learners such as difference in teaching ersitas Brawijaya Universitas system. Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita 2.1.2 The Importance of LLS in Language Learning as Brawijaya Universitas BravKnowing language learning strategies is a fundamental thing for learners ersitas Brawijaya University to get the success in the learning process. There are some importances of LLS in Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	vijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	wijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	vijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	vijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	vijaya
Brawijaya	Universitation language learning. Language learning strategies can be a tool for measuring then	vijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	wijaya
Brawijaya	Universita developing learners' ability in language. LLS can also improve language skills. ersitas Brav	vijaya
Brawijaya	Universitä Fedderholdt (1997, cited in Hismanoglu 2000, p.3) says that language learners are ersitäs Brav	vijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	wijaya
Brawijaya	University capable to use many varieties of language learning strategies. Metacognitive ersitas Bray	
Brawijaya	University strategies improve organization of learning time, self-monitoring, and self-	vijaya
Brawijaya	Universitas Brawijaya Universitas Bravijaya Universitas Brav	vijaya
Brawijaya	Università evaluation. Cognitive strategies include using previous knowledge to help solve ersitas Bray	
Brawijaya	new problems. Socioaffective strategies include asking native speakers to correct	vijaya
Brawijaya Brawijaya	Universitas Braw Universita their pronunciation, or asking a classmate to work together on a language ersitas Braw	0 0
Brawijaya	Universitas Universitas Bray	
Brawijaya	problem. From those three areas, the strategy can help the language learners build University	
Brawijaya	University independence so that they can take control in their own learning.	
Brawijaya	University A hiversitas Bray	
Brawijaya	Universit When a learner has chosen strategies which are suitable for his or her hiversitas Bray	
Brawijaya	Universit learning process, these strategies will become a useful tool to make him active, ersitas Bray	
Brawijaya	Universita Iniversitas Bray	vijaya
Brawijaya	universita aware and helpful in his learning process. Knowing the strategies will make the	vijaya
Brawijaya	Universita learning process easier. Using appropriate strategies can make the learner more ersitas Brav	vijaya
Brawijaya	Universitas Universitas Bray Universitas	
Brawijaya		
Brawijaya	Universitas B. Understanding the language learning strategies of the students is also ersitas Bray	
Brawijaya	Universitas Bray important for the teachers. When the teachers have already known the learning Universitas Bray Universitas B	vijaya
Brawijaya		
Brawijaya Brawijaya	Universita strategies used by their students, they can conduct learning strategy training to ersitas Bray Universitas Bray Universitas Bray Universitas Bray	
Brawijaya	help the students become better language learners by applying language learning Bray	vijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	Universities BrayLLS is important, because it makes the learners know what they should do ersities Bray	wiiava
Brawijaya	Universita in studying language especially in the classroom. The learners will have different ersitas Bray	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	
Brawijaya	University task in their learning process in the classroom. Some tasks will be done in certain ersitas Bray	vijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	vijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	wijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	wijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	wijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	vijaya
Rrawijava	Universitas Brawijava, Universitas Brawijava Universitas Brawijava, Universitas Bray	viiava

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universities strategies and the others in different strategies. For example, one task deal	
Brawijaya	strategies and the others in different strategies. For example, one task deal Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita memory strategies such as memorizing vocabulary and another task deal	
Brawijaya		
Brawijaya	Universitas cognitive strategies such as analyzing. Knowing appropriate strategy for strategy fo	Universitas Brawijaya
Brawijaya	Universita can help them be successful in their learning process. rsitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita 2.1.3 Advanced and Regular Class Program as Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawija Munandar (1990, cited in Lilis 2009, p.2) says that to ser	
Brawijaya	Universitas Brawi	Universitas Brawijaya
Brawijaya	Universita advanced students who have high value and intelligent brain, education sys	teminersitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universitas Indonesia makes a program to develop their ability. The idea is making adv	Iniversitas Brawijaya
Brawijaya	Universi class program to increase their ability in learning process. The reason is wh	nen theersitas Brawijaya
Brawijaya	Universi high intelligent students' ability grows in easy learning process; their ability	hiversitas Brawijaya
Brawijaya	University lingth intelligent students ability grows in easy learning process, their ability	hiversitas Brawijaya
Brawijaya	Universit be down and disappear.	hiversitas Brawijaya
Brawijaya	The advanced students have different teaching system in their le	Iniversitas Brawijaya
Brawijaya	Universita	phiversitas Brawijaya
Brawijaya	Universita process. This teaching system creates the students as the actor in learning process.	
Brawijaya	Universitas It means that the teacher does not take all the roles in class, but students multiple of the control of the contr	Universitas Brawijaya
Brawijaya		
Brawijaya	Universita active. Meanwhile, regular class the teaching system takes the teachers tak	
Brawijaya	Universitas Bra Universitas Braw Universitas Braw	Universitas Brawijaya
Brawijaya		
Brawijaya Brawijaya	Universita development of students' creativity and to apply this teaching system, the Universitas Brawijay	Universitas Brawijaya
Brawijaya	Universitia must pay attention to the following principles:	Universitas Brawijaya
Brawijaya	Universita 1. Advanced students must be in an appropriate condition to be categoria	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	Universitas Badvanced class program. The conditions include grade for last report ca	rd, the
Brawijaya	Universitas Bmain school subjects (Science, Mathematics, English, and ICT) should	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bless than 85. Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Rrawijaya	Universitas Brawijava, Universitas Brawijava, Universitas Brawijava	Universitas Brawijaya

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	2. The school has good standard education system in learning process to develop
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bthe advanced students' ability. It includes giving additional time for extra ersitas Brawijaya
Brawijaya	Universitas B _{lesson} after class hours, giving professional teachers who must be able to use ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas B English as media of instruction of academic major subject, and must be able to ersitas Brawijaya
Brawijaya	Universitas Brawijaya create enjoyable situation in class for growing enthusiasm of the students Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bactivity. Then the school serves those professional teachers by giving training ersitas Brawijaya
Brawijaya	Universitas Brawijaya for the teachers who want to teach the advanced class such as send the
Brawijaya	Universitas Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	
Brawijaya	Universitas Universitas Students' ability or discuss about new teaching methods in learning process. Universitas Brawijaya Universitas Brawijaya
Brawijaya	University 3. This program must have vision to achieve a purpose "Equal Opportunity" that ersit as Brawijaya
Brawijaya	Universi Universi I iyersitas Brawijaya
Brawijaya	Universi is a chance to learn in same interest, talent, and individual ability. So, it will niversitas Brawijaya
Brawijaya	Universit make the coherent situation in the same vision between students. niversitas Brawijaya
Brawijaya	Universita Iniversitas Brawijaya
Brawijaya	Universita When this curriculum is applied, the school expects that it can create new universitas Brawijaya
Brawijaya	Universita generation with good attitude and skill. The society will see that advanced ersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya students are those who are critical, have high skill ability and high intelligence. In
Brawijaya	Universitas Brawijaya
Brawijaya	Universita addition, if advanced students are placed in regular class, their positive habit such ersitas Brawijaya
Brawijaya	Universitas Brawijaya as doing project by themselves or being critical in having discussion will universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	
Brawijaya	Universita disappear (Lilis, 2009). It is because their friends in regular class have different ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita vision in paying attention to academic achievement. Regular students just doersitas Brawijaya
Brawijaya	Universita assignments after getting the instruction from the teachers, and it is completely ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University different from advanced students' habits that do their assignment individually ersitas Brawijaya
Brawijaya	Universita without looking at other students work and actively involve in the classersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Rrawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

Universitas Brawijaya Regular class program is a program conducted by schools to serve the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University students whose average grades under advance's standard grade (85). This programers it as Brawijava Universitation uses Bahasa Indonesia as the medium of instruction. The teachers give more Universitas Brawijaya Universitas Brawijaya Universitas University material and homework to make the students reach the goal of learning. The ersitas Brawijava Universitateachers use different methods to teach the students in regular class since most of University the students have lack of responsibilities to study and do some tasks. For example, ersitas Brawijava the teachers will decrease the grade and give double tasks to the students who do University not do their tasks. Mostly the regular students are so passive that the teachers ersitas Brawijaya always give many homework or discussions. 2.1.4 The Main School Subjects The school main subjects in advanced class must be conducted in English ersitas Brawijaya Many tasks, books and discussions use English as the medium of instruction. The Universita main school subjects must be taken by all students because those are the basicersitas Brawijaya knowledge of general skills needed for daily activity. Universitas BN The main school subjects include Science, ICT (Information, ersitas Brawijaya Communication and Technology) and Mathematics. These subjects are taught in Universita Natural Science class (IPA). Each subject requires some conditions such as ersitas Brawijaya making clipping every weekend, being active in discussion and in the end of ersitas Brawijaya Universital semester making a mini research which is related to the nowadays phenomenon. Wersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrayThe main school subjects have score target which must be passed by the University students, that is 90. The students also get study tour program which is related to ersitas Brawijaya the material in their learning process. Advanced class has a program to measure Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitate the development of students by giving test continuously in different system such ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University as observation and reporting the result in English. iversity Brawijava Universitas Brawijaya Universitas Brawijaya Universita 2.2 r Previous Studies ersitas Brawijaya Universitas Brawijaya Universitas Bravina In order to support this study, the writer presents the previous studies ersitas Brawijaya University which have been conducted by the previous writers. Chang's journal article ersitas Brawijava Universitias (2011) discussed the comparative aspect of Language Learning Strategy Use Universita (LLSU) among undergraduate foreign language majors in Taiwan. His studyersitas Brawijaya investigated any relationship between LLSU with some factors such as gender, academic major subject, fondness of target language and previous experience in exsitas Brawl target language countries. The result of SILL showed that compensation strategy is the most used strategy and metacognitive has a correlation with gender. The result of Chang's journal article finds that the variable of fondness of University the target language is the most significant influential variable in his study. The ersitas Brawii second variable which is played significant role in choosing language learning University strategy is gender. Chang's concludes that educators can stimulate learners'ersity Brawijaya fondness of their target language by giving greater motivation to learn target Universitalanguage. Universitas Bray The similarity between that previous study with this present study is both University of them investigating language learning strategies in an EFL context. Then, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Oxford's SILL questionnaire is used to analyze the data. In addition, another similarity this present study also investigates how language learning strategies explain blawlaya applied in different teaching system for the students that are in advanced and ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	regular class. However, there is a difference found between that previous study
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University with this present study. This present study investigates the language learning ersitas Brawijaya
Brawijaya	Universita strategy used by students in senior high school, while the previous study
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita investigated the students from undergraduate foreign language majors in Taiwan. Versitas Brawijaya
Brawijaya	Universitas Bravilla second researcher is Setiyadi (2001). În his journal article, he
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita investigated what language learning strategies are successful for the learners and ersitas Brawijaya
Brawijaya	Universitas Brawijaya to what level the strategies contributed to the success in learning English. He
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita chose subject from students in English Course at the Language Center of ersitas Brawijaya
Brawijaya	Universitas University. Setiyadi uses quantitative approach because to show the
Brawijaya	Universita Universitas Brawijaya
Brawijaya	Universi phenomena of SILL in different education system. The result of that study showed ersitas Brawijaya
Brawijaya Brawijaya	Universi Universi Universi Universi
Brawijaya	Universit cognitive. The students of English course in Language Center of Lampungersitas Brawijaya
Brawijaya	Universita Iniversitas Brawijaya
Brawijaya	University used more metacognitive and cognitive strategies in learning English Universitas Brawijaya
Brawijaya	Universita as foreign language. The language learning strategies were differently applied in ersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya executive and regular class of English course.
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas B. That previous study is similar with this present study in terms of language ersitas Brawijaya
Brawijaya	Universitas Braulearning strategies used by students in different education system and using Universitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universita Oxford's SILL questionnaire as the instrument. The difference is that in theersitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	previous study the researcher took university students as his subjects of the study. Brawijaya
Brawijaya	Universita Meanwhile, the subject of this study is senior high school students. Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BrawFrom all those studies, the findings revealed are different from each other.
Brawijaya	University It can be explained by the context where the language learning strategies are ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita applied. Those studies investigated the application of language learning strategies ersitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Rrawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	piect and different setting wh	nere the language learning st	Universitas Brawijaya
Brawijaya				Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita are rapplied, a	leanwhile, this study invest	igates the application of la	inguageersitas Brawijaya
Brawijaya	Universitas Brawijava learning strateg	ies in advanced and regular	class program at National S	tandard Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita School (SSN) e		ogram ersitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas P	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Univer	ersitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		as Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay		rawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawi	CITAS B	vijaya	Universitas Brawijaya
Brawijaya	Universitas Br	25	va	Universitas Brawijaya
Brawijaya	Universitas	· · · · · · · · · · · · · · · · · · ·	建	Universitas Brawijaya
Brawijaya	Universita		. O	Universitas Brawijaya
Brawijaya	Universi		TO THE TANK	iversitas Brawijaya
Brawijaya	Universi			niversitas Brawijaya
Brawijaya	Universit			hiversitas Brawijaya
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Brawijaya	Universitas			Universitas Brawijaya
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Brawijaya Brawijaya	Universitas L		NET THE REPORT OF THE PERSON O	Universitas Brawijaya
Brawijaya	Universitas B			Universitas Brawijaya
Brawijaya	Universitas Bra		a	Universitas Brawijaya
Brawijaya	Universitas Braw	4 A	aya	Universitas Brawijaya
Brawijaya	Universitas Brawija		/jaya wijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay		rawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		Universitas Rrawijava	Universitas Brawijava

