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Universitas Brawijaya Universitas Braylaya Universitas Braylaya Universitas Braylaya Universitas Braylaya Universitas Brawij University Almighty Allah SWT for his mercy, blessing, and guidance that are given to means it as Brawii Universitas Brawijaya Universita Dra. Endang Sasanti, M.A as my supervisor. Her valuable guidance, incredible ersitas Brawi attention, professional support, excellent ideas, and endless patience always Universita inspire me to find the way how to be a good writer and motivate me always to ersitas Brawi make a better work in accomplishing this thesis. I would also like to show my gratitude to Ida Puji Lestari, M. Pd as my co-supervisor for her valuable rsitas Brawijaya assistance and suggestions, great encouragements, and magnificent inspirations in completing this thesis. Likewise, I want to thank to Syariful Muttaqin, M.A. as my elsitas Brawllaya examiner, who gives me the valuable suggestions and comments. The detailed Universita comments and corrections from the Board of Examiners are very helpful in SIXAS Brawijaya completing this thesis. Next, for the all lecturers and administrative staffs of University of Cultural Studies, I want to express thanks for the all support and help. Versity Brawijaya Universitas Bramy sincere appreciation and many thanks are also dedicated to my beloved ersitas Brawijaya Universita mother, Hartini, and my beloved father, Suyatno the ones who never stop giving arsitas Brawijaya the pray, care, and support. Their everlasting and endless pray always encourage s Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universita me always to be a good daughter, thank to my older brother Kukuh Dewangga, ersitas Brawijava and to my little sister Aulia Miftah who always supports me to finish this thesis.

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Universitas Brawijaya **Universitas Brawijaya** Universita Ayuningtyas, D.S. 2013. A Study on Language Learning Strategies Used by a State Brawijaya Universita International Class Program Students at Faculty of Law Universitas ersitas Brawijaya Universita Brawijaya. Study program of English, Department of Languages and Literature, english Brawijaya Universita Faculty of Cultural Studies, Universitas Brawijaya. Supervisor : Endang Sasanti, ersitas Brawijaya Co-supervisor : Ida Puji Lestari. ersitas Brawijaya Universitas Keywords : language learning strategies, international class students, Strategy Universitas Brawijay Inventory for Language Learning (SILL) questionnaire. Jaya **Universitas Brawijaya** Nowadays English is known as an international language that has been exsites Brawijaya Universita used for communication. Considering English has an important role inersitas Brawijaya international communication, most of students in Indonesia have learnt Englishersitas Brawijaya from elementary level to tertiary level. So, English becomes a compulsary subjectersitas Brawijaya in Indonesia, as a foreign language in Indonesia learning English is not always easy. There are some factors that can affect language learning, one of those factors is learning strategy. This study was conducted to investigate the application of ersitas Brawijaya learning strategies and to examine the most frequently language learning strategyersitas Brawijaya used by 2010 academic students of international class program at Faculty of Lawersitas Brawijaya Universitas Brawijaya in English learning process. This study used descriptive quantitative approach. The participants Brawijaya investigated were 25 students of 2010 academic year at Faculty of Law Universitas Brawijaya. The data were taken from Strategy Inventory for Language Universitas Learning (SILL) questionnaire completed by the students. The result reveals that Universitathe use of overall language learning strategies falls into medium level, meaning ersitas Brawijaya Universita that the students sometimes used those strategies. In particular, metacognitive rsitas Brawijaya University strategies are found as the most frequently used strategies, followed by social, ersitas Brawijaya compensation, cognitive, affective and memory strategies. wijaya Universitas Brawijaya Universitas BrayIn conclusion, based on the scores, it shows that the types of learning ersitas Brawijaya strategies almost have the same level of usage from each type. Meanwhile, there is still have the most frequently learning strategy that have been used by the students, from the six types of learning strategies that is metacognitive strategy. Universita The writer suggests the English lecturers can help the students to understand more ersitas Brawijaya Universita about the importance of language learning strategies, or give the students training ersitas Brawijaya University to be able to apply them in the learning activity. Further researchers are also exists Brawijaya Universita suggested to use other variables of individual differences of language learning ersitas Brawijaya Universitas trategy in conducting research. 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 Brawijaya Universita Ayuningtyas, D. S. 2013. A Study on Language Learning Strategies Used by a sitas Brawijaya Universita International Class Program Students at Faculty of Law Universitas ersitas Brawijava Brawijaya. Program studi Sastra Inggris, Jurususan Bahasa dan Sastra, Fakultas Brawijaya Universitas Brawijaya. Pembimbing (I): Endang Sasanti, Ilmu Budaya, Pembimbing (II): Ida Puji Lestari. Universita Kata Kunci : Strategi pembelajaran bahasa, kelas bahasa Inggris, kuisioner SILL Versitas Brawijaya Universitas BrayDewasa ini, bahasa Inggris dikenal sebagai bahasa internasional yangersitas Brawijaya digunakan untuk berkomunikasi. Mengingat bahasa Inggris mempunyai peranggitas Brawijaya Universita penting dalam komunikasi internasional, kebanyakan siswa di Indonesia harus ersitas Brawijaya belajar bahasa Inggris dari tingkatan dasar sampai tingkat universitas. Sehingga, Universit bahasa Inggris menjadi mata pelajaran wajib di Indonesia, sebagai bahasa asing di Indonesia belajar bahasa Inggris tidaklah mudah. Ada beberapa faktor yang dapat mempengaruhi belajar bahasa, salah satunya adalah strategi belajar. Penelitian ini dilakukan untuk mengetahui strategi pembelajaran bahasa yang diaplikasikan oleh ersitas Brawijaya mereka dan juga untuk menguji strategi belajar apa yang paling disukai olehersitas Brawijaya mahasiswa pada ajaran tahun 2010 di Fakultas Hukum kelas bahasa Inggrisersitas Brawijaya Universitas Brawijaya. Penelitian ini menggunakan pendekatan deskriptif kuantitatif. Partisipan yang diteliti adalah 25 mahasiswa pada ajaran tahun 2010 Fakultas Hukum Universitas Brawijaya. Data studi ini didapat dari kuesioner SILL yang diisi oleh Universitas para mahasiswa. Hasilnya, menunjukkan bahwa pengaplikasian strategi ersitas Brawijaya Universita pembelajaran bahasa berada pada level sedang, yang berarti para siswa terkadang ersitas Brawijaya menggunakan strategi pembelajaran. Secara spesifik, metakognitif merupakan strategi pembelajaran. Secara spesifik, metakognitif merupakan strategi pembelajaran. strategi yang paling sering digunakan, diikuti oleh strategi sosial, kompensasi, ersitas Brawijaya kognitif, affektif dan memori. Kesimpulannya adalah, berdasarkan skor mengungkapkan bahwa hasil dari 6 macam strategi belajar hampir setiap tipe strategi mempunyai level yang sama dalam penggunaanya. Sementara itu, tetap ada strategi yang paling disukai Universitä oleh para mahasiswa, dari enam tipe strategi tersebut yang paling disukai adalah Universitä strategi metakognitif. Penulis menyarankan agar dosen bahasa Inggris dapat Sitas Brawijaya Universita membantu mahasiswa untuk lebih mengerti pentingnya strategi pembelajaran ersitas Brawijaya bahasa atau memberikan latihan kepada mahasiswa untuk dapat mengaplikasikan ersitas Brawijaya untukersitas Brawijaya dalam kegiatan belajar. Untuk peneliti selanjutnya disarankan menggunakan variabel perbedaan individual lainnya dalam melakukan penelitian strategi belajar bahasa. 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

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**Universitas Brawijava** Universitas Brawijaya This chapter presents introduction of the study consists of background of University the study, problems of the study, objectives of the study, and definition of keyersitas Brawijaya TAS BRAW, terms. Universitas Brawijaya 1.1 Background of the Study Nowadays, English is known as an international language that has been ersitas Brawijaya used as the main means of communication throughout the world. It has an ersitas Brawijaya important role in transferring information especially for adopting science, ersitas Brawijaya technology, culture, and developing interrelationship with foreign countries. ersitas Brawijaya Considering English has an important role in international communication, most students in Indonesia have learnt English from elementary level to tertiary level. ersitas Brawijaya Recently, English becomes the first foreign language taught as a compulsoryersitas Brawijaya Universita subject in Indonesia. Universitas Brawijaya Learning English as a foreign language in Indonesia, is not always easy for Universitas Brawijaya University the students. Some learners will learn it successfully, and they have already used ersity Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya it actively in their daily life communication, while the others may think that Universitas Brawijaya Universitas Brawijaya Universita English is a difficult subject. In other words, we can say that some students willers it as Brawijaya successfully learn and use English while the others will not. The succesful Universita learners in learning English as a second language may be influenced by some ersitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya factors. In Second Language Acquisition (SLA) there are some factors affecting
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita language learning. According to Gass and Selinker (2008) there are two majorersitas Brawijaya
Brawijaya	Universitas factors in affecting language learning. The first is linguistic factors including
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University avoidance, differential learning rates, different paths, overproduction, and ersitas Brawijaya
Brawijaya	Universitas predictivity/selectivity. The second is non-linguistic factor including anxiety,
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita affective filter, social distance, age differences, aptitude, motivation, personalityersitas Brawijaya
Brawijaya	Universitas Brawijaya and learning style, and learning strategy.  Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitas Br Universitas In addition, according to Sharp (2004, as cited in Razawi et al 2011, Universitas Brawijaya
Brawijaya	Universita p.179) who states that "language learning success is associated with a range of ersitas Brawijaya
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Brawijaya	Universi Universi factors including age, gender, motivation, intelligence, anxiety level, learning inversitas Brawijaya
Brawijaya	Universi strategies and language learning styles", from this statement we know that thereersitas Brawijaya
Brawijaya	University Provides Provides
Brawijaya	Universit  are many factors affecting language, language learning styles and strategies are many factors Brawijaya
Brawijaya	Universita among the main factors that help determine how well the learners learn a secondersitas Brawijaya
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Brawijaya	Universita learning strategy, the learners can choose their learning strategies conciously to strategy to strategy.
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Brawijaya Brawijaya	Universita learning a language to improve their language skills" Oxford (1990). The use of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University language learning strategy will somehow help the learners to improve their sitas Brawijava
Brawijaya	
Brawijaya	Universitas Brawijaya abilities in learning a second language if the strategy selected by the learners are Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University appropriate with them. In other words, "appropriate language learning strategies 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
Brawijaya	Universitäs result in improved proficiency and greater self-confidence" Oxford (1990, p. 1).
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita In contrast, if the learners use the strategy which is not appropriate for them, itersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya O' Malley and Chamot (1985) identify three types of language learning Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universita strategies, namely metacognitive strategy, cognitive strategy, and social strategy ersitas Brawijaya
Brawijaya	Universitas Brawijaya First, metacognitive strategy is a learning strategy that involves thinking about or
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita knowledge of the learning process planning for learning, monitoring learning ersitas Brawijaya
Brawijaya	Universitas Br while it is taking place or self-evaluation of learning after the task has been
Brawijaya	Universitas Brawijaya
Brawijaya	University completed. Second, cognitive strategy is a strategy that involves mental ersitas Brawijaya
Brawijaya	Universi Universi Universi manipulation transformation of materials or tasks, and it is intended to enhance liversitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universit comprehension, acquisition, or retention. Finally, social strategy is one of the resitas Brawijaya universitas Brawijaya
Brawijaya	Universit general types of learning strategy. It may consist of using social interactions to
Brawijaya	Universita assist in the comprehension, learning, and retention of information. It also consists ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita Oxford's classification (1990) learning strategy is divided into two which is ersitas Brawijaya
Brawijaya	Universitas Brawijaya  further subdivided into six groups. The first is direct strategies, which is directly.
Brawijaya	Universitas Brawijaya
Brawijaya	Universita affecting the target language learning. Direct strategies consists of memory ersitas Brawijaya
Brawijaya	Universitas Brawija, wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas strategies, cognitive strategies, and compensation strategies. Memory strategies ersitas Brawijaya
Brawijaya	Universita (which relate to how students remember language) are divided into four strategy
Brawijaya Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	
Brawijaya	Universitas and employing actions. Cognitive strategies (which relate to how students think Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	about their learning) are divided into practicing, receiving and sending messages,
Brawijaya	Universitas Brawijaya and reasoning and creating structure for input and output.
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
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita Compansation strategies (which relate the comprehension of the target language ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University when the learners have insufficent knowledge of the target language) are dividedersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	University speaking and writing. The second one is indirect strategies, indirect strategies ersitas Brawijaya
Brawijaya	Universitas Brawijaya consists of metacognitive strategies, affective strategies, social strategies.
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita Metacognitive strategies are used for organizing, focusing and evaluating one's ersitas Brawijaya
Brawijaya	Universitas Brawijaya own learning. Affective strategies are used for handling emotions or attitudes.