Universitas Brawijaya Universit**RESEARCH METHOD** sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bray This chapter presents the details of the research methods employed in this Universitas Brawijaya University study. It contains four subchapters namely research design, data source, data ersitas Brawijaya University collection, and data analysis. **Universitas Brawijaya** 3.1 Research Design **Universitas Brawijaya** The research design used in this study was quantitative approach since itersitas Brawijaya was to examine a phenomenon in rich detail as stated by Ary et al (2006, p.22), "quantitative research uses objective measurement and statistical analysis of ersitas Brawijaya numeric data to understand and explain phenomena." That approach was suitable Universita with this present study since the writer counts the result of SILL questionnaire ersitas Brawijaya filled by second grade students of natural science program of SMAN 1 Dampit. Universities The type of this research was descriptive statistics. This approach analyzed ersitias Brawijaya modes, frequencies, means, and standard deviations of the data. They were Universitas Brawijaya University calculated using Statistical Package for the Social Sciences (SPSS). Jaya **Universitas Brawijaya Universitas Brawijaya** Universita 3.2 Population and Sample Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra Population and sample are important in quantitative research. The Brawijaya Universita explanation below is the definition of population and sample from experts which ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas are related to the studyersitas 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 BraySukmadinata (2012, p. 250) states that population is the whole research ersitas Brawijaya University data. The population of this study were second grade students of natural science ersity Brawijaya University program at SMA Negeri 1 Dampit with the total participants of 185 students and ersitas Brawijava Universita are divided into advanced class and regular class. Advanced class consisted of 27 ersitas Brawijaya University students and it was categorized in small population which means that the people arsity Brawijava (students) are less than 100 persons (Sukmadinata, 2012). Regular class consisted University of 158 students and is categorized into big population. Sukmadinata (2012) states ersity as Brawijaya that big population is people which consist of more than 100 persons. **3.2.2 Sample** Sample is as a part of population that is the source of the research data arsitas Brawijaya (Sukmadinata, 2012). The samples of the participants were taken by using random University sampling. Ary et al (2006, p. 150) state that random sampling is that all members ersity Brawijaya of the population have an equal and independent chance of being included in the University random sample. In this study, the researcher took the second grade students of ersity Brawijaya advanced and regular class of natural science program. In advanced class, the Universita researcher took all of the students as the sample because the number of students is ersitas Brawijaya less than 50 students. Then, in regular class, the researcher took the students with University the formula from Sarwono (2206, p.120) which determine the number of samples exists Brawijaya Universitas Brawijaya Universitas Brawijaya by some steps. First, the researcher was determining the divider number for Universita dividing the number of population. Divider number is sum of multiplication ersitas Brawijaya population number with quadrate of significance value plus one (1). The value of Brawijaya Universitas Brawijaya

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	a Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	significance is 0,05. After getting the divider number, this number wou	ld divide
Brawijaya	Universitas Brawijaya	
Brawijaya		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	Universitas BrayFrom Sarwono's formula, the researcher put the formula with the	
Brawijaya	Of population to determine the number of the samples. The number of population to determine the number of the samples.	pulation Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universita was 158 students. So the formula is:	
Brawijaya	Universitas Brawijay	
Brawijaya	Universitas Braw ² 158 (0, 05) ² +1	
Brawijaya	Universitas Bra	
Brawijaya	158 (0, 0025) +1	Universitas Brawijaya
Brawijaya	Universitation	Universitas Brawijaya
Brawijaya	University $n = 158$ $0,395+1$	niversitas Brawijaya
Brawijaya	Sinversity of the state of the	niversitas Brawijaya
Brawijaya	Universit n = 158	hiversitas Brawijaya
Brawijaya	Universit 1, 395	hiversitas Brawijaya
Brawijaya	Universit. $n = 113$	niversitas Brawijaya
Brawijaya	Universita	Iniversitas Brawijaya
Brawijaya	Universitat	Universitas Brawijaya
Brawijaya	Universita n= Sample	Universitas Brawijaya
Brawijaya	Universita N= Population (158 students)	Universitas Brawijaya
Brawijaya	Universitas BM \	a Universitas Brawijaya
Brawijaya	Universita d= Significance (0, 05)	
Brawijaya	Universitas Brav Then, the number of participants from regular class was 113	
Brawijaya	Universitas Brawija	
Brawijaya	Universita which was taken by random sampling. The total number of participa	
Brawijaya	Universities Brawijaya advanced and regular class was 140 students.	
Brawijaya	Ulliversitas brawijaya Ulliversitas brawijaya Ulliversitas brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 3.3 Data Collection	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas BraThe main instrument in this research was questionnaire Strategy I	
Brawijaya	for language Learning (SILL version 7.0). That was a structured so	elf-report = Brawijaya
Brawijaya		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
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Rrawijava	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Ilniversites Brawijava

Brawijaya	Universitas Brawijaya	Universitas Bra	wijaya Universitas	Rrawijava	Universitas	Rrawijava
Brawijaya	Universitas Brawijaya		wijaya Universitas		Universitas	
Brawijaya	Universitas Brawijaya		wijaya Universitas		Universitas	
Brawijaya	Universitas Brawijaya		wijaya Universitas		Universitas	
Brawijaya	Universitas Brawijaya		wijaya Universitas		Universitas	
Brawijaya	Universitas Brawijaya		wijaya Universitas		Universitas	
Brawijaya	Universitas Bray tool base	ed on the strategy sys	stem purposed to ESL/	EFL students wi	th the	Brawijaya
Brawijaya	Universitas Brawijaya				Universitas	
Brawijaya	Universita simplified langu					
Brawijaya	Universitas Brawii and with versitas Brawii and Bra	ersions for students o	f a variety of languages	(Chamot, 2004)	Universitas	
Brawijaya	Universitas Brawijaya				Universitas	
Brawijaya	Universitas BraSomey pr					
Brawijaya	Universitas Bradinas of	college level EFL	and ESL learners. By	the assumption	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Univer	ersitas	s Brawijaya	Universitas	Brawijaya
Brawijaya	Universita college level ha					
Brawijaya	Universitas Brayliav translation th	ne SILL items to Be	ahasa Indonesia and i	t aimed to mal	Universitas the	Brawijaya
Brawijaya	Universitas Brawi	TA	S RD	ijaya	Universitas	Brawijaya
Brawijaya	Universita participants (sec					
Brawijaya	Universitas The quest	ionnaire used in this	study consisted of two	o parts: a backg	Universitas round	Brawijaya
Brawijaya						
Brawijaya	Universi questionnaire a	nd the SILL. The ba	ckground questionnaire	covered the lea	rners'ersitas	Brawijaya
Brawijaya	Universi age gender th	e language pr oficies	ncy, the language expe	erience and etc	The	Brawijaya
Brawijaya	University (1997)	ie language proficiel	iej, the language exp	errence, and etc	hiversitas	Brawijaya
Brawijaya	Universit second part con	sisted of directions, e	examples, and SILL iter	ns as well as the	scoreersitas	Brawijaya
Brawijaya	Universit Spaces The SII	L items were divided	d into six parts, from Pa	art A to Part F a	niversitas	Brawijaya
Brawijaya	Universita The Sir	al nems were divides	i into six parts, ironi i a		Pniversitas	Brawijaya
Brawijaya	Universita total statements	of this questionnaire	are 50 number.	//	Universitas	Brawijaya
Brawijaya	Universitas \ Table 3.1	Part of SILL Quest	ionnoiro	//	Universitas	Brawijaya
Brawijaya	Universitas L			///	Universitas	Brawijaya
Brawijaya	Universitas Bl Part	Number	Specification	a	Universitas	Brawijaya
Brawijaya	Universitas Bra Part A	1-9	Memory Strategies	Aya	Universitas	Brawijaya
Brawijaya	Universitas Brawk	~		ljaya	Universitas	Brawijaya
Brawijaya	Universitas Bra Part B	10 - 23	Cognitive Strategies	wijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijas Part C	24 - 29	Compensation Strateg	awijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas	militari emversitas	s Br <mark>awijaya</mark>	Universitas	Brawijaya
Brawijaya	Universitas Bra Part Da	Univer30ta38Bra	Metacognitive Strateg		Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Part E	Universitas Bra 39 - 44	Affective Strategies	s Br awijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Bra	Affective Strategies	s Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Bravaja Fa	Univer45ta50Bra	Social Strategies 113		Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Bra	wijaya Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Bra	wijaya Universitas	s Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Bra	wijaya Universitas	s Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Bra	wijaya Universitas	s Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Bra	wijaya Universitas	s Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya		wijaya Universitas		Universitas	
Brawijaya	Universitas Brawijaya		wijaya Universitas		Universitas	
2 2	Universitas Prawijava		wijaya Universitas		Universites	3 3

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijaya Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijaya Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijaya Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijaya Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijaya Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijaya Universitas	Brawijaya
Brawijaya	Universitas Brain the second part, there was a space at the end of ex-	Brawijaya Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Brawijaya Universitas	Brawijaya
Brawijaya	University participants' responses. The response was in 1 - 5 scale. The	scale ranged from ersitas	Brawijaya
Brawijaya	Universita "never or almost never true of me" to "always or almost a	lways of me". The	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijaya Universitas	Brawijaya
Brawijaya	Universita modified scale became Likert Scale for learners's respon		
Brawijaya	Universitä Sugiyono (2009, cited in Fitrya 2012 p. 27), "likert scale	is used to measure	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	grawijaya Universitas	Brawijaya
Brawijaya	University attitude, opinion, or perception of someone or a group of peo		
Brawijaya	Universitas phenomena". It could be:	rawijaya Universitas	
Brawijaya	Universitas Braw Universitas Br Table 3.2 Likert Scale	ijaya Universitas	
Brawijaya		va Universitas	
Brawijaya	Universitas SILL Response Modified into	Likert Scale Universitas	
Brawijaya	Universita	niversitas	
Brawijaya	Never or almost never true Nev	7 / 1	Brawijaya
Brawijaya	Universi Generally not true of me Seldo	om.	Brawijaya
Brawijaya	University	niversitas	
Brawijaya	Somewhat true of me Somet		
Brawijaya	Universit Generally true of me Ofte	niversitas	
Brawijaya	Universita	pniversitas	
Brawijaya	Universitas Always or almost always true of me Always or almost always true of me	Jniversitas Universitas	
Brawijaya	Universitas L	Universitas	
Brawijaya			
Brawijaya Brawijaya	Universitas B The learners were scored directly by writing the score (Universitas Bra		Drawijaya Prawijaya
Brawijaya	University item of questionnaire. It ranges from 1 – 5. Score "1" refer		
Brawijaya		/	
Brawijaya	Universitas Brawijay. "2" refers "usually not true of me", "3" ref Universitas Brawijay.	ers "somewhat true grantas Tawijaya Universitas	Brawijaya
Brawijaya	University of me", "4" refers to "usually true of me", and "5" refers "always		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijaya Universitas	
Brawijaya	Universitad BI read pleasure with English Brawija Jniversitas B		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B		
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B		
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijava
Brawijaya		Universitas	
Brawijaya	in confecting the data, the writer conducted three steps.	Universitas	
Brawijaya	1. Asking the headmaster of SMAN 1 Dampit to get permission for collecting		
Brawijaya	data in advanced and regular class.	Universitas	
Brawijaya	Universitas Brawijaya	Universitas	
Brawijaya			
Brawijaya	grade natural science program in different classicom.	Universitas	
Brawijaya	Universitas Brawijaya Brawijaya Universitas	Universitas	
Brawijaya		Universitas	
Brawijaya	Universitas Brawing Before filling the SILL questionnaire, the students were given explanation and the students were given explanation.	nation	Drawijaya
Brawijaya Brawijaya	Universitas Braw ijaya Universita what SILL questionnaire was about and how to respond to each item of the S	Universitas	
	Universitas/		
Brawijaya Brawijaya	They were informed that there was no right and wrong answer and it would university	ld not	Brawijaya Brawijaya
	ACT INTO THE COLUMN TO THE COL	Universitas	
Brawijaya Brawijaya	Universi affect their academic report. The researcher also informed that SILL w		Brawijaya
Brawijaya Brawijaya	universi universi anonymous so that students only wrote their student number as the identity	v and	
Brawijaya Brawijaya			Brawijaya
Brawijaya Brawijaya	Universit the result would not be published to other students. In filling in the Universit	niversitas	
Brawijaya	questionnaire, they were asked to fill it sincerely and honestly according to	their	
Brawijaya	Universita experience in learning English. The students were able to complete		
Brawijaya	Universitas	Universitas	Brawijaya
Brawijaya	questionnaire in about 20 or 30 minutes.	Universitas	Brawijaya
Brawijaya	Universitas Blanda de la	Universitas	Brawijaya
Brawijaya	Universitas Bra	Universitas	Brawijaya
Brawijaya	Universitas Bra Universitas Braw Universitas Braw	Universitas	Brawijaya
Brawijaya	Universitas Brawija wijaya	Universitas	Brawijaya
Brawijaya	Universitas BrayAfter collecting data, the researcher analyzed the data by using	grineersitas	Brawijaya
Brawijaya	University following steps. Before analyzing the data, the researcher had to assure that	at the ersitas	Brawijaya
Brawijaya		Universitas	
Brawijaya	data were reliable and valid. The reason was reliability and validity of the res		
Brawijaya	University data collected was necessary to be checked in order to reduce the wi	riter's ersitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya		Universitas	
Brawijaya		Universitas	
Brawijaya		Universitas	
Brawijaya		Universitas	Brawijaya
Brawijaya		Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya		Universitas	
Rrawijaya	Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava	Universites	Rrawijava