Brawijaya Brawijaya	Universitas Braw Vijaya Universitas Brawijaya Universitas Brawijaya Universitas Social strategies are used for co-operation with others in the learning process. Universitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	Universita  In this study, the writer is interested in finding out the application of ersitas Brawijaya
Brawijaya	
Brawijaya	Universitation Indonesian EFL students, and the most of language learning strategies in Indonesian EFL students, and the most of language learning strategies in Indonesian EFL students, and the most of language learning strategies in Indonesian EFL students, and the most of language learning strategies in Indonesian EFL students, and the most of language learning strategies in Indonesian EFL students, and the most of language learning strategies in Indonesian EFL students, and the most of language learning strategies in Indonesian EFL students, and the most of language learning strategies in Indonesian EFL students, and the most of language learning strategies in Indonesian EFL students, and the most of language learning strategies in Indonesian EFL students, and the most of language learning strategies in Indonesian EFL students, and the most of language learning strategies in Indonesian EFL students in Indonesian EFL studen
Brawijaya	Universi learning strategies used in English learning process. The writer uses Oxford's ersitas Brawijaya
Brawijaya	University Priversity Brawliava
Brawijaya	Universit instrument that is Strategy Inventory for Language Learning (SILL) questonnaire Brawijaya
Brawijaya	Universita as a survey tool based on her classification system. Oxford's classification givesersitas Brawijaya
Brawijaya	Universitas Universitas Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universita previous research Rahayu (2011) "Huda (1999) stated that the classification ersitas Brawijaya
Brawijaya	Universitas Brawijaya defined by Oxford (1990) which is based on combination criterion, has attracted Universitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universitä greater attention." This system also used by many researchers as the basis for ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawija, Wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University researchers previously use this classification that can prove the validity and ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita reliability in accounting for variety of strategies reported by language learners. niversitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravIn this study, the writer chooses the participants from international classersitas Brawijaya
Brawijaya	Universitas Brawijaya program students at Facuty of Law Universitas Brawijaya. Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University is the university located in Malang that have many students from different region, ersitas 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
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas especially from some small cities around Malang. So, the students have various
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita cultural backgrounds and educational backgrounds, it is possible that they have ersitas Brawijaya
Brawijaya	Universita different strategies in learning English that then give the influence on their foreign
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita language acquisition. The writer chooses Faculty of Law because this faculty has ersitas Brawijaya
Brawijaya	Universities of universities in foreign countries such as, Leipzig Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University in Germany, Utrecht University in Dutch, Sydney University inersitas Brawijaya
Brawijaya	Universitas Brawijaya Australia and so on (www.fh.ub.ac.id). In order to make the faculty to be an
Brawijaya	Universitas Brawijaya
Brawijaya	Universita international standard, this faculty establishes some international programs suchersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya as double degree, international class program, visiting lecturers, student and
Brawijaya	Universitational lecturer exchange and so on. It is done to improve the degree of the educational ersitation Brawijaya
Brawijaya Brawijaya	Universi lecturer exchange and so on. It is done to improve the degree of the educational ersitas Brawijaya Universi
Brawijaya	Universi process. In this research, the writer takes 2010 academic year students of inversities Brawijaya
Brawijaya	Universit international class program at Faculty of Law as the subject of the study. In theersitas Brawijaya
Brawijaya	Universita Iniversitas Brawijaya
Brawijaya	Universita International Program, English is used as the medium of instruction in their daily
Brawijaya	Universita communication at the classroom and the language of literature.  Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas L \ In other words, the writer tries to investigate the English learning strategiesersitas Brawijaya
Brawijaya	Universitas B
Brawijaya	Universitas Brawijaya
Brawijaya	Universita Brawijaya, this study attempts to describe the strategies employed by theersitas Brawijaya
Brawijaya	Universitas Brawija wijaya Universitas Brawijaya international program students under the title "A Study on Language Learning"
Brawijaya	Universita international program students under the title "A Study on Language Learning ersitas Brawijaya
Brawijaya	University Strategies by International Class Students at Faculty of Law University
Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bray This study is expected to give a valuable reference to the readers who wantersitas Bray lava
Brawijaya	
Brawijaya	Universitas begin to get information about language learning strategies in EFL context, especially in Universitas Brawijaya
Brawijaya	University the international class. By conducting this study, the researcher can give some ersity 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 Contribution on how learners go about language learning strategy and mal	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University learners know about the importance of using learning strategy in learning	ningiaersitas Brawijaya
Brawijaya	University language. It also can give more information for the lecturers to help the st	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University by selecting the theaching materials that are appropriate with the need	of the ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya 1.2 Problems of the Study	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Braw Based on the background of the study, the problems of this study universitas Braw Based on the background of the study the problems of this study.	Universitas Brawijaya
Brawijaya		
Brawijaya	Universita formulated as follows:	Universitas Brawijaya
Brawijaya	Universita	Universitas Brawijaya
Brawijaya	Universi  1. What are the language learning strategies applied by international languages.	il classersitas Brawijaya
Brawijaya	Universi program students at Faculty of Law in English learning process ?	niversitas Brawijaya
Brawijaya Brawijaya		hiversitas Brawijaya
Brawijaya	2. What is the language learning strategy most frequently us	Laivoroitos Droviliovo
Brawijaya	Universita international class program students at Faculty of Law in F	English Brawijaya
Brawijaya	Universita: learning process?	Universitas Brawijaya
Brawijaya	Universities	Universitas Brawijaya
Brawijaya	Universitas 1.3 Objectives of the Study	Universitas Brawijaya
Brawijaya	Universitas B. Related to the problems of the study, this study is aimed at knowing	Universitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	Universitas Brawl. To investigate the language learning strategies applied by	2010 Universitas Brawijaya
Brawijaya	Universitas Brawij academic year students of international class program at Fact	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BrawijaLaw in English learning process.	Universitas Brawijaya
Brawijaya	Universitas Bray 2. To find out the language learning strategy most frequently us	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawij 2010 academic students of international class program at Fact	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Law in English learning process.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	<b>Universitas Brawijaya</b>	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	<b>Universitas Brawijaya</b>	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	<b>Universitas Brawijaya</b>	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	<b>Universitas Brawijaya</b>	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijava	of Key Terms Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya		Universitas Brawijaya		Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijava	Universitas Brawijaya	Universitas Brawijaya
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Brawijaya		is important to define these to		Universitas Brawijaya
Brawijaya	<b>Universitas Brawijaya</b>	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawlija Lan	guage learning strategy: a	strategy that is used by the l	earnersersitas Brawijaya
Brawijaya	Universitas Brawijaya	Universiously in language learning p	ersitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	iousiy in language learning p	as Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brav2ijaStra	tegy Inventory for Languag	e Learning (SILL): a tool t	hat canersitas Brawijaya
Brawijaya	Universitas Brawi	sure the learning strategy used	by the learner in learning pro	Universitas Brawijaya
Brawijaya	Universitas bi	sare the rearning strategy used	by the learner in learning pic	Universitas brawijaya
Brawijaya		nd language which is designed	l by Oxford (1990).	Universitas Brawijaya
Brawijaya	Universita 3 Inte	rnational Program at Facult	v of I aw • the international n	Universitas Brawijaya
Brawijaya		rnational Program at Facult	y of Law. the international p	ilversitas Brawijaya
Brawijaya		aculty of Law in Universitas I	Brawijaya which has an intern	
Brawijaya	Universit	lard that English as a medium	of instruction communication	niversitas Brawijaya
Brawijaya		iard that English as a medium	of instruction communication	
Brawijaya		room and the language of liter	rature.	niversitas Brawijaya
Brawijaya	Universita	AN STELL		Universitas Brawijaya
Brawijaya	Universitat		(A)	Universitas Brawijaya
Brawijaya	Universitas		NET.	Universitas Brawijaya
Brawijaya	Universitas I			Universitas Brawijaya
Brawijaya	Universitas Bl		a	Universitas Brawijaya
Brawijaya	Universitas Bra	4 A	aya	Universitas Brawijaya
Brawijaya	Universitas Braw		ljaya	Universitas Brawijaya
Brawijaya	Universitas Brawija Universitas Brawijay		wijaya	Universitas Brawijaya
Brawijaya		Univo	Mawijaya	Universitas Brawijaya
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	Universitas Brawijaya	Universitas Brawijaya		Universitas Brawijaya

Universitas Brawijaya REVIEW OF RELATED LITERATURE Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universita theoritical framework and the previous studies which are related to the study. Universitas Brawijaya Universitas Brawijaya Universita 2.1 Theoretical Framework Those ersitas Brawijaya Theoritical framework includes the theories used in this study. theories are language learning strategies elaborated into definition of secondersitas Brawijaya language acquisition, factors affecting in language learning, language learning ersitas Brawijaya strategies definition, taxonomy of language learning strategies, and language ersitas Brawijaya learning strategies by Oxford (1990). The detail explanation is as follows: Universita 2.1.2 Second Language Acquisition Second language acquisition (SLA) is a branch of language study that University focuses on the examination of second or foreign language learning, especially Universitas Brawl how and why it occurs. Ellis defined (1994, cited in Cahyono 2010) "second" second Universita language as any language other than first language". The terms second language ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya universitas Brawijaya and foreign language are used to refer to the context in which these languages are Universitas Brawijaya Universitas Brawijaya Universita used or learned. According to Gass and Selinkers (2008) second language ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya acquisition is concerned with the nature of the hypotheses (whether conscious or Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita unconscious) that learners come up with regarding the rules of the secondersitas 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	Universitä learn after their mother tongue (first language acquisition). Indonesian people	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita English as a foreign language because it is primarily learnt only in the class	
Brawijaya	Universitas Second language can be acquired in a variety of ways, at any age, for di Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya		
Brawijaya	Universita purposes and to vary degrees. There are various ways in which this may h	
Brawijaya	Universita and the transitions among them are gradual. According to Brown (1994, c	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita Cahyono, 2010) there are some learner differences which are also	
Brawijaya	Universitas Brawiia factors that can affect the use of learner processes in lar	Universitas Brawijaya
Brawijaya	Universitas Brawi	Universitas Brawijaya
Brawijaya	Universita learning.	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universite In summary, according to the writer, second language is a study about	to a matter of Donas attende
Brawijaya	Universi Universi  people learn a foreign language besides their mother tongue as a second language besides the se	niversitas Brawijaya nguage,
Brawijaya		
Brawijaya	Universit and it is probably difficult for the language learners to learn other lan	
Brawijaya Brawijaya	Universit Universit Universit Universit	hiversitas Brawijaya ground Brawijaya
Brawijaya	University culture that affect their success in learning process. Learning strategy includes	
Brawijaya		The state of the s
Brawijaya	language learning success that is associated with a range of factors that i	include Universitas Brawijaya
Brawijaya	Universita age, gender, motivation, intelligence and anxiety level in order to make the	learnerersitas Brawijaya
Brawijaya	Universitas Blandin la mina de la	Universitas Brawijaya
Brawijaya	Universitas Bruning process.  Universitas Bruning process.	Universitas Brawijaya
Brawijaya	Universitas Braw jaya	Universitas Brawijaya
Brawijaya	Universitas 2.1.3 Factors Affecting in Language Learning wijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay	Universitas Brawijaya
Brawijaya	Universitas BrayIn learning language, every person has different way to achie	
Brawijaya	Universitä success in study of foreign language, and there are some factors can af	fect in
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University language learning. Therefore, many researches try to figure out how learn	
Brawijaya	about learning something to make them successful in learning, and why	y some Strawijaya
Brawijaya		
Brawijaya	University people are more effective in learning than others. Oxford (1990) highligh	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya		
Brawijaya	Universita how the following individual factors influence the learners choice of str	Universitas Brawijaya
Brawijaya	while learning a second language. It will be explained more detail as follow	
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Brawijaya	Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas B have less motivation in studying the language, and it is important in ch	loosing ersitas Brawijaya
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Brawijaya		Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	Universitas Braw Vijaya Universitas Bremales outnumbered males in overall strategy use (although som	Universitas Brawijaya
Brawijaya	Universitas 1	Universitas Brawijaya
Brawijaya	males surpassed females in the use of a particular strategy).	Universitas Brawijaya
Brawijaya	Universi 3. Cultural Background	niversitas Brawijaya
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Brawijaya	Universi Universi	he way niversitas Brawijaya
Brawijaya	Universit the or she learns. So, to avoid misunderstanding in learning process, w	
Brawijaya		
Brawijaya	Universita to know about his or her background knowledge first, his or her intellulous to know about his or her background knowledge first, his or her intellulous to know about his or her background knowledge first, his or her intellulous to know about his or her background knowledge first, his or her intellulous to know about his or her background knowledge first, his or her intellulous to know about his or her background knowledge first, his or her intellulous to know about his or her background knowledge first, his or her intellulous to know about his or her background knowledge first, his or her intellulous to know about his or her background knowledge first, his or her intellulous to know about his or her background knowledge first, his or her intellulous to know about his or her background knowledge first, his or her intellulous to know about his or her background knowledge first, his or her background knowledge first his or her background knowledge f	llegent, Universitas Brawijaya
Brawijaya	Universitas his or her learning style because of differences in their cultural backgr	
Brawijaya	Universitas every learner has different abilities.	Universitas Brawijaya
Brawijaya	Universitas L	Universitas Brawijaya
Brawijaya	Universita 4.B Attitudes and beliefs	Universitas Brawijaya
Brawijaya	Universitas Brattitudes and beliefs have a big effect in choosing any particular strateg	Universitas Brawijaya
Brawijaya	Universitas Brawa	Universitas Brawijaya
Brawijaya	Universitas B negative attitudes and beliefs often resulted in poor strategy use.ijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya 5. Type of task	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas B The category or difficulty of the task is the determinant of the strategie	
Brawijaya	Universitas 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 Brawijaya
Brawijaya	Universitas BrLearners with different ages and various stages of second language le	earningersitas Brawijaya
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Brawijaya	Universitad Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Braziners' individual learning style often decide the choice of second la	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brlearning strategies.	Universitas Brawijaya
Brawijaya	Universitas Brayijaya 8. Tolerance of ambiguity	Universitas Brawijaya
Brawijaya	Universitas Braw	Universitas Brawijaya
Brawijaya	Universitas B/In some cases, students are more tolerant with ambiguity used significant	
Brawijaya	Universitas different learning strategies rather than those who have less tolera	Universitas Brawijaya
Brawijaya	TOTAL USE OF LINE AND A STATE OF LINE AND A ST	
Brawijaya	Universi means that, student who have curious in language learning they have di	
Brawijaya	Universi Universi	hiversitas Brawijaya
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Brawijaya	Universit learning process.	hiversitas Brawijaya
Brawijaya	Universit  Based on the eight factors affecting in learning strategies explain	niversitas Brawijaya ed that
Brawijaya Brawijaya	Universita the choice of language learning strategies will determine the success of lea	Iniversitas Brawijaya
Brawijaya	Universitas	Universitas Brawijava
Brawijaya	foreign language and the different factor will result the different strategy	which Universitas Brawijaya
Brawijaya	Universita gives influence on the success of second language acquisition.	Universitas Brawijaya
Brawijaya	Universities Duc	Universitas Brawijaya
Brawijaya	2.1.4 Language Learning Strategies Universitas Braw  jaya	Universitas Brawijaya
Brawijaya	Universitas Bravoxford Dictionary (2005) define, strategy is a plan intended to acl	
Brawijaya	Universitas Brawijay	Universitas Brawijaya
Brawijaya	Universita particular purpose. Oxford (1990, p.8) states "language learning strateg	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya faster.