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya		
Brawijaya	Universitas Bravia Valuestion and the main instrumuniversitas Bravia valuestion Brav	Universitas Brawijaya
Brawijaya	Universita collect the data had already been admitted in its reliability and validity.	
Brawijaya	(1990, p. 199) says that it has been extensively field-tested, demonstrated	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita highly valid and reliable. Then, the validity of the data was needed by aski	
Brawijaya	University students to fill the questionnaire under the anonymous condition, so it could	
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita them felt safe to express their condition. After doing this test, the rese	
Brawijaya	Universitas Brawijaya would classify the data between advanced and regular class.	Universitas Brawijaya
Brawijaya	Universitas Braw	Universitas Brawijaya
Brawijaya	Universitas Br After collecting SILL questionnaire, the researcher analyzed	
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	calculated the result of questionnaire. The researcher identified the result of presearcher identified in the	sult of Iniversitas Brawijaya
Brawijaya	Universi students strategy used and looked how the strategy applied for the students	. Afterersitas Brawijaya
Brawijaya	Universi (h. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	hiversitas Brawijaya
Brawijaya	Universi Universi that, the researcher put the result into Statistical Package for Social S	Tience Thiversitas Brawijaya
Brawijaya	Universit (SPSS) 16 Data Editor Program and analyzed the data with descriptive sta	atistics ersitas Brawijaya
Brawijaya	Universit design. According to Sarwono (2006, p. 171), SPSS is one of the appl	niversitas Brawijaya
Brawijaya	Universita design. According to Salwono (2000, p. 171), SFSS is one of the appr	Universitas Brawijaya
Brawijaya	Universita programs in the computer used to perform the calculation from the simples	
Brawijaya	Universitas highly complex data manipulation and analysis with the simple instruction universitas is the simple instruction and analysis with the simple instruction universities.	Universitas Brawijaya
Brawijaya	Universitas E	Universitas Brawijaya
Brawijaya	University researcher used SPSS to calculate the descriptive statistics and the freque	•
Brawijaya	Universitas Brausing LLS. Universitas Brausing LLS.	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas BraThe steps of data analysis are as the following: wijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay. 1 - Collecting the SILL score from the two classes, advanced and regular classes.	Universitas Brawijaya
Brawijaya	1. Collecting the SILL score from the two classes, advanced and regular classes.	
Brawijaya	Universita 2. Writing the response to each item (that is, write 1,2,3,4, or 5) in each	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Rrawijaya	Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava	Universitas Brawijava

Brawijaya	Universitas Brawija	va Univ	ersitas	Brawijay	a Unive	rsitas R	rawiiava	Universitas	Brawijava
Brawijaya	Universitas Brawija			Brawijay				Universitas	
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Brawijaya	Universitas Brawija			Brawijay				Universitas	
		_							
Brawijaya	Universitas Brawija	_		Brawijay				Universitas	
Brawijaya	Universitas Brawija			Brawijay				Universitas	
Brawijaya	Universitas Brawija	3. 3 Scoring	g SILL Q		re Unive		rawijaya 	Universitas	
Brawijaya		Part B 1	Part C	Part D	Part E	Part F	Whole SI	<u>Univer</u> sitas	
Brawijaya			4rsitas	30.2.W.I.a.)	39Unive	45.35. B.	SUM Par	<u>Alniver</u> sitas	Brawijaya
Brawijaya		1aUniv	25 rsitas 26	31 a.w.j.ay 32	40 Unive 41	46 47	I SUUVI Par	Buniversitas	
Brawijaya	Universitas Brawija	13.aUn 14	9 rsitas	Bawijay	4 ₂ Unive	48.35 B	SUM Par	_{t D} iniversitas	
Brawijaya		l g a…⊎niý	28rsitas	34a.w.ijay	43Unive	49.as.B.	SUM Par	Universitas	Brawijaya
Brawijaya		5 6 Univ	ersitas	35 36	44 Unive	rsitas B	rawijaya	F Universitas	Brawijaya
Brawijaya	Universita 8 Brawija	.,	P"	37	, e	sitas B	rawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawija	8 9		38		Tas B	rawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawija	20					rawijaya	Universitas	Brawijaya
Brawijaya	Ulliveisids bidwiz	21	17	ASI	30		vijaya	Universitas	Brawijaya
Brawijaya	Injunction Dra	23	511			/ .	va	Universitas	Brawijaya
Brawijaya	Universita SUM S	SUM	SUM	SUM	SUM	SUM	. SUM÷	50∓iversitas	Brawijaya
Brawijaya	Universit ÷9= ÷	- 14= -	÷ 6=	÷ 9=	÷6=	÷ 6=	. (Overall A	Average) sitas	Brawijaya
Brawijaya	Universi		EAT!			- T	7.	niversitas	Brawijaya
Brawijaya	Universi 3. Countin	ng the sco	re of eac	h part of l	anguage l	earning st	rategies ba	sed onersitas	Brawijaya
Brawijaya	Universit	'a tabla an	d the eve	mall ayamag	o by oddir	o un all e	the CLIMC	for the niversitas	Brawijaya
Brawijaya	Universit	s table and	i the ove	ran average	e by addii	ig up an	lile SUMS	hiversitas	Brawijaya
Brawijaya	Universit differen	nt parts of the	ne SILL a	nd dividing	by 50 in th	he Oxford	's table.	niversitas	Brawijaya
Brawijaya	Universita	41. a 41. a a a	Essa d	on Owford?		. These	امانيد مسمد	niversitas ines by	Brawijaya
Brawijaya	Universitas	eting the sco	ore based	on Oxford	s guidenne	es. Those s	core guidei	Universitas	Brawijaya
Brawijaya	Universitas Oxford	(1990) are	explained	l in Table 3	.2.			Universitas	
Brawijaya	Universitas A						///	Universitas	
Brawijaya	Universitas Bl		11/2		M. M.		a	Universitas	
Brawijaya	Universita Table 3.4 S	Scoring De	scription	of SILL V	ersion 7.0	(Oxford,	1990, p. 29		
Brawijaya	Universitas Dusy		1	48 80			/ Figure	Universitas	
Brawijaya	Universitas Brawii	f LLS Use		Descript			cores	Universitas	
Brawijaya	Universitas Righwija		Always	s or almost	always use	d 4.5 to	5.0 rawijaya	Universitas	
Brawijaya	Universitas Brawija		Usually	y used	а отпус	rsi 3.5 to	44vijava	Universitas	
Brawijaya	Universitas Medium a			mes used			r3.4/ijaya	Universitas	
Brawijaya	Universitas Brawija		Genera	lly not used			52.4/ijaya	Universitas	
Brawijaya	Universitas Low			or almost ne			74.4ijaya	Universitas	
Brawijaya	Universita s Brawija	_	Never	or almost ne	ever used	1.0 to	rawijaya	Universitas	
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Brawijaya	Universita 5. Brawija Universitas Brawija			Brawijay				Universitas	Brawijaya
Brawijaya	Universitas Bratistic	_		Brawijay				Universitas	
Brawijaya	Universitas Brawija			Brawijay				Universitas	
	Universitas Brawija			Brawijay				Universitas	
Brawijaya									
Brawijaya	Universitas Brawija			Brawijay				Universitas	
Brawijaya	Universitas Brawija			Brawijay				Universitas	
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Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
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Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universita Braying the 6. Finding the	application of LLS by advance	Iniversitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universita 7.B Comparing	the application of LLS by advantage	anced and regula	ar class.jaya	Universitas	Brawijaya
Brawijaya	Universita 8. Brawija van	all of the findings from statist	ical analysis.	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universita 9.8 Drawing con	nclusion rsitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas P	Universitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Univer	ersitas	Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya		95	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijay			rawijaya	Universitas	
Brawijaya	Universitas Brawi	RSITAS B	D.	vijaya	Universitas	
Brawijaya	Universitas Br	2511	14/	va	Universitas	
Brawijaya	Universitas	**	差		Universitas	
Brawijaya	Universita		May 1		Universitas	
Brawijaya	Universi	8111	Silve	7,		Brawijaya
Brawijaya	Universi	W. Espe	14.7	4		Brawijaya
Brawijaya	Universit					Brawijaya
Brawijaya	Universit					Brawijaya
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Brawijaya	Universitas	E ES	الفك		Universitas	
Brawijaya	Universitas		181		Universitas	
Brawijaya	Universitas B				Universitas	
Brawijaya	Universitas Bra		44	a	Universitas	
Brawijaya	Universitas Bray	4 1		aya	Universitas	
Brawijaya	Universitas Brawii			Mjaya	Universitas	
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Brawijaya	Universitas Brawijaya	Universitas Brawijaya			Universitas	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya			Universitas	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya			Universitas	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya			Universitas	
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Brawijaya	Universitas Brawijaya	Universitas Brawijaya			Universitas	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya			Universitas	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya			Universitas	
Rrawijaya	Universitas Brawijava	Universitas Rrawijava			Universitas	

Universitas Brawijaya FINDING AND DISCUSSION AS Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya This chapter presents two sections namely finding and discussion. The Universitas Braw Universitas Brawijaya University first section discusses the findings of the application of language learning ersity Brawijaya Universitas Brawijaya strategies for learning English in advanced and regular classes in Natural Science Universita Program at SMAN 1 Dampit. The second section is the discussion related to the ersitas Brawijaya interpretation of the finding of the study. Each of those is discussed in detail. niversitas Brawijaya 4.1 Finding hiversitas Brawijaya After the SILL questionnaire had been distributed to the 140 students of ersitas Brawijaya advanced and regular class in Natural Science Program at SMAN 1 Dampit, the Universitas researcher counted the score of each part in SILL questionnaire. Then, the scores ersitas Brawijaya of SILL from both classes are analyzed by using SPSS. The result of SILL scores ersitas Brawijaya Universita based on Oxford's table is presented in the appendix. The first part in finding ersitas Brawijaya Universita shows the application of language learning strategies by advanced and regular ersitas Brawijaya Universities Brawijaya class students. Meanwhile, the second part in finding presents the comparison of Universita language learning strategies application between advanced and regular students. iversitas 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 4.1.1 The Application of Language Learning Strategies by Advanced and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BravRegular Class Students Brawijaya Universitas Brawijaya Universitas Bray This subchapter shows the application of language learning strategies by ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University advanced and regular class students. The application of language learning ersitas Brawijava Universitas strategies is shown by mean score for each strategy based on Oxford's Brawijaya Universitas Brawijaya Universita classification. TAS BRA Universita 4.1.1.1 Advanced Class After getting the SILL scores, those scores were analyzed by using SPSS. niversitas Brawijaya The result showed the mean score of each strategy in advanced class. Theersitas Brawijaya application of language learning strategies in advanced class is presented in the iversitas Brawijaya table below. Table 4.1 Mean and Standard Deviation of Advanced Class Standard Level of Rank N Mean Deviation Memory 27 4.1 .38. 3 Cognitive 27 4.6 .21. 1 3.3 .46. Compensation 27 6 **Universitas Bra Universitas Brawijaya** .47. Metacognitive 27 3.7 4 Affective .42. 27 3.4 5 .29. Social 27 4.5 2 Universitas Brawijaya 27 3.9 Overall Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrawThe table shows that advanced class students get the highest mean in the ersitas Brawijaya Universita cognitive strategies (4.6). Based on Oxford (1990), if the score is between 4.5 ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita until 5.0, it is included into high scale (always or almost always used) of language ersitas Brawijaya Universita learning strategy usage. Score 4.6 means that this strategy is always or almost ersitas 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

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer	sitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer	sitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer	sitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer	sitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer	sitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer	sitas Brawijaya
Brawijaya	University always used by advanced students in English learning process. The second place	sitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer	sitas Brawijaya
Brawijaya	Universita is social strategies (4.5); this strategy is also included into high scale of the use of er	sitas Brawijaya
Brawijaya	Universitas Brawijaya	sitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer	sitas Brawijaya
Brawijaya		sitas Brawijaya
Brawijaya	University that if the score of language learning strategies is between 3.5 until 4.4, it means	sitas Brawijaya
Brawijaya	Universitas Brawijaya Univer	ʻsitas Brawijaya
Brawijaya	University that the learners usually use this strategy in language learning process.	
Brawijaya	University Metacognitive gets score 3.7; the description of using this strategy is usually used	sitas Brawijaya
Brawijaya	Universitas Brawi	sitas Brawijaya
Brawijaya	University by advanced students.	sitas Brawijaya
Brawijaya	The fifth rank is affective strategy (3.4). Oxford (1990) says if the score of	sitas Brawijaya
Brawijaya	Universita	sitas Brawijaya
Brawijaya	Universi language learning strategy is between 2.5 until 3.4, it means that degree of	
Brawijaya	language learning strategies used is in medium scale (sometimes used). The last is	sitas Brawijaya
Brawijaya		
Brawijaya Brawijaya	Universit compensation strategies (3.3). This strategy is sometimes used by advanced or Universit	sitas Brawijaya sitas Brawijaya
Brawijaya	students in their English learning process. From all mean scores, the overall mean	sitas Brawijaya
Brawijaya	Universita score for using language learning strategies by advanced class students is 3.9 and er	sitas Brawijaya
Brawijaya	Universitas Univer	sitas Brawijaya
Brawijaya	Universities it is included into high scale or students usually use strategy in English learning Universities In English	sitas Brawijaya
Brawijaya	Universita process. a Univer	sitas Brawijaya
Brawijaya	Universitas Bra The standard deviation of all the data on the table above is under .50.	sitas Brawijaya
Brawijaya	Universitas Braw	sitas Brawijaya
Brawijaya	Universita (less than .50.). It means that the data is in homogenous population. Homogeneous	
Brawijaya	Universitas Brawijay. Awijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijay	sitas Brawijaya
Brawijaya	University population is a population where most of the people have same characteristics or	
Brawijaya	University same visions in the goal of learning. Then, from Table 4.1, it is shown that	
Brawijaya	advanced alogs is acteoratined in home concern manufaction	sitas Brawijaya
Brawijaya		sitas Brawijaya
Brawijaya		rsitas Brawijaya
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Brawijaya Brawijaya		sitas Brawijaya
Krawiiava	Liniversitas krawijava – Universitas krawijava – Universitas Krawijava – Universitas	CITAC KRAMIJAVA