Brawijaya		
Brawijaya	Universita more enjoyable, more self-directed, more effective and more transferable	
Brawijaya	Universities Brawley and Chamot (1990, p.1) states that "language le	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas strategies as special ways of processing information that enhance comprehension, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita learning, or retention of the information". ya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrayIn other words, language learning strategies are defined as a strategy that are learning strategies are defined as a strategy that are learning strategies are defined as a strategy that are learning strategies are defined as a strategy that are learning strategies are defined as a strategy that are learning strategies are defined as a strategy that are learning strategies are defined as a strategy that are learning strategies are defined as a strategy that are learning strategies are defined as a strategy that are learning strategies are defined as a strategy that are learning strategies are defined as a strategy that are learning strategies are defined as a strategy that are learning strategies are learning strategies are defined as a strategy that are learning strategies are learning strategie Universities is used by the learners conciously to simplify language learning process to gain University the successful in their academics. Because this study is related to language ersitas Brawijaya Universitas Brawijaya learning, so that those strategies are proposed to achieve success in learning Universitas Brawijaya Universitas Brawijaya Universita English. **Universitas Brawijaya** Universita 2.1.5 Taxonomy of Language Learning Strategies Language learning strategies have been classified by many researchers, ersitas Brawijaya some of them are O'Malley and Chamot (1990), Rubin (1987), and Oxford (1990). O' Malley and Chamot (1990, p. 47) divide language learning strategies Universit into three kind of categories. First, metacognitive strategies consist of selecting Universita attention, planning, monitoring, and evaluation. Second, cognitive strategies ersitas Brawijaya consists of rehearsal, organisation, inferrencing, summarizing, deducing, imagery, ersitas Brawijaya Universita transfer, and elaboration. Third, social strategies consists of cooperation, ersitas Brawijaya questioning for clarification, and self-talk. Universitas Brawijaya Universitias BrayRubin (1987) states that "allocated a great deal of effort in the field of ersitias Brawijava Universitas Brawijaya language learning strategies, made a distinction between strategies contributing Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University directly to learning and those contributing indirectly to learning". In hisersitas Brawijaya classification, he divides language learning into two kind of categories, there are Universitas Brawijaya Universitas Brawijaya University direct strategies that include metacognitive and cognitive strategies, and indirect ersity Brawijava strategies that include communicative and social strategies. Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bravena The last, Oxford (1990, p. 17) divides language learning strategies into
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita two main groups, there are direct strategies and indirect strategies which areersitas Brawijaya
Brawijaya	further divided into six groups. Direct strategies are divided into memory
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita strategies, cognitive strategies, and social strategies. Then, indirect strategies are ersitas Brawijaya
Brawijaya	Universitas divided into metacognitive strategies, affective strategies, and social strategies.
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya In summary, the theory from some previous researchers have different
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita categories in learning strategies. O'Malley and Chammot say that learning ersitas Brawijaya
Brawijaya	Universitas Br strategies has three types such as, metacognitive strategies, cognitive strategies Universitas Brawijaya
Brawijaya	
Brawijaya	University and social strategies and from three kinds of the types has more specific types ersitas Brawijaya
Brawijaya	Universi Universi Universi Universi Universi Universi Universi Universi Universi Universi Universi Universi Universi
Brawijaya	
Brawijaya	Universi distinction between direct strategies and indirect strategies. Direct strategies Brawijaya
Brawijaya Brawijaya	Universit include metacognitive and cognitive. Then, indirect strategies include include metacognitive and cognitive. Then, indirect strategies include metacognitive and cognitive.
Brawijaya	Universita communicative and social strategies. Almost the same with Rubin classification, ersitas Brawijaya
Brawijaya	University District Property of the Property o
Brawijaya	according to Oxford, learning strategies are devided into two main groups, there Universitas Brawijaya
Brawijaya	Universita are direct strategies and indirect strategies but in Oxford classification, it explains ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universita which are divided into memory strategies, cognitive strategies, and socialersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita strategies. Then, indirect strategies are divided into metacognitive strategies, ersitas Brawijaya
Brawijaya	University affective strategies, and social strategies. According to the writer, although each ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita researcher has different category in learning strategies, overall they have the same
Brawijaya	Universita point that every human being has different way in learning strategies. Therefore, ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University he or she tries to reform, expand and complete the theories which they got. So, the resitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya distinction of learning strategy used by human being can measure their abilities in
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitadanguage learning process itas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravIn this study, the writer chooses Oxford's (1990) theory as the mainersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita because many researchers used this theory as the basis for developing the rsitas Brawijaya
Brawijaya	Universitas Brawijaya instrument to identify learning strategies. Oxford's strategy system include 62
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita strategies under direct strategies and indirect strategies. Thus, Oxford's theoryersitas Brawijaya
Brawijaya	Universitas Brawijaya must be the most detail system of categorization in language learning strategies.  Universitas Brawijaya
Brawijaya	
Brawijaya	Universita  2.1.6 Language Learning Strategies by Oxford (1990)
Brawijaya	Universitas Brawijaya
Brawijaya	Universi Universi In this section, the language learning strategies proposed by Oxford (1990) ersitas Brawijaya
Brawijaya	
Brawijaya	Universit are explained deeply. Oxford's theory has two kinds of language learning ersitas Brawijaya
Brawijaya	Universitate strategies there are direct strategies and indirect strategies. Direct strategies Brawijaya
Brawijaya Brawijaya	
Brawijaya	Universita consist of memory strategies, cognitive strategies and compensation strategies ersitas Brawijaya Universitas Universitas
Brawijaya	Then, indirect strategies consist of metacognitive strategies, affective strategies, ersitas Brawijaya
Brawijaya	
Brawijaya	Universita and social strategies, that can be explained more detail as follows:  Universitas Brawijaya  Universitas Brawijaya
Brawijaya	Universitas Brav Direct Strategies Ijaya Universitas Brawijaya
Brawijaya	Universitas Brawija wijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Oxford (1990, p.37) states that direct strategies are the strategies that
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita directly involve the target language. The direct strategies are useful for the ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya students because they can help to store and retrieve their new information, help to Universitas Brawijaya
Brawijaya	Universita produce language even when there is a gap in knowledge, and also they can helpersitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya namely memory strategies, cognitive strategies and compensation strategies.
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita Those strategies are explained as follows ya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas 13 r Memory Strategies sitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	Universita the strategies are for helping language learners to cope with difficulties. Memory ersitas Brawijaya
Brawijaya	Universitas Brawijaya strategies are based on simple principle like making association and reviewing.
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita The learner can be associated with the words and phrases with visual images, ersitas Brawijaya
Brawijaya	Universitas Br sounds, motions or touches in communication when they are learning vocabulary. Universitas Brawijaya
Brawijaya	
Brawijaya	University Memory strategies consist of four sets of strategies. First, creating mental linkage resitas Brawijaya
Brawijaya	Universi Uni
Brawijaya Brawijaya	
Brawijaya	Universit context. Second, applying images and sound that consists of using imagery, ersitas Brawijaya universitas Brawijaya
Brawijaya	Universit semantic mapping, using keywords and representing sounds in memory. Third,
Brawijaya	Universita reviewing well that consists of structured reviewing. The last, employing actionersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	Universitas that consists of using response and using mechanical techniques.  Universitas Brawijaya
Brawijaya	Universitas L. Here is an example of application memory strategies by employing action ersitas Brawijaya
Brawijaya	Universitas Blandaras projection in language learning process can be one
Brawijaya	As an Indonesian learner, using a motion in language learning process can be one Universitas Brawijaya
Brawijaya	Universita of the best way for the learner especially for a basic learner. When the teacher saidersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universita the window and she opens the window. So, it can make the learner is easier to ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitas 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 Oxford (1990) states that in cognitive strategies, the target language is
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University manipulated or transformed by repeating, analyzing or summarizing. Cognitive ersity 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	Universities strategies consist of four sets strategies. First, practicing that consists of repeating,
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita formally practicing with sounds and writing systems, recognizing and using ersitas Brawijaya
Brawijaya	University formulas and patterns, recombining, and practicing naturalistically. Second,
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita receiving and sending messages that consist of getting the idea quickly and using ersitas Brawijaya
Brawijaya	Universities are resources for receiving and sending messages. Third, analyzing and reasoning that
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita consists of reasoning deductively, analyzing expressions, analyzing contrastively, ersitas Brawijaya
Brawijaya	Universitas Brawijaya translating and transferring. The last, creating structure for input and output that
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitae Consists of taking notes, summarizing, and highlighting.  Universitae Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universit The example of the application of cognitive strategies by practicing is asersitas Brawijaya Universit Indiana Indian
Brawijaya Brawijaya	Universi Universi un Indonesian learner who wants to be a good speaker in English, he or she tries inversitas Brawijaya
Brawijaya	Universitation from a native speaker, if he or she gets a difficult wordersitation Brawijaya
Brawijaya	Universit  Universit  Universit  Universitas Brawijaya
Brawijaya	Universita he/she tries to repeat that word.
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas 3. Compensation Strategies Universitas Brawijaya
Brawijaya	Universitas Oxford (1990) states that the learners who use compensation strategies for ersitas Brawijaya
Brawijaya	Universitas L. Universitas Brawijaya
Brawijaya	Universitas comprehension of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when they have insufficient knowledge of the target language when the target language when they have insufficient knowledge of the target language when the target language wh
Brawijaya	Universita the target language. These strategies are used when they want to cover the strategies Brawijaya
Brawijaya	Universitas Braw Jiava Universitas Brawijava
Brawijaya	Universitias problem of deficiency in grammar and especially of vocabulary. Compensation Brawijaya
Brawijaya	Universitas strategies also allow the learner to guess words that they do not know the meaning ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University and produce spoken or written expression in the new language without completing ersitas Brawijaya
Brawijaya	Universitas knowledge. Compensation strategies are divided into two sets of strategies. First, ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita guessing intelligently consists of using linguistics clues and using other clues ersitas Brawijaya
Brawijaya	Next, overcoming limitations in speaking and writing consist of switching to the
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya universities partially or totally, selecting the topic, adjusting the message, coining words, and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitausing circumlocution or synonym, rawijava Universitas Brawijava Universitas Bravenius This is the example of application compensation strategies by overcoming Universitas Brawijaya Universitas Brawijaya Universita limitations in speaking, when the learner does not know how to express with an arsitas Brawijaya Universities appropriate word, he tries to ask the other learner to provide the missing Universita expression.va **B.** Indirect Strategies Universitas Brawijaya According to Oxford (1990, p. 135), these strategies support and manage Universitas Brawijaya language learning without directly involving the target language. Therefore, they exist as Brawijaya are called indirect strategies. Indirect strategies are useful in virtually all language learning situations and they are appliable to all four language skills such as a state of the st listening, reading, speaking, and writing. Indirect strategies divided into three Universita strategies, there are metacognitive strategies, affective strategies, and socialersitas Brawijaya strategies. Those strategies will be explained further as follows: 1. Metacognitive Strategies Universitas Bra According to Oxford (1990), the word "metacognitive" itself means ersitas Brawijaya beyond, beside, or with the cognitive. Therefore, metacognitive strategies are the strategies which are go beyond purely cognitive devices, providing a way for ersitas Brawijaya Universita learners to coordinate learning process with their own ways. Automatically, theyersitas Brawijaya Universities will help the learners to make a plan in their language learning process to become University an effective way. Metacognitive strategies are really needed for the learners when arsitas Brawijava the learners want to cope successfully the new vocabulary, rules and writing Universitas Brawijaya Universitas Brawijaya University system. Therefore, they become vital for successful language learning. 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 Bray Metacognitive strategies are devided into three sets strategies. First,
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University centering your learning that consists of overviewing with already known the ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	University arranging and planning learning consists of finding out about language learning, ersitas Brawijaya
Brawijaya	Universities organizing, setting goals and objectives, identifying the purpose of the task, and ersities Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita seeking practice opportunities. The last, evaluating learning that consists of self-ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Br The illustration of the application of metacognitive strategies by evaluating ersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya our learning, as an Indonesian learner there are some errors in his or her speaking Universitas Brawijaya
Brawijaya	THE CONTRACT OF THE PARTY OF TH
Brawijaya Brawijaya	
Brawijaya	University her errors by recording his voice. So he or she can identify the mistake in inversitas Brawijaya
Brawijaya	Universit producing a new language.