Brawijaya Uni Brawijaya Uni	iversitas Brawijaya iversitas Brawijaya iversitas Brawijaya	Universitas Universitas						Universitas Universitas	
Brawijaya Uni		Ulliveisitas		/					
		Universitas						Universitas	
Diawijaya Ulli	iversitas Brawijaya	Universitas						Universitas	
	iversitas Brawijaya	Universitas						Universitas	
	iversitas Brawijaya	Universitas						Universitas	
Brawijaya Uni	iversitas 1.1.2 Regular	class	Bra	wijaya	Universi	tas Braw	ıjaya	Universitas	
	iversitas Brawijaya	Universitas						Universitas	
	iversitas BrawTheapp								
	iversita in the table belo							Universitas	
Brawijaya Uni	iversitas Brawijaya	Universitas	Brav	wijaya	Universi	tas Braw	ijaya	Universitas	
	iversitas Brawija <mark>T</mark> ab	ole 4.2 Mean an	id Sta	ndard L	eviation of	Regular C	lass	Universitas	
	iversitas Brawijaya	Universitas	N	Mean	Standard	Level of Ra		Universitas	Brawijaya
	iversitas Brawijaya	Memory	113	3.0	Deviation .54.	tas Braw	ijaya	Universitas	
	iversitas Brawijaya	Cognitive	113	3.3	.52.	es Braw	ijaya	Universitas	Brawijaya
	iversitas Brawijay	Compensation	113	3.5	.52.	raw	ijaya	Universitas	Brawijaya
	iversitas Brawi	Metacognitive	113	2.9	.55.	4	ijaya	Universitas	
	iversitas Br	Affective	113	2.4	.67.	6	va	Universitas	
Brawijaya Uni	iversitas	Social	113	2.8	.57.	5	-	Universitas	
Brawijaya Uni	iversita	Overall	113	2.9	A Z		-//	Universitas	Brawijaya
Brawijaya Uni	iversi	350							Brawijaya
Brawijaya Uni	iversi The table	e indicates that	regula	r class s	tudents get	the highest	mean s	core in iversitas	Brawijaya
Brawijaya Uni	IVCISI		THE REAL PROPERTY.					IIVCISITAS	Diawijaya
Brawijaya Uni	iversit compensation st	trategy (3.5). O	xford	(1990) s	states the sc	ore betwee	n 3.5 u	ntil 4:4ersitas	Brawijaya
Brawijaya Uni	iversita indicates that the	he degree of l	anona	oe learn	ing strategy	v usage is	in hiol	niversitas	Brawijaya
Brawijaya Uni	iversita	ine degree of h	angaa	Se learn	ing strategy	y asage is	ın mgı	Iniversitas	Brawijaya
Brawijaya Uni	iversita (usually used).	The scores of	cogn	itive stra	ategy (3.3),	, memory	strategy	(3.0), ersitas	Brawijaya
Brawijaya Uni	iversitas metacogntitive s	strategy (2.9) a	nd soc	ial strate	ov (2.8) are	e under 3.5	Those	Universitas	Brawijaya
Brawijaya Uni	iversitas L	strategy (2.7) at	iu soc	iai strate	gy (2.6) are	c under 3.3.	. Those	Universitas	Brawijaya
	iversita are categorized	in medium scal	e (son	netimes 1	used) of the	use of lang	guage le	earningersitas	Brawijaya
Brawijaya Uni	iversitas Brastrategy. Those	gaarag ghayy	that m	o carlon d	A B	ta aomatin	Aya	Universitas	Brawijaya
Brawijaya Uni	iversitas Braw	scores snow	mai I	egulai C	rass studen	its sometin	ies use Jaya	Universitas	Brawijaya
	iversita strategies in Eng	glish learning p	rocess	•		W	ijaya	Universitas	
	iversitas Brawijay	6.1				raw	ijaya	Universitas	Brawijaya
Brawijaya Uni	iversitas Brawijay The low iversitas Brawijaya	est score of la	nguag	e learnir	ig strategy	usage in re	egular c	Universitas	Brawijaya
	iversita affective strateg								
	iversitas Brawijaya	Universitas	Brav	wijaya	Universi	tas Braw	ijaya	Universitas	Brawijaya
Brawijaya Uni	iversitas Brawijaya low scale (gen iversitas Brawijaya	erally not use	d) in	langua	ge learning	process.	From	all the Universitas	Brawijaya
	iversita strategies, regul								
			_		`	,		Universitas	
Brawijaya Uni	iversitas Brawijaya score of the lang iversitas Brawijaya	guage learning s	strateg	y usage	in English l	earning pro	cess.	Universitas	
	iversitas Brawijaya							Universitas	
	iversitas Brawijaya	Universitas						Universitas	
	iversitas Brawijaya	Universitas						Universitas	
	iversitas Brawijaya	Universitas						Universitas	
	iversitas Brawijaya	Universitas						Universitas	

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universities Bray Part of standard deviation in the table 4.2 shows that score is more	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University 50. (>.50.). When the score is more than .50., it can be concluded that the d	
Brawijaya	Universitä taken in heterogeneous population. Heterogeneous population is a population	ulation Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	where the people do not have same characteristics or same visions in the g	
Brawijaya	University learning. So, regular class is categorized into heterogeneous population.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	4.1.2 Comparison of Language Learning Strategies Application be	etween Brawijaya
Brawijaya	Universities Braw Advanced and Bowler Class Students	Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitas Br Advanced and Regular Class Students va	
Brawijaya	Universitas Universita Comparing the overall mean score of language learning strategy be	etween Brawijaya
Brawijaya	Universit advanced and regular class is needed for knowing the significant differe	
Brawijaya		
Brawijaya	University application of language learning strategies from both classes. By comparing	g those
Brawijaya	Universit overall mean scores, "t-test" is needed. "t-test" is done if the data has passed	
Brawijaya	Universita	niversitas Brawijaya
Brawijaya	descriptive test, normality test, and homogeneity test.	Iniversitas Brawijaya
Brawijaya	Universita. First, descriptive test is used in order to know the overall mean sc	
Brawijaya	Universitas advanced and regular class students. The data in this research are the sculpture of the students of the sculpture	Universitas Brawijaya
Brawijaya		
Brawijaya	Universita language learning strategy from two classes, advanced and regular	
Brawijaya	Universitas Bra Advanced class consists of 27 students and regular class is 113 students. The Universitas Braw	Universitas Brawijaya
Brawijaya		
Brawijaya	Universita below is a table of descriptive statistic for language learning strategy from	
Brawijaya	Universitas Brawijaya Universitas Classes (the complete table can be seen in Appendix 3). Sitas Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya		Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bravijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya 3.9niversitas Brawijaya Universitas Brawijaya 3.9niversitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya 27niversitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Rrawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Bray From Table 4.3, the result shows that advanced class has score 3.9 from 27 Universitas Brawijaya Universitas Brawijaya University students and the score indicates that advanced class students are included in highersitas Brawijava University scale of the degree of language learning strategy usage. Regular class has mean ersitias Brawijaya University score 2.9 and it is included in medium scale of the degree LLS usage. So, there is a scale of the degree LLS usage. So, there is a scale of the degree LLS usage. Universities a difference mean score between advanced and regular class. Brawijaya Universitas Brawijaya Universitas BraySecond is normality test. The purpose of this research is to find outersitas Brawijava Universitas Brawijaya whether the data has been distributed in normal situation or not. Normality University distribution of the data is important because if the distribution of the data is ersitas Brawijaya normal, it can represent a condition of population. Normality test uses Kolmogorov-Smirnov method, if the value of ersitas Brawijaya significance is > 0.05, it means that the distribution of the data is normal (the versitas Brawijaya complete table can be seen in Appendix 4). **Table 4.4 Normality Assumption Test** Class Kolmogorov-Smirnov N Significance Advanced 0.117 27 0.200 0.041 113 0.200 Regular **Universitas BI** Based on Table 4.4, the value of significance is 0.200 from both classes Universita and the score is more than 0.05 (0.200 > 0.05). It means that the distribution of the arsitas Brawijaya University data is normal and homogeneity test can be done. Universitas Brav The researcher used Levene's test to conduct homogeneity test. This test ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University was used to make the data more valid and the data are in same variance. If the ersitas Brawijava University value of significance is more than 0.05 (> 0.05), the data is included into same Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas variance. The result of this test is presented in the table below (the complete table Universitas Brawijaya Universitas Brawijaya Universita can be seen in Appendix 5) as Brawijaya Universitas Brawijaya Universitas Brawijaya Table 4.5 Levene's Test of Variance Data Levene's Test db 1 db 2 Significance **Universitas Brawijava** 138 University 0.878, which indicates that it is more than 0.05 (0.878 > 0.05). So the data has University filled the condition of Homogeneity test then the "t-test" can be used. "t-test" was used for knowing the significant difference of mean score from advanced and regular class. This test used independent sample t-test in SPSS ersitas Brawii 16. By knowing the result of this test, it can support the significant difference of overall mean score between advanced and regular class students. The result is ersitas Brawijaya presented in the table below (the complete table can be seen in Appendix 6). Table 4.6 "t- test" Score of LLS in Advanced and Regular Class Universitas Brawijaya db **Difference of Mean Score** t-test **Significance** 138 0.9407 24.169 0.000 Based on "t-test", the significant difference of advanced and regular class University can be seen from the value of significance of the data and the value of "t-Table 4.6". Table 4.6 shows that the value of significance of the data is 0.000, which is University less than 0.05 (0.000 < 0.05). It indicates that the data has significant difference of electron Brawijaya Universitas Brawijaya Universitas Brawijaya Universita overall mean score of language learning strategy usage between advanced and ersitas Brawijaya regular class. The result of significance value is also supported by looking from elisitas Brawijaya Universitas Brawijaya Universitas Brawijaya University the value of "t - Table 4.6" (24. 169). In addition, in the degree of significance arsitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universita 95% (1/2 α = 0.025; α = 0.05) and db= 138, then "t - Statistic Table (138; 0.025)" ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University = 1.977. It means that "t - Table 4.6" > "t - Statistic Table" or (24. 169>1, 977). It ersitas Brawijava Universitaexplains that there is a significant difference between mean score of advanced and ersitas Brawijaya tas Brawijaya Universitas Brawijaya Universitas Brawijaya University regular class in the degree of significance 5 %. From those two supporting results ersitas Brawijava Universita (the value of significance and the value of "t-test"), it can be concluded that there University is a significant difference of application of language learning strategy between ersitas Brawijava Universities advanced and regular class. By looking at the result of descriptive test, there is a significant difference ersit as Brawijaya of overall mean score between advanced and regular class. The result presents that advanced class students get higher overall mean score of language learning ersitas Brawijaya strategy than regular class students. The result is also supported by the result of "ttest" which is shown from the value of significance of the data and the value of "t-ersitas Brawijaya test". 4.2 Discussion Universities B. After having the findings of the application of language learning strategies ersities Brawijaya and comparison of language learning strategies application between advanced and Universita regular class students, discussion is provided to make the interpretation of the ersitas Brawijaya Universitas Brawijava Universita 4.2.1 The Application of Language Learning Strategies by Advanced and ersitas Brawijaya Universitas Braw Regular Class Students rawijaya Universitas Brawijaya Universitas BravBased on the findings, the highest score of the application of language ersitas Brawijaya Universita learning strategies in advanced class is cognitive strategies. The other strategies ersitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	used by the advanced class students based on the language learning strategy	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita are social strategy in the second rank, memory strategy and metacognitive	in the ersitas Brawijaya
Brawijaya	University third and fourth rank, affective strategy, the last is compensation strategy.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BravCognitive strategy is the most frequently used strategy by advance	
Brawijaya	University students at SMAN I Dampit, the score is 4.6. According to Oxford's	(1990) ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University classification, this score is included in high scale of LLS usage or meaning	
Brawijaya	University advanced class students usually use this strategy. Oxford (1990, p.43) state	Universitas Brawijaya
Brawijaya	Universitas Brawi	Universitas Brawijaya
Brawijaya	University cognitive strategy enables the learner to manipulate the language material in	
Brawijaya	Universitas ways. The target language is manipulated or transformed by repeating, and Universita	Universitas Brawijaya alyzing
Brawijaya	University or summarizing.	
Brawijaya Brawijaya		niversitas Brawijaya iversitas Brawijaya
Brawijaya	Universit Universit O'Malley and Chamot (1990, p.1) say that language is a co	omplex Niversitas Brawijaya
Brawijaya	Universit cognitive skill, to be successful must be able to learn it by strategies w	
Brawijaya	Universita	niversitas Brawijava
Brawijaya	related to cognitive skill. From that statement, cognitive strategy is the s	suitable Universitas Brawijaya
Brawijaya	Universita strategy to learn the target language. Cognitive strategy is related to le	arners'ersitas Brawijaya
Brawijaya	Universities habit, if the language is learnt as habitual activity of the learners, it will in	Universitas Brawijaya
Brawijaya	Universities habit, if the language is learnt as habitual activity of the learners, it will in Universities 1.	
Brawijaya	Universita their ability to master the target language.	Universitas Brawijaya
Brawijaya	Universitas Bra Based on the SILL questionnaire result, cognitive strategies are Universitas Braw	Universitas Brawijaya
Brawijaya		
Brawijaya	Universitä strategies which are related to activities such as I say or write new English	
Brawijaya	Universitas Brawijay Universitas Several times, I write notes, messages, letters, or reports in English etc.	Universitas Brawijaya Those
Brawijaya Brawijaya		
	University activities are similar with advanced students' habit in their learning p	
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Advanced class students are required to be able in using English as their materials.	nedium preitae Rrawijaya
Brawijaya	of instruction in their learning process. Then advanced class students i	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijava - Universitas Brawijava - Universitas Brawijava	Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universities comitive strategies as their habit because of the requirement of the	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitateaching system. Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BrayAdvanced class students also get high mean score in social strate	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University memory strategy. The score of social strategy for advanced class is 4.5	and litersitas Brawijaya
Brawijaya	University means this strategy is in high degree of language learning usage (Oxford,	1990) versitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas brawijaya
Brawijaya	University Advanced class of SMAN 1 Dampit always or almost always used this stra	itegy _l inersitas Brawijaya
Brawijaya	University English. Social strategy is related to some activities such as	Universitas Brawijaya social
Brawijaya	Universitas Brawi	Universitas Brawijaya
Brawijaya	Universita behavior or interaction with other people. From that score, it shows that ad	
Brawijaya	Universitas class students always use strategy related to interaction such as active always active a	Universitas Brawijaya ays ask
Brawijaya	WHAT HE WAS A SECOND TO SECOND THE SECOND TH	
Brawijaya	Universi with English whenever they get difficulties in learning English or discussion	
Brawijaya	The score of memory strategy is 4.1 and this score indicates that ad	Miversitas Brawijaya Ivanced
Brawijaya	University 1 1 1 1 1 8 Cl 1 1 1 1 1 (O. f. 1)	niversitas Brawijaya
Brawijaya	Universit class belong to high degree of language learning strategies usage (Oxford, Universit	niversitas Brawijaya
Brawijaya Brawijaya	Advanced class students involve memory strategies in their learning E	English. I Universitas Brawijaya
Brawijaya	University Based on SILL questionnaire, memory strategies are related to activities such	
Brawijaya		
Brawijaya	Universitas remember a new English word by making a mental picture of a situation in	which
Brawijaya	University the word might be used", "I remember new English words or phra	
Brawijaya		Universitas Brawijava
Brawijaya	remembering their location on the page, on the board, or on a street significant of the board of	gn""I Universitas Brawijaya
Brawijaya	Universita review English lessons often", etc.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BrawThe lowest mean score of the application of language learning strate	^{egies in} Universitas Brawijaya
Brawijaya	University advanced class is compensation strategies (3.3). Based on Oxford's	(1990) ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University classification, the score of compensation strategy is included into medium	ⁿ level. Universitas Brawijaya
Brawijaya	Universita Compensation strategy deals with activities such as guessing when the	ney Injerersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	difficulties in learning English (Oxford, 1990, p. 47). Guessing is actually	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Rrawijaya	Universitas Prawijava Universitas Prawijava Universitas Prawijava	Universitas Rrawijava

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya special case of the way learners typically process new information. The learners
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita cover their missing knowledge by their own interpretation as Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bravalased on the result of compensation strategy score in advanced class, ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita generally, advanced class students do not really enjoy using strategy which ersitas Brawijaya
Brawijaya	Universitas belongs to compensation strategy such as guessing in English learning process or
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita overcoming limitation in speaking and writing. Advanced students sometimes use ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Br Advanced class has standard deviations under .50. Priyatno (2011) states if ersitas Brawijaya
Brawijaya	Universitas the standard deviation of the data which is collected in population is under .50., it niversitas Brawijaya
Brawijaya	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Brawijaya	Universi indicates that the population is categorized into homogeneous population, but if ersitas Brawijaya
Brawijaya	Universi Universi the standard deviation is more than .50., it means that the population is liversitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universit categorized into heterogeneous population. Homogeneous population consists of ersitas Brawijaya Universit
Brawijaya	students who mostly have the same characteristics or visions in the goal of Universitas Brawijaya
Brawijaya	Universita learning. Heterogeneous population consists of students who have different ersitas Brawijaya
Brawijaya	
Brawijaya	Universitas Universitas Brawijaya characteristics or visions in the goal of learning. The score of standard deviation Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita in advanced class indicates that most of the students in advanced class have same ersitas Brawiiaya
Brawijaya	Universitas Bra Jaya Universitas Brawijaya
Brawijaya	visions to learn English well for increasing their academic achievements. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravRegular class students get the highest score of language learning strategyersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University usage in compensation strategy (3.5) and it is categorized into high scale or ersitas Brawijaya
Brawijaya	Universita usually used in the degree of LLS usage. According to Oxford (1990, p.47), ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Compensation strategy is the strategy concerned with learners' effort to cover their Brawijaya
Brawijaya	Universita missing knowledge in the target language learning process. This strategy covers ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitathe limited knowledge of the language ijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Rrawiiaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	awijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	'awijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	'awijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	'awijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	'awijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	'awijaya
Brawijaya	Universities Brayelated to the score of compensation strategy as the highest score in LLS	'awijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya
Brawijaya	Universita usage in regular class, some experts have an opinion about some activities related ersitas Br	'awijaya
Brawijaya	University to activities in compensation strategies. Naiman (1978, cited in O'Malley and ersitas Br	'awijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	rawijaya
Brawijaya	Universita Chamot 1990, p. 7) says that when the learners have few strategies or have ersitas Br	
Brawijaya	Universita difficulties in identifying what techniques that they want to use in doing some ersitas Br	'awijaya
Brawijaya	Universitas Brawijaya Universitas Br	rawijaya
Brawijaya	University tasks in the target language, they must get the solution by asking or finding the ersity Br	
Brawijaya	Universitas Bracorrect solution to reduce misunderstanding in the meaning. Naiman's statement	awijaya
Brawijaya	Universitas Brawi	
Brawijaya	University shows that although the learners have difficulties in doing some tasks, the learners ersity as Br	
Brawijaya	Universitas Br Universitas Br Universitas Br Universitas Br	awijaya
Brawijaya Brawijaya	University University Strategy deals with statements such as to understand unfamiliar English words, Iersitas Br	
Brawijaya	Universi Strategy deals with statements such as to understand unjuntual English words, Tersitias Br	
Brawijaya	University make guess and I try to guess what the other person will say next in English.	
Brawijaya	Universit Regular class students of SMAN 1 Dampit are categorized into high scale ersitas Br	
Brawijaya		
Brawijaya	University of compensation strategies usage. It indicates that generally regular students try to universitas Br	awijaya
Brawijaya	Universita guess difficult words in English learning process to convey their missing ersitas Br	
Brawijaya	Universitas Br knowledge or if they cannot think of an English word, they use a word or phrase	
Brawijaya	Universitas Br	
Brawijaya	University that means the same thing. Those habits show that they try to cover their missing ersitas Br	
Brawijaya	Universitas Braken Lipaya Universitas Brutan	
Brawijaya		
Brawijaya Brawijaya	Universitas BravThe lowest score of the application of language learning strategy in regular ersitas Br Universitas Brawijay Universitas Br	
Brawijaya	University class is affective strategies (2.4). Oxford (1990, p.114) states that affective exits Br	awijaya
Brawijaya	University strategy consists of the emotion, attitude and motivation of the learners. Affective	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	
Brawijaya	University strategy is related to the learner's anxiety of the target language, the learners' ersitas Br	awijaya
Brawijaya	University effort for encouraging themselves to master the target language, and the learners' ersitas Br	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	
Brawijaya	Universitae emotional temperature ersitas Brawijaya Universitas Brawijaya Universitas Br	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br	awijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Br	awijaya
Rrawijaya	Universitas Brawijava, Universitas Brawijava Universitas Brawijava, Universitas Br	eveliwe

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bray The mean score of affective strategy (2.4) in regular class is categ	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita into low scale in the degree of LLS usage and it means that generally regula	
Brawijaya	Universitä students do not use affective strategy. Regular class students use	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University compensation strategies which deal with guessing or overcoming limitat	
Brawijaya	Universita speaking and writing when they learn English. Affective strategies are	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Univer	Universitas Brawijaya
Brawijaya	University activities which are related to motivation, attitude and emotion of the lea	
Brawijaya	University Based on SILL questionnaire, affective strategies are I encourage myself to	Universitas Brawijaya
Brawijaya	Universitas Brawi	Universitas Brawijaya
Brawijaya	Universita English even when I am afraid of making a mistake, I try to relax whenever	
Brawijaya	Universitas afraid of using English, I notice if I am tense or nervous when I am study Universit	Universitas Brawijaya
Brawijaya	TOTAL CONTRACT OF THE PARTY OF	
Brawijaya	Universi using English, etc.	niversitas Brawijaya
Brawijaya	Universi Universi Universi Universi	hiversitas Brawijaya or class
Brawijaya		
Brawijaya Brawijaya	Universit shows that advanced class uses more strategies than regular class. Oxford (Universit	niversitas Brawijaya
Brawijaya	says that motivated learners tend to use strategies more frequently that	less Iniversitas Brawijaya
Brawijaya	University motivated ones. Oxford's statement reflects that motivated learners are	
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universities capable and easy to master the target language than less motivated ones.	s. The Universitas Brawijaya
Brawijaya	Universita reason is motivated learners involve more strategies to help them in lan	nguageersitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	learning process. The results of overall mean score from advanced class (3. University Braw)	Universitas Brawijaya
Brawijaya	Universita regular class (2.9) can also present that motivated learners usually use strat	= -
Brawijaya	Universitas Brawijay. Awijaya help them in learning process and it belongs to advanced class. Regular	Universitas Brawijaya
Brawijaya	University help them in learning process and it belongs to advanced class. Regular	
Brawijaya	University students are categorized as less motivated learners, which is proven from o	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas mean score of LLS usage (2.9). Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BravRegular class has standard deviation of more than .50., and it mean	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University regular class is categorized into heterogeneous population. It is a population of the control of the	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Rrawijava	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Rrawijava