Brawijaya	Universita Iniversitas Brawijaya
Brawijaya	Universita 2. Affective Strategies Iniversitas Brawijaya
Brawijaya	
Brawijaya	Universitas  Acording to Oxford (1990) effective means emotion, attitude, and values.  Universitas Brawijaya
Brawijaya	Universita Affective strategies are the strategies which can gain control over those emotion, ersitas Brawijaya
Brawijaya	Universitas B. Ja Universitas Brawijaya
Brawijaya	Universitas Bra attitude, and value in the learning process. Affective strategies are divided into
Brawijaya	Universita three sets of strategies. First, lowering anxiety consists of using progressive ersitas Brawijaya
Brawijaya	Universitas Brawija Universitas Brawijaya
Brawijaya	University relaxation, taking deep breath and mediation, using music, and using laughter ersitas Brawijaya
Brawijaya	University Second, encouraging yourself that consists of making positive statements, taking ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita risk wisely, and rewarding yourself. The last, taking your emotional temperature ersitas Brawijaya
Brawijaya	Universitas consists of listening to the body, using checklist, writing a language learning ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita diary, and discussing feeling with someone else niversitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Rrawijava	Universitas Brawijava, Universitas Brawijava, Universitas Brawijava, Universitas Brawijava

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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 The example of the application of affective strategies by taking your
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita emotional temperature, when a learner gets a problem with his ability in speaking ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita him, and his teacher tries to find out how to solve his problem, rawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas 33 Social Strategies er ersitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravOxford (1990) states that a human being cannot be separated from theersitas Brawijaya
Brawijaya	Universitas Braw Juniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universita communicating we need a language. In other words, a language is a form of social ersitas Brawijaya
Brawijaya	Universitate behavior and learning a language must involve other people to communicate.
Brawijaya	
Brawijaya	Universi Thus, social strategies are very important in learning a language. Social strategies ersitas Brawijaya
Brawijaya	Universit Universit consist of three sets of strategies. First, asking questions that consists of asking for the sets of strategies. First, asking questions that consists of asking for the sets of strategies.
Brawijaya	
Brawijaya	Universit clarification and asking for correction. Second, cooperating with others that ersites Brawijaya
Brawijaya Brawijaya	Universita Universitas Of cooperating with peers and cooperating with proficient users of new Universitas Brawijaya
Brawijaya	
Brawijaya	Universita language. The last, empathizing with others that consists of developing cultural ersitas Brawijaya Universitas L
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya  universitas Brawijaya
Brawijaya	Universitas BrawTo describe the application of social strategies by cooperating with other, ersitas Brawijaya
Brawijaya	
Brawijaya	Universitas when a learner goes to somewhere in which there are many tourists, he or she can ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita start the conversation with them in English. By doing that activity, he or she can arsitas Brawijaya
Brawijaya	Universitas Brawijaya get the feedback to improve his or her ability in learning English.  Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas 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 The undergraduate study of Faculty of Law Universitas Brawijaya has Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita regular classes and international classes. Faculty of Law has an A accreditation forersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Rrawijava	Universitas Brawijava, Universitas Brawijava, Universitas Brawijava, Universitas Brawijava

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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	Universities each program study. The international class at Faculty of Law Universities Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita Brawijaya has 120 students which comprises of 4 classes. There is only one classers it as Brawijaya
Brawijaya	Universita in each academic year, each class has an overall of 30 students, consisting of
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University males and females, and the age range is between 19 and 21 year-olds. In the rsitas Brawijaya
Brawijaya	Universita international class, the students use English as the medium of instruction and
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita communication in the classroom. Before joining this class, the students have toersitas Brawijaya
Brawijaya	Universitas Brawijaya pass the test given by the faculty.  Tawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitas Drawijaya
Brawijaya Brawijaya	Universita Universit  There are some researchers who analyzed learning strategies in their liversitas Brawijaya
Brawijaya	Universi studies. Rahayu (2011) conducted Strategies in learning English used by the ersitas Brawijaya
Brawijaya	University Diversity Drawijeve
Brawijaya	University successful learners of English at Laboratory Junior High School State University ersitas Brawijaya
Brawijaya	Universit of Malang. The subject of this study were two successful learners of English. ersitas Brawijaya
Brawijaya	Universita Universitas Brawijaya
Brawijaya	
Brawijaya	Universita The research design of this study was use of case study research. The instrumentersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya Universitas Brawijaya questionnaire and interview. In this study, the study, the study are use SILL questionnaire and interview.