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita where most of the people have different characteristics or visions in the g	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University learning. Some of the students may have great motivation to learn English,	but theersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	Universitas BrawThe application of different teaching systems between advanced cla	
Brawijaya	Universitä regular class in Natural Science Program at SMAN 1 Dampit can influer	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University mean score of language learning strategies usage. Advanced class has aca	
Brawijaya	Universitas Bira which use English as medium of instruction and it makes	Universitas Brawijaya
Brawijaya	Universitas Brawi	Universitas Brawijaya
Brawijaya	University students are very motivated to learn English well. Meanwhile, regular class	
Brawijaya	Universitas not use English as medium of instruction and it makes the students a Universita	Universitas Brawijaya
Brawijaya	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Brawijaya	University interested in mastering English.	niversitas Brawijaya
Brawijaya	Universit	hiversitas Brawijaya
Brawijaya	Universit	hiversitas Brawijaya
Brawijaya Brawijaya	Universit	hiversitas Brawijaya
Brawijaya	Universit 4.2.2 Comparison of Language Learning Strategies Application be Universita	Iniversitas Brawijaya
Brawijaya	Universitas Advanced and Regular Class Students.	Universitas Brawijaya
Brawijaya	Universitas Comparing the overall mean score of language learning strategy	
Brawijaya	Universities L	Universitas Brawijaya
Brawijaya	Universitas from advanced class and regular class is needed for knowing the sign	nificant Linuversitas Brawijaya
Brawijaya	University difference in the application of language learning strategies. Comparing	
Brawijaya	Universitas Braw Viava	Universitas Brawijava
Brawijaya	Universitas mean score from advanced class and regular class is important because it	is used Universitas Brawijava
Brawijaya	Universities as a measurement for the language learning strategy usage in English learning	
Brawijaya	Universitas Brawijaya Universitas Brawijaya	
Brawijaya	Universita Processijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bravellis (1994, p. 546) states that good language learners use language	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University learning strategies frequently to master the target language. The good learn	
Brawijaya	to find out the best way to be successful in language learning process. A	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitä Ellis' statement is good language learners involve language learning strategy as
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita their habit to help them feel enjoy in learning process rsitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravThe results of descriptive test and "t-test" showed that there is significant ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University difference in the application of language learning strategy between advanced classersitas Brawijaya
Brawijaya	Universita and regular class. The result of descriptive test in advanced class showed that
Brawijaya	Ulliversitas brawijaya Ulliversitas brawijaya Ulliversitas brawijaya
Brawijaya	University advanced class students have higher score of language learning strategy usage ersitas Brawijaya
Brawijaya	Universitas Brawijaya than regular class. Advanced class students get score 3.9 and it is included into
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita high scale of language learning usage. The score of language learning strategy inersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya Universita Universitas Brawijaya Universita Universitas Brawijaya
Brawijaya	
Brawijaya	Universi language learner.
Brawijaya	Universi Universi Universi
Brawijaya Brawijaya	Universit score and it indicated that regular class students sometimes use language learning ersitas Brawijaya
Brawijaya	Universit Score and it indicated that regular class students sometimes use ranguage rearring ersitas Brawijaya Iniversitas Brawijaya
Brawijaya	strategy in English learning process. Regular class students are not included into Universitas Brawijaya
Brawijaya	Universita good language learners yet, it is because the degree of language learning usage is ersitas Brawijaya
Brawijaya	Universitas in medium scale. Sometimes they use language learning strategy to learn English Universitas Brawijaya
Brawijaya	Universitas L
Brawijaya	Universita but sometimes they ignore it. A language of the sometimes they ignore it. The sometimes they ignore it. The sometimes they ignore it.
Brawijaya	Universitas Bra Universitas Braw The result of "t-test" also supported that there is a significant difference Universitas Braw Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita between mean score from advanced and regular class. The value of significance of ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	University difference of the application of language learning strategy. The value of sitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	University difference of language learning strategy usage between advanced class and regular elsitos. Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita (24.169>1.977) and it also supports that there is a significant difference of
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita language learning strategy usage between advanced class and regular class. Those ersitas Brawijaya
Brawijaya	Universita supporting results (descriptive test and "t-test") support that there is a significant ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University difference of language learning strategy usage between advanced and regular ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravHuang and Van Naersson (1985, cited in Ellis, 1994 p. 546) state that the ersitas Brawijaya
Brawijaya	Universitas Brawijaya difference of high and low scale in the degree of language learning strategy usage
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	University can be influenced by some factors. The first factor is the difference of teaching ersity Brawijaya
Brawijaya	Universitas System from the school's policy. The second factor comes from the learners or Universitas Brawijaya
Brawijaya	TOTAL CONTRACTOR OF THE PARTY O
Brawijaya	Universit students themselves.
Brawijaya	Universi Universi Universi
Brawijaya Brawijaya	
Brawijaya Brawijaya	Universita Iniversitas Brawijaya
Brawijaya	creates different teaching system for advanced class and regular class students. Universita
Brawijaya	Universita Advanced class students have teaching system which uses English as medium of ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	instruction in learning process. This school's policy makes advanced class Universities Brawijaya
Brawijaya	Universita students have greater motivation to master English for increasing their academicersitas Brawijaya
Brawijaya	Universitas Bra
Brawijaya	Universitas Brawijaya achievement and developing their English ability. Regular class students take universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita English as one of school subjects and they do not use English as medium of ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University instruction in learning process. The class' condition makes the students of regular ersitas Brawijaya
Brawijaya	University class do not have great motivation to master English and the students only learn ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravAnother factor that supports the significant difference of language learning ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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PLAMII 3//3	Thursday Realiting Thursday Character Realiting Thursday Realiting

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya and type of task. Environment in the class can build the characteristics of the
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita learners. Advanced class students have good environment where most of the ersitas Brawijaya
Brawijaya	Universitas Brawijaya students have same visions to master English for increasing their academic ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University achievement and their English ability. Then, regular class consists of students who ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universities Brawijaya from the score of strategy which is related to motivation (affective strategy). The
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita enthusiasm of advanced class students for mastering English is much better than ersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya that of regular class and it is shown from the result in background questionnaire of
Brawijaya	Universita Universitas Brawijaya
Brawijaya	Universi SILL. Most of advanced class students write the answer of background question ersitas Brawijaya
Brawijaya	Universi Universi with English. Motivated students are more active in discussion or speak up in inversitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universit English and it is proven when advanced class students have difficulty in fillingersitas Brawijaya Universitas Brawijaya
Brawijaya	SILL questionnaire; they raise questions to get the clear explanation. Universita Iniversitas Brawijaya
Brawijaya	Universita: Mostly the students in regular class are less motivated to study English; it ersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	can be seen from only few students who fill the background of SILL questionnaire Universities Brawijaya
Brawijaya	University containing some questions related to motivation questions. The students of regular ersity as Brawijaya
Brawijaya	Universitas Brauliava
Brawijaya	class are passive to ask question when they get difficulties in answering SILL Universitas Brawijaya
Brawijaya	Universita questionnaire. wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawliaya Oxford (1990) says that type of task also influences the score of language
Brawijaya	Universita learning strategy. The students of advanced class have more varieties of their task ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita than regular class. Sometimes advanced class students do outdoor observation, ersitas Brawijaya
Brawijaya	Universita make mini research or study tour program and it makes the students tend to use ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University many varieties of strategies (social strategy to interview, memory strategy to ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	memorize the information, cognitive strategy to summarize text, etc.). F	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita class students have different type of task from advanced class, for examp	lelonlyersitas Brawijaya
Brawijaya	Universita focus to work on the LKS (Lembar Kerja Siswa).	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BrayRelated to the finding in this study, the H ₀ is rejected and the	Hnisersitas Brawijaya
Brawijaya	University accepted. There is a difference of the application of language learning str	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University between XI grade students of advanced class and regular class of natural states.	
Brawijaya	Universities Brawija SMAN 1 Dampit. Advanced class students tend to use last	Universitas Brawijaya
Brawijaya	Universitas Brawi	Universitas Brawijaya
Brawijaya	Universita learning strategies more frequently than regular class in learning Englis	
Brawijaya	Universitas reason is advanced class students have more responsibility to master I Universita	Universitas Brawijaya English
Brawijaya	W397 (3) (1) (1) (2) (3)	
Brawijaya	Universi because their learning process use English as medium of instruction but	
Brawijaya	Universi class do not.	niversitas Brawijaya
Brawijaya	Universit	hiversitas Brawijaya
Brawijaya	Universit Universit Universit Universit	hiversitas Brawijaya s, they
Brawijaya Brawijaya	Universit Universit Universit Can conduct learning strategy training to help the students become good larger	
Brawijaya		
Brawijaya	Universitas learners by applying appropriate language learning strategy in the learning strategy	earning Universitas Brawijaya
Brawijaya	Universita process. Appropriate strategy in language learning can increase the abi	
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas Brunder the target language. Universitas Brunder the target language.	Universitas Brawijaya
Brawijaya	Universitas Braw	Universitas Brawijaya
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Brawijaya	Universita discussed in the previous chapter. This part also contributes some suggestions that ersitas Brave	
Brawijaya	Universitas Brawijay Can be used for the further researchers and the English department students.	
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Brawijaya	Universitas Bray	
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Brawijaya	Universita 5.1 Conclusion Universitas Bray	
Brawijaya Brawijaya	Universi Universi Universi	vijaya
Brawijaya	Universit grade students of Natural Science Program into advanced class and regular class ersitas Bray	
Brawijaya	University Real Priversity Rea	
Brawijaya	at SMAN 1 Dampit can influence the application of language learning strategy	
Brawijaya	Universita usage. Advanced class students have higher score than regular class in language ersitas Brav	
Brawijaya	Universitately usage. Universitas Bray	vijaya
Brawijaya	Universitas Universitas Bray	vijaya
Brawijaya	Universitas L By looking at specific strategies, advanced class students have greater ersitas Brav	
Brawijaya	Universitas Bray score in cognitive strategy of the application of language learning strategy usage. Universitas Bray	vijaya
Brawijaya		
Brawijaya	Universita Cognitive strategy consists of manipulating material in direct ways such as ersitas Bray	
Brawijaya	Universitas Brawing translating, repeating the English lesson, and practicing their English. The lowest Universitas Brawing translating, repeating the English lesson, and practicing their English. The lowest Universitas Brawing translating the English lesson and practicing their English.	vijaya
Brawijaya Brawijaya		
Brawijaya	Universita mean score of the application of language learning strategy in advanced class is ersitas Brav Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brav	
Brawijaya	compensation strategy. Compensation strategy is related to some activities such as	vijava
Brawijaya	University guessing or covering their missing knowledge in English by their own	
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Brawijaya	Universitas Bravilagua class students have higher score in compensation strategy and this
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita means that regular class students usually use this strategy in English learning ersitas Brawijaya
Brawijaya	Universitas process. Compensation strategy is related to the learners' effort to cover their ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita missing knowledge in the learning process such as mostly the students of regular ersitas Brawijaya
Brawijaya	Universita class usually guess the difficult words or sentences in English. Then, the lowest
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita score of language learning strategy usage in regular class is affective strategy ersitas Brawijaya
Brawijaya	Universitas This strategy is related to the emotion, the attitude and the motivation of the
Brawijaya	Universitas Brawijaya
Brawijaya	Universitateamers. Va Universitate Brawijaya
Brawijaya	Universitas Universitas Brawijaya Universita Brawijaya Universita Brawijaya Universita Brawijaya Universita Brawijaya
Brawijaya	TOTAL TELEVISION OF THE PARTY O
Brawijaya	Universi advanced class got score 3.9 and regular class got 2.9 in the application of ersitas Brawijaya Universi
Brawijaya Brawijaya	Universital language learning strategy usage. This means that advanced class students are liversitas Brawijaya
Brawijaya	Universit included into high scale in the degree of language learning strategy usage in their ersitas Brawijaya
Brawijaya	Universita Iniversitas Brawijaya
Brawijaya	English learning process. Regular class students are categorized into medium Universitas Brawijaya
Brawijaya	Universita scale of the degree of language learning strategy usage in their learning process.ersitas Brawijaya
Brawijaya	Universitas Sometimes they use strategy in English learning process but sometimes they Universitas Brawijaya Universitas I
Brawijaya	
Brawijaya	Universita ignore the suitable strategy that they might use in their learning process. a Universitas Brawijaya
Brawijaya	Universitas Bra Universitas Braw Universitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universita instruction in their learning process. This aims to build up the students' Englishersitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	mastery. The reason is that English nowadays is very important. This makes the Brawijaya
Brawijaya	University students of advanced class have more responsibility to learn English well in order exists Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitate to get high achievement in their academics report. Meanwhile, regular class
Brawijaya	Universita students only learn English as one of the school subjects to pass their academic ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University school's report. It can be concluded that giving different teaching system, such as ersitas Brawijaya
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Brawijaya	Universitas Brawijava	of English usage can make	the application of language 16	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	University strategy used by	the learners different.	Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universita 5.2 Suggestion	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Braveijava	e finding of this study it is s	uggested for the teacher in S	MAN iyersitas Brawijaya
Brawijaya	Universitas Brawijaya	Univer	ersitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita Dampit to help	the students more understand	d about the importance of la	nguage ersitas Brawijaya
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Brawijaya	Universitas / giving the under	rstanding about the importanc	e of language learning strateg	Universitas Brawijaya ies and Universitas Brawijaya
Brawijaya				
Brawijaya	Universi training the stud	lents to be able for applying th	e strategy in learning activity.	
Brawijaya	Universi For the	next researchers who want to	conduct similar study related	iversitas Brawijaya I to the niversitas Brawijaya
Brawijaya		The state of the s		
Brawijaya		ge learning strategies, it is su	iggested that some items can	be theersitas Brawijaya
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Brawijaya	Universita	W SIE		universitas Brawijaya
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Brawijaya	Universitas and gender, the Universitas b	LLS choice and English profic	ciency, and so forth.	Universitas Brawijaya
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Brawijaya	Universitas Brav	wijaya	Universita	s Brawijaya	Universitas B	Brawijaya	Univ	ersitas	Brawijaya
Brawijaya	Universitas Brav	wijaya	Universita	s Brawijaya	Universitas B	Brawijaya	Univ	ersitas	Brawijaya
Brawijaya	Universitas Bray	дііауа _{ть}	Universita	SILL Ouestion	Universitas B	rawijaya	Univ	ersitas	Brawijaya
Brawijaya	Universitas Bray	wijaya	Universita	s Brawijaya	Universitas B	Brawijaya	Univ	ersitas	Brawijaya
Brawijaya	Universitas Bray	Memory	Cognitive	Compensation	Metacognitive	Affective	Social	Overall	Brawijaya
Brawijaya		Nij 4 ,2a		s Bra3v2jaya	Universitas B			_	Brawijaya
Brawijaya	Universitas Brav	vij 4 3a		s Bra¼5jaya		raw 1 jaya		ersi 1 as	Brawijaya
Brawijaya	Universitas Brav	vij37a		s Bra ² ,8jaya	Universitas B	raw ³ jaya	4.3 iv		Brawijaya
Brawijaya	Universitas Brav	4.4 vijaya 4.1	Universita	$\begin{array}{c} 3.2 \\ 4.2 \end{array}$	Universitas B	rawijaya	4.5 4.3	4.1 ersitas	Brawijaya
Brawijaya	3	vij <u>a</u> \8a	Univ <u>4.4</u>	3.2	egatas B	rawijaya		ers3.8s	Brawijaya
Brawijaya	_	wij 4 ;4a	4.6	3.5	3.4 35 B	rav2i§aya		ers3.91s	Brawijaya
Brawijaya		vija 4 ′	4.4	3.8	3.2	raw³jaya	4.5	ers3t9as	Brawijaya
Brawijaya	Universitas Bray	3.2	4.5	$\begin{array}{c} 3.2 \\ 2.7 \end{array}$	3.2	diava	4.7 4.3	3.7 4.3	Brawijaya
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Brawijaya	Universitas 12	4.6	4.9	3.2	3.4	4		ersitas	Brawijaya
Brawijaya	Universita 13	4.1	4.3	3.2	4	3.8	4.7 1	ers i tas	Brawijaya
Brawijaya	Universi 14	3.8	4.6	3.3	3.7	3.7	4 ₁ j _V		Brawijaya
Brawijaya	Universi 15	4.3	4.8	4.5	3.9	4.2	$\int_{1.2}^{5} iv$	ers ^{4.5} as 3.8	Brawijaya
Brawijaya	Universi 16	4.3	4.1	3.7	3.8	3.5	4.3 3.8	ersitas 3.9	Brawijaya
Brawijaya	Universit 18	4.6	4.8	3	3.8	2.8		ers4tas	Brawijaya
Brawijaya	Universit 19	4.2	4.5	2.7	3.3	3.2	4.7	ers3!9is	Brawijaya
Brawijaya	Universita 20	4	4.7	3	3.6	3.2	4.3	ers ³ t ⁹ as	Brawijaya
Brawijaya	Universita: 21	4.4 3.4	4.4 4.5	3.2 3.3	4.3	4.2 3.3	4.7 4.8	4.3 ersitas 3.8	Brawijaya
Brawijaya	Universitas 23	4.3	4.5	3.3	3.3	3.5		ers4tas	Brawijaya
Brawijaya	Universitas 24	3.9	4.6	2.8	4	3.2			Brawijaya
Brawijaya	Universitas 25	4.2	4.5	3.8	3.7	3.2 _a		ers 1 tas	Brawijaya
Brawijaya	Universitas 26 27	4.9	4.5	3.5	4.3	3.7 3.4 3.4	4.7	ersitas	Brawijaya
Brawijaya	Universitas Bray	4.3	4.7	43	4.1	Jaya Jaya	4.8	4.1 ersitas	Brawijaya
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Brawijaya	Universitas Brav	wijaya	Universita	s Brawijaya	Universitas B	Brawijaya	Univ	ersitas	Brawijaya
Brawijaya	Universitas Brav	wijaya	Universita	s Brawijaya	Universitas B	Brawijaya	Univ	ersitas	Brawijaya
Brawijaya	Universitas Brav		Universita	s Brawijaya	Universitas B	Brawijaya			Brawijaya
Brawijaya	Universitas Brav	wijaya	Universita	s Brawijaya	Universitas B	Brawijaya	Univ	ersitas	Brawijaya
Brawijaya	Universitas Brav	wijaya	Universita	s Brawijaya	Universitas B	Brawijaya	Univ	ersitas	Brawijaya
Brawijaya	Universitas Brav		Universita	s Brawijaya	Universitas B	Brawijaya			Brawijaya
Brawijaya	Universitas Brav	wijaya	Universita	s Brawijaya	Universitas B	Brawijaya	Univ	ersitas	Brawijaya
Brawijaya	Universitas Brav	wijaya	Universita	s Brawijaya	Universitas B	Brawijaya	Univ	ersitas	Brawijaya
Brawijaya	Universitas Brav	wijaya	Universita	s Brawijaya	Universitas B	Brawijaya	Univ	ersitas	Brawijaya
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Brawijaya	Universitas B	rawijaya l	Jniversitas	Brawijaya U	Iniversitas Br	awijaya	Universitas I	Brawijaya
Brawijaya	Universitas B	rawijaya l	Jniversitas	Brawijaya U	Jniversitas Br	awijaya	Universitas I	Brawijaya
Brawijaya	Universitas B				Jniversitas Br		Universitas	Brawijava
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Brawijaya	Universitas B	pendix 2. The rawijaya	Result of SIL Universitas	LL Questionna Brawijava U	re for Regular C Iniversitas Br	awiiava	Universitas	
Brawijaya	Universitas N		Cognitives		Metacognitive	Affective		Brawijaya
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Brawijaya	Universitas $\frac{2}{3}$	rawijaya l	2.5 Iniversitas	Brawijaya U Brawijaya U Brawijaya U	Iniversitas Br	2.5	17 26	Brawijaya
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Brawijaya	Universitas 12		3.4	4	3.1	3.5		Brawijaya
Brawijaya	Universita 13	3.2	2.4	4	2.6	1.7		Brawijaya
Brawijaya	University 14		3.6	2.3	2.3	3.3	2.5 2.9	Brawijaya
Brawijaya	Universi 15		3.2 2.7	4.2 3.7	2.4 2.8	2.8	3 3.1	Brawijaya
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Brawijaya	Universit 18		3.1	4.7	3.1	1.5		Brawijaya
Brawijaya	Universit 19		3.5	3.7	2.9	3.2	2.7	Brawijaya
Brawijaya	Lipiyoroita 20		2.4	3.5	2.4	2.7	1 2.5 2.7	Brawijaya
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Brawijaya	Universitas 23		3.8	3.7	2.9	2.3	U2.8/ersit3s	
Brawijaya	Universitas 24		3.5	4.2	3.3	1.5	Universitäs	
Brawijaya	Linivorcitor B		3	3.7	2.8	3.3	1 3 1 31	Brawijaya
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Brawijaya	Universitas 30	2.7	3.1	3.3	2.9	3.2	U2.8versit3s	Brawijaya
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Brawijaya	Universitas Brawijaya	Universitas I	Brawijaya	Universitas Brawijaya	universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas I	Brawijaya	Universitas Brawijaya	universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas I	Brawijaya	Universitas Brawijaya	universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas I	Brawijaya	Universitas Brawijaya	a Universitas Brawijaya
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Brawijaya	Universitas Bra Saya menggunakan kata-kata baru Bahasa Inggr		Universitas	
Brawijaya	Universitas Br untuk mempermudah saya dalam mengingat kat	a-kata baru tersebut.	Universitas	
Brawijaya	Universita 3 I connect the sound of a new English word and a	an image or picture of	12345	Brawijaya
Brawijaya	the word to help me remember the word.		Iniversitas	
Brawijaya	Universi Saya menghubungkan bunyi kata baru Bahasa In	nggris dengan sebuah		Brawijaya
Brawijaya	University			Brawijaya
Brawijaya	Universi gambar dari kata tersebut untuk mempermudan selembar dari kata tersebut.			Brawijaya Brawijaya
Brawijaya Brawijaya	Universit 4 I remember a new English word by making a me	ontal pioture of a		Brawijaya
Brawijaya		eniai piciure oj a	Iniversitas	
Brawijaya	Universita situation in which the word might be used. Universita	//	Universitas	
Brawijaya	Universitas		Universitas	3 3
Brawijaya	Saya mengingat kata baru Bahasa Inggris denga	n menggambarkan	Universitas	
Brawijaya	Universitas B situasi dimana kata tersebut digunakan.	la	Universitas	
Brawijaya	University 5, I use rhymes to remember new English words.	aya		
Brawijaya	Universitas Brasaya menggunakan rima dalam mengingat kata-		Universitas	
Brawijaya	Universitas Bra Inggris.	wijaya	Universitas	, ,
Brawijaya	Universita 6 I use flashcards to remember new English word.	- Constitution	12345	Brawijaya
Brawijaya	University Branches	icidos - Ducaurii ou c	Universitas	Brawijaya
Brawijaya	Saya menggunakan kartu untuk mengingat kata-	rsitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Univer		Universitas	
Brawijaya	Universitas 7 r I physically act out new English words. Univer	rsitas Brawijaya	Un 1/2 3;4(5)s	
Brawijaya	Universitas Brasaya memperagakan kata-kata baru Bahasa Ingg	gristas Brawijaya	Universitas	Brawijaya
Brawijaya	Universita 8 I I review English lessons often. Wijaya Univer	rsitas Brawijaya	12345	Brawijaya
Brawijaya	Universita Bri Saya sering mengulang atau mengulas kembali i	materi Bahasa Inggris.	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Univer	rsitas Brawijaya		Brawijaya
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Rrawijava	Universitas Brawijava Universitas Brawijava Universitas	reitae Rrawijava	Universites	Rrawijava

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Brawijaya		Universitas	
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Brawijaya		Universitas	
Brawijaya		Universitas	
Brawijaya	Heliconites Describers Heliconites Describers Heliconites Describers	Universitas	
Brawijaya	9 I remember new English words or phrases by remembering their	12345	Brawijaya
Brawijaya	Universitas Brawijaya location on the page, on the board, or on a street sign. Universitas Brawijaya	Universitas	
Brawijaya		Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Saya mengingat kata-kata atau frase-frase baru Bahasa Inggris dengan	Universitas	
Brawijaya		Universitas	
Brawijaya	Universita Bri mengingat letaknya pada halaman buku, papan, atau pada tanda-tanda	Universitas	
Brawijaya	Universitas Brayang ada di jalan rsitas Duniversitas Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universita 10 I say or write new English words several times.	12345	Brawijaya
Brawijaya	Saya mengucankan atau menuliskan secara berulang-ulang kata-kata	Universitas	
Brawijaya	Universitas Brawa	Universitas	9 9
Brawijaya	onversitas by	Universitas	
Brawijaya	Universita 11 I try to talk like native speakers.		Brawijaya
Brawijaya	Saya mencoba untuk berbicara seperti penutur asli Bahasa Inggris.	Iniversitas	
Brawijaya	Universi 12 I practice the sounds of English.	12345	Brawijaya
Brawijaya	Saya berlatih bunyi- bunyi dalam Bahasa Inggris.		Brawijaya
Brawijaya	Universi 13 I use the English words I know in different ways.		Brawijaya
Brawijaya	Oliversity 1		Brawijaya
Brawijaya	Universit	niversitas	
Brawijaya	Universita Saya menggunakan kata-kata Bahasa Inggris yang saya ketahui	Iniversitas	
Brawijaya	Universita dengan cara yang berbeda-beda.	Universitas	
Brawijaya	Universita 14 I start conversation in English.	12345	Brawijaya
Brawijaya	Universita Saya bercakap-cakap dengan Bahasa Inggris.	Universitas	
Brawijaya	Universita R	12315	Brawijaya
Brawijaya	Universitas bras		Brawijaya
Brawijaya	Oniversitas Brawers	Universitas	
Brawijaya	Universitas Bra Saya menonton acara televisi atau menonton film yang berbahasaya	Universitas	
Brawijaya	Universitas Bra miggris.	Universitas	
Brawijaya	Universita 16 I read for pleasure in English.	12345	Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya - Luivereitas Brawijaya - Saya membaca buku Bahasa Inggris sebagai hiburan.	Universitas	
Brawijaya	17 7 17	Universitas Universitas	
Brawijaya			Brawijaya
Brawijaya	Universitas Brawijaya - Universitas - - Universi	Universitas	
Brawijaya	Universitas Bri Saya menulis catatan-catatan, pesan-pesan, surat-surat dan laporan-	Universitas	
Brawijaya	Universita Brilaporan dengan menggunakan Bahasa Inggris. ersitas Brawijaya	Universitas	
Brawijaya		Universitas	
Rrawijava	Liniversitas Krawijava - Liniversitas Krawijava - Universitas Krawijava	LINIVARCITAC	Krawillava

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Brawijaya	Universitas Bra	awijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Bra	awijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Bra	awijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Bra	awijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Bra	I first skim an English passage (read over the passage quickly) then	12345	Brawijaya
Brawijaya	Universitas Bra	awijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Bra	iwilava universitas Krawilava liniversitas Krawilava	-Universitas	Brawijaya
Brawijaya	Universitas Bra	Dalam membaca buku berbahasa Inggris, pertama kali, saya	Universitas	Brawijaya
Brawijaya	Universitas Bra	membacanya secara sekilas kemudian memulai kembali dari awal	Universitas	
Brawijaya	Universitas Bra	untuk membacanya dengan seksamaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas 1978	I look for words in my own language that are similar to new words in	Uni12345S	Brawijaya
Brawijaya	Universitas Bra	English. Univer versitas Brawijaya	Universitas	
Brawijaya		awijaya l	Universitas	
Brawijaya	Universitas Bra	Saya mencari kata-kata dalam bahasa saya sendiri (Bahsa Indonesia)	Universitas	
Brawijaya	Universitas Bra	yang mirip dengan kata-kata baru Bahasa Inggris.	Universitas	
Brawijaya	Universitas Bru Universitas 20	I try to find patterns in English.	Universitas Un 1/2 3 4 5 s	
Brawijaya	Universita Universita		Universitas	
Brawijaya Brawijaya	Universit	Saya mencoba menemukan pola-pola Bahasa Inggris.		Brawijaya
Brawijaya	Universi 21	I find the meaning of an English word by dividing it into parts that I	12345	Brawijaya
Brawijaya	Universit	understand.		Brawijaya
Brawijaya	Universit	Saya mengartikan kata-kata dari Bahasa Inggris dengan cara		
Brawijaya	Universit	memisahkannya satu persatu menjadi bagian-bagian yang saya	niversitas	
Brawijaya	Universita	mengerti.	Iniversitas	
Brawijaya	Universita 22	I try not to translate word-for-word.	Jn1/2345s	
Brawijaya	Universitas	Saya mencoba untuk tidak mnerjemahkan kata per kata.	Universitas	
Brawijaya	Universita 23	I make summaries of information that I hear or read in English.	12345	
Brawijaya	Universitas BN		-Universitas	
Brawijaya	Universitas Bra	Saya membuat rangkuman dari informasi yang saya dengar atau yang	Universitas	Brawijaya
Brawijaya	Universitas Bra	sayabaca dalam Bahsa Inggris.	Universitas	Brawijaya
Brawijaya		awija <u>PART C</u> wijaya	Universitas	
Brawijaya	Universitas 24ra	To understand unfamiliar English words, I make guesses. awijaya	123455	
Brawijaya	Universitas Bra	Saya mencoba menebak kata-kata Bahasa Inggris untuk memahami	Universitas	
Brawijaya	Universitas Bra	kata-kata Bahasa Inggris yang asing.	Universitas	
Brawijaya	Universitas Bra	IVIIAVA UIIIVEISIIAS DIAWIIAVA UIIIVEISIIAS DIAWIIAVA	Ilniversitas I. 12345	Brawijaya
Brawijaya			Universitas	
Brawijaya		gestures. Universitas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas Bra		Universitas	
Brawijaya		mengungkapkan kata-kata Bahsa Inggris dalam percakapan. Wijaya	Universitas	
Brawijaya	Universitas Bra		Universitas	
Brawijaya Brawijaya	Universitas Bra		Universitas	
Brawijaya Brawijaya	Universitas Bra		Universitas	
Brawijaya Brawijaya	Universitas Bra Universitas Bra		Universitas Universitas	
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universita 26 I make up new words if I do not know the right ones in English.	12345	Brawijaya
Brawijaya		-Universitas	Brawijaya
Brawijaya	Saya membuat kata-kata / istilah baru jika saya tidak mengetahui	Universitas	Brawijaya
Brawijaya	Universitas Britania Bahasa Inggris yang tepat. Universitas Britania Bahasa Inggris yang tepat. Universitas Britania Bahasa Inggris yang tepat.	Universitas	
Brawijaya	Universitas 27, I read English without looking up every new word. Las Brawijaya	- Un12345s	Brawijaya
Brawijaya	Universitas Br. Saya membaca bacaan Bahasa Inggris tanpa melihat satu persatu arti	Universitas	Brawijaya
Brawijaya	Universitas Brauniuk kata-kata barultas Puniversitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universita 28 I try to guess what the other person will say next in English.	12345	Brawijaya
Brawijaya	Universitas Britana Sava mencoba untuk menebak apa yang selanjutnya akan dikatakan	Universitas	
Brawijaya	Universitas Brawijay orang lain ketika orang lain tersebut berbicara Bahasa Inggris	Universitas	
Brawijaya	Universitàs Braw	Universitas	
Brawijaya			, ,
Brawijaya	Universitas the same thing.	Universitas	
Brawijaya	Universit Jika saya tidak mengerti sebuah kata dalam Bahasa Inggris, saya Universi menggunakan kata atau frasa yang mempunyai arti yang sama	Iniversitas	
Brawijaya Brawijaya	Universi menggunakan kata atau frase yang mempunyai arti yang sama.		Brawijaya Brawijaya
Brawijaya	Universit PART D	hiversitas	
Brawijaya	Universit 30 I try to find as many ways as I can to use my English.	12345	Brawijaya
Brawijaya	Universit Saya berusaha untuk menemukan cara sebanyak-banyaknya untuk	niversitas	
Brawijaya	Universita mempraktekkan Bahasa Inggris saya.	Iniversitas	
Brawijaya	Universita 31 I notice my English mistakes and use that information to help me do		Brawijaya
Brawijaya	Universitas better.	Universitas	
Brawijaya	Universitas Saya memperhatikan kesalahan-kesalahan Bahasa Inggris saya dan	Universitas	
Brawijaya	Universitas B menggunakan informasi tersebut untuk membantu saya agar saya	Universitas	
Brawijaya	Universitas Br. dapat belajar lebih baik lagi.		Brawijaya
Brawijaya	Universita 32 I pay attention when someone is speaking English.	Universitas	Brawijaya
Brawijaya	Universitas Bra Saya memperhatikan ketika orang lain berbicara dalam Bahasa jaya	Universitas	Brawijaya
Brawijaya	Universitas Bra Inggris.	Universitas	
Brawijaya	Universita 33 I try to find out how to be a learner of English. ISITAS Brawllaya	112345	
Brawijaya	Universita Br Saya mencari tahu bagaimana untuk menjadi pembelajar Bahasa ya	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Iniversitas	Brawijaya
Brawijaya	Oniversitab Dievejaya - Gerranda Garaga Gara		Brawijaya
Brawijaya	omvorsitas brawijaya omvorsitas brawijaya omvorsitas brawijaya	Omvoisitas	
Brawijaya	Universitas Brauntuk mempelajari Bahasa Inggrisaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
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Brawijaya	Universitas Bra	awijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijava
Brawijaya	Universitas Bra		Universitas	
Brawijaya	Universitas Bra		Universitas	
Brawijaya	Universitas Bra		Universitas	
Brawijaya	Universitas Bra		Universitas	
Brawijaya	Universitas Bra		Universitas	
Brawijaya	Universitas Bra	I look for people I can talk to in English.	12345	Brawijaya
Brawijaya	Universitas Bra	Saya mencari orang-orang yang bisa saya ajak bercakap-cakap	Universitas	3 3
Brawijaya	Universitas Bra	Rahasa Inggris	Universitas	
Brawijaya	Universitas Bra	I look for opportunities to read as much as possible in English. ava	Universitas	
Brawijaya	Universitas 36ra		Uni1/2/3/4/5 _{as}	, ,
Brawijaya	Universitas Bra	Saya mencari kesempatan untuk membaca bacaan Bahasa Inggris	Universitas	
Brawijaya	Universitas Bra	sebanyak mungkinsitas De Universitas Brawijaya	Universitas	
Brawijaya	Universitas 37	I have clear goals for improving my English skills.	12345	Brawijaya
Brawijaya	Universitas Bra	Saya mempunyai tujuan yang jelas dalam meningkatkan kemampuan	Universitas	, ,
Brawijaya	Universitas Bra	berbahasa Inggris saya.	Universitas	3 3
Brawijaya	Universitas Bra	iw Jaya	Universitas	
Brawijaya	Universitas 38r	I think about my progress in learning English.	Un1/2/3/4/5/s	Brawijaya
Brawijaya	Universitas	Saya memperhatikan kemajuan saya dalam mempelajari Bahasa	Universitas	
Brawijaya	Universita	Inggris.	niversitas	, ,
Brawijaya	Universi	PART E		Brawijaya
Brawijaya	Universi 39	I try to relax whenever I feel afraid of using English.	12345	Brawijaya
Brawijaya	University	Saya mencoba untuk rileks ketika saya merasa takut dalam	niversitas	Brawijaya
Brawijaya	Universit	これに これに		Brawijaya
Brawijaya	Universit	menggunakan Bahasa Inggris.	Iniversitas	
Brawijaya	Universita 40	I encourage myself to speak English even when I am afraid of making	n12345s	
Brawijaya	Universita	a mistake.	· .	Brawijaya
Brawijaya	Universitas	Saya menyemangati diri saya sendiri untuk berbicara Bahasa Inggris	Universitas	
Brawijaya	Universitas L	ketika saya takut membuat kesalahan.	Universitas	
Brawijaya	Universitas R	I give myself a reward or treat when I do well in English.	12345	Brawijaya
Brawijaya	Universitas Bra	T give myself a reward of treat when I do well in English.	Universitas	Brawijaya
Brawijaya	Universitas Bra	ıwayıjaya		Brawijaya
Brawijaya	Universitas Bra	Saya memberi diri saya hadiah ketika saya berhasil dalam wijaya	Universitas	
Brawijaya	Universitas Bra	mempelajari Bahasa Inggris.	Universitas	
Brawijaya	Universitas 42	I notice if I am tense or nervous when I am studying or using English.	12345	Brawijaya
Brawijaya	Universitas Bra	Saya menyadari bahwa saya merasa tegang atau gugup ketika		Brawijaya
Brawijaya	Universitas Bra	Lucamanalaiani Dahaga Ingguia	Universitas	
Brawijaya	Universitas Bra	iwijaya Olliveisitas biawijaya Olliveisitas biawijaya	Universitas	
Brawijaya	Universitas 43ra	I write down my feelings in a language learning diary. Brawijaya		Brawijaya
Brawijaya	Universitas Bra	Saya menuliskan perasaan-perasaan saya dalam sebuah diari / catatan	Universitas	
Brawijaya		pembelajaran bahasatas Brawijaya Universitas Brawijaya	Universitas	
Brawijaya	Universitas Bra		Universitas	
Brawijaya	Universitas Bra		Universitas	
Brawijaya	Universitas Bra		Universitas	
Brawijaya	Universitas Bra		Universitas	
Brawijaya	Universitas Bra		Universitas	
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Brawijaya		Universitas B	
	Universitée Providere Universitée Providere Universitée Providere	Universites D	rawijaya
Brawijaya	44 I talk to someone else about how I feel when I am learning English.	12345	
Brawijaya	Saya menceritakan kepada orang lain tentang perasaan saya ketika	Universitas B	
Brawijaya	saya mempelajari Rahasa Inggris	Universitas B	
Brawijaya	Ulliversitas Drawijaya Ulliversitas Drawijaya Ulliversitas Drawijaya	Universitas B	
Brawijaya		Universitas B	
Brawijaya	Universitas 45 If I do not understand something in English, I ask the other person to	Un1/2345ISB	
Brawijaya	Universitas Brasilow down or say it again. Universitas Brawijaya	Universitas B	
Brawijaya	Universitas Br Jika saya tidak mampu menangkap pembicaraan orang lain yang ya	Universitas B	
Brawijaya	Universitas Brawijaya menggunakan Bahasa Inggris, saya akan meminta orang tersebut	Universitas B	
Brawijaya	untuk berbicara lebih pelan atau meminta orang tersebut untuk	Universitas B	
Brawijaya	Universitas Braw	Universitas B	
Brawijaya	omvoisitability is a second of the second of	Universitas B	
Brawijaya	Universita 46 I ask speakers to correct me when I talk.	Un1/2345SB	
Brawijaya	Saya meminta pembicara untuk mengoreksi saya pada saat berbicara.	Iniversitas B	
Brawijaya	Universi 47 I practice English with other students.	12343	rawijaya
Brawijaya	Saya mempraktekkan Bahasa Inggris saya dengan murid-murid lain.	niversitas B	
Brawijaya	University 49 Total Control to Co	hiversitas B	
Brawijaya	Offiversity ()		rawijaya
Brawijaya	Universit Saya sering meminta bantuan kepada penutur asli Bahasa Inggris.		rawijaya
Brawijaya	Universita 49 I ask questions in English.	Ini1/2/3/4/5/8 B	
Brawijaya	Universita Saya bertanya dengan menggunakan Bahasa Inggris.	Universitas B	
Brawijaya	Universita 50 I try to learn about the culture of English speakers.	12343	rawijaya
Brawijaya	Universitas L. Sava mencoha untuk mempelajari hudaya nenutur Bahasa Inggris	Universitas B	
Brawijaya	Universita BILL A 12 III III III III III III III III III	Universitas B	
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Brawijaya		Universitas B	
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Background Questionnaire SILL version 7.0 awijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita 2-B Age (Umur)Sex (Jenis Kelamin)sex (Jenis Kelamin)	Universitas Brawijaya
Brawijaya	Universita 3. B Language you speak at home (Bahasa yang digunakan di rumah)	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita 4. B Language you are now learning or have most recently learned. List one language	
Brawijaya	Universitas Brawijay Universitas Bonly (Bahasa yang sekarang sedang dipelajari atau paling sering dipelajari. Tul	Universitas Brawijaya
Brawijaya	Universities Dur	
Brawijaya	Universitas Bhanya satu bahasa)va	Universitas Brawijaya
Brawijaya	Universitas / Universita 5. How long have you been studying the language listed in no.4? (Berapa lama a	Universitas Brawijaya
Brawijaya Brawijaya		niversitas Brawijaya niversitas Brawijaya
Brawijaya	Themperajum bundau yang tercamtam pada pertanyaan ne. 47	Liversites Premileve
Brawijaya	Universi 6. How do you rate your overall proficiency in the language listed in no.4 as comp	pared Prawijaya
Brawijaya	Universit with the proficiency of other students in your class? (circle one)	niversitas Brawijaya
Brawijaya	Universit	niversitas Brawijava
Brawijaya	Universita (Bagaimana anda menilai kecakapan berbahasa anda yang tercantum pada no	Jniversitas Brawijaya
Brawijaya	Universita dengan membandingkannya dengan siswa lain dikelas anda?) (lingkari salah s	atu)niversitas Brawijaya
Brawijaya	Universitas Excellent (Istimewa) Good (Baik)	Universitas Brawijaya
Brawijaya	Universitas L	Universitas Brawijaya
Brawijaya	Universitas BFair (Sedang) Poor (Kurang)	Universitas Brawijaya
Brawijaya	Universitas Bra. 7. How do you rate your overall proficiencyin the language listed no.4 as compar	Universitas Brawijaya
Brawijaya	Universitas Braw Mjaya	Universitas Brawijaya
Brawijaya	Universitas B with the proficiency of native speakers of the language? (circle one) wijaya	Universitas Brawijaya
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