Brawijaya	
Brawijaya	Universitia researcher wanted to investigate the learning strategies used by the successful Brawijaya
Brawijaya	Universitas Braw Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita proficiency in their English learning. The result of this study is cognitive ersitas Brawijaya
Brawijaya	University strategies got the higest score which is meant that these strategies often used by ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita the subject. This first previous study and this current study have some differencesersitas Brawijaya
Brawijaya	Universities and some similarities. The difference is this current study used international class
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita program students as the variable while the first previous study used successfulersitas 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
Rrawijava	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University learners as the variable. The other difference is the current study uses descriptive
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita quantitave approach while the previous study uses a case study design. The sitas Brawijaya
Brawijaya	Universitas similarities are the instrument used to measure language learning strategies, that is
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita SILL designed by Oxford (1990). Then, the first previous studies and this studyersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya The other researcher is Nuril (2012) conducted a study in this issue. The
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universita study vinvestigated 73 students of 2012 academic year of i International ersitas Brawijaya Universitas Br
Brawijaya Brawijaya	Universitas Br Undergraduate Program of Faculty of Economics and Business University of Universitas Brawijaya
Brawijaya	Universita Brawijaya. This study was conducted to investigate the language learning ersitas Brawijaya
Brawijaya	
Brawijaya	Universitational students and examine the relationship inversitations Brawijaya Universitational students and examine the relationship inversitation Brawijaya
Brawijaya	Universit between language learning strategies and English proficiency. This study useersitas Brawijaya
Brawijaya	University Reavisive
Brawijaya	Universit quantitative approach. The result in this study showed that the students prefer to
Brawijaya	Universita use metacognitive strategies as the most frequently used. This second previous ersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	Universitas Study and this current study have the difference and the similarity. The difference Universitas Brawijaya
Brawijaya	Universita is this study use descriptive quantitative approach to describe the application of ersitas Brawijaya
Brawijaya	Universitas B.  language learning strategies and to find out the most frequently language learning
Brawijaya	language learning strategies and to find out the most frequently language learning Universitas Brawijaya
Brawijaya	Universitä strategies used by international class program students while in this second rsitas Brawijaya
Brawijaya	Universitas Brawija Universitas previous study used quantitative approach to examine the relationship between ersitas Brawijaya
Brawijaya Brawijaya	
Brawijaya Brawijaya	Universita language learning strategies and English proficiency. The other difference ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University between the previous study and this current study is the subject of the research. Prayilaya
Brawijaya	University The second previous study choose the international undergraduate program of
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University of Economics and Business University of Brawijaya, and in this study the Brawijaya
Brawijaya	Universitas current researcher chooses the international class program at Faculty of Law
Brawijaya	Universitas 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	Universitas Brawijaya
Brawijaya	Universitas Brawijaya. The similarity is the instrument of this study used	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita designed by Oxford (1990) tas Brawijaya Universitas Brawijaya	<b>Universitas Brawijaya</b>
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BravThe last study is conducted by Al-Buainain (2010) who investigate	
Brawijaya	Universities type and frequency of language learning strategies used by Qatar Uni	Universitas Brawijaya
Brawijaya		
Brawijaya	Universita English majors. The subjects of this study were 120 Arabs enrolled	in theersitas Brawijaya
Brawijaya	Universitas Brawija of Foreign Languages representing different learning levels (Y	Universitas Brawijaya
Brawijaya	Universitas Brawijaya (rawijaya	Universitas Brawijaya
Brawijaya	Universita 4). The result of this study showed that the students prefer to use metaco	
Brawijaya	Universitas Br strategies as the most frequently use. Universitas	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	University	Universitas Brawijaya
Brawijaya		
Brawijaya	universi some similarities. The difference is this current study used international	
Brawijaya	Universit Universit Universit	hiversitas Brawijaya
Brawijaya Brawijaya	Universit as the variable. The other difference is current study use descriptive qua	
Brawijaya		
Brawijaya	Universita approach while the last previous study use a case study design. The similarity	ties are Universitas Brawijaya
Brawijaya	University the instrument used to measure language learning strategies, that is SILL de	
Brawijaya	Universitas I	Universitas Brawijava
Brawijaya	Universita by Oxford (1990). Then, the last previous studies and this study investig	ate the Universitas Brawijaya
Brawijaya	Universita learning strategy in the EFL context. The other similarity between the pr	eviousersitas Brawijaya
Brawijaya	Universitas Braw Jiaya	Universitas Brawijava
Brawijaya	University studies and this current study is the research method that use quan-	
Brawijaya	University approach, but in this study the writer tries to find out the most frequently u	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	<b>Universitas Brawijaya</b>
Brawijaya	University learning strategies, while the researcher found out the correlation be	
Brawijaya	University language learning strategies and English proficency. The difference between	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita previous studies and this current study is the subject of the research.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Rrawijava	Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava	Universitas Rrawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya RESEARCH METHOD Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya This chapter discusses the research method which includes research Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita design, data source, data collection, and the last is data analysis. All of these ersitas Brawijaya sections are discussed as follows. Universitas Brawijaya Universita 3.1 Research Design Universit In this study, the writer used descriptive quantitative approach. According to Aryersitas Brawijaya et al (2002, p.22) who states that "quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena". According to Blaikie (2003, p. 28), descriptive research consist of Universita establishing characteristics of particular phenomena, trends in these characteristics ersitas Brawijaya Universita over time and patterns in the connection between phenomena. That approach was appropriate with this current study since the writer calculated the result of ersitas Brawijaya Universita questionnaire filled by 2010 academic year students Faculty of Law Universitas Universita Brawijaya by using statistical analysis. It was conducted to find out the ersitas Brawijaya University application of learning strategy and the most frequently learning strategy used by a Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Students in the English learning process. In this case, the writer took the data from Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita one class in international class program at Faculty of Law Universitas Brawijaya.versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya		
	The study was conducted at Universitas Brawijaya in Faculty of Lav	v. This
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita university is located on Jalan MT. Haryono no. 169 Malang. The data f	Universitas Brawijaya
Brawijaya		
Brawijaya	study were obtained from the questionnaire that given to 2010 academic	c year
Brawijaya	University students of international class program at Faculty of Law University Bray	
Brawijaya		
Brawijaya	The writer chooses the students as the participants because international	1 class
Brawijaya	Universitas Brawijay Universita program in that faculty, English is used as the medium of instruction in their	Universitas Brawijaya
Brawijaya Brawijaya	Universitas Br	Universitas Brawijaya Universitas Brawijaya
Brawijaya	communication at the classroom and the language of literature. In conducti	ng this
Brawijaya		
Brawijaya		
Brawijaya	Universi Universi Learning (SILL) questonnaire. The questionnaire used to get information	about  Representation of the second control
Brawijaya		
Brawijaya	Universit the learner strategies in learning English. This questionnaire can give	niversitas Brawijaya
Brawijaya	Universit information about a learner's learning techniques.	niversitas Brawijaya
	Universite	Iniversites Prewijeve
Brawijaya Brawijaya	Universitas  The samples of the participants were taken by using random samples.	ing. In Universitas Brawijaya
Brawijaya		
Brawijaya	Universitathis study, the writer took 25 students 2010 academic year students of Fac Universitas L	Universitas Brawijaya
Brawijaya	Universitas Law Universitas Brawijaya.	Universitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	Universities BrawThe writer obtained the data source by using the following steps;	Universitas Brawijaya
Brawijaya	Universitas Brawija wijaya	Universitas Brawijaya
Brawijaya	Universitas Brawl: The writer asked the Faculty of Law academic to get the data of	
Brawijaya	Universitas Brawijaya di vear students, and was informed that the total number	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	r of all Universitas Brawijava
Brawijaya	Universitas Brawijathe international program students in Faculty of Law is 120 st	
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	Universitas Brav2. The writer took around 20% of the total number which is 25, a	
Brawijaya		
Brawijaya	Universitas Brawija, Ari Kuntoro (2002, cited in Putri 2011) states that a researche Universitas Brawija,	er may 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	Universitas Brawijaya
Brawijaya		

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijatake 10% - 15% or 20% - 25% or more of the population used as the Universitas Brawijaya Universitas Brawijaya Universitas Brawijasampleniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Writer chose one class of 4 classes by using simple random Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijasamplingiversitas Brawijaya Universitas Brawijaya Universitas BravIn a typical simple random sample everyone in the population has exactly ersitas Brawijaya Universitas Brawijaya the same chance of being included in the sample. This is because the sample is Universita drawn at random from the population (for example, by using random numberersitas Brawijaya generators), as Mujis (2004, p. 38) have explained. Iniversitas Brawijaya 3.3 Data Collection Related to the type of this study that is survey, the instrument used in this study was Strategy Inventory for Language Learning (SILL) questionnaire. The STATE Brawijaya consideration of using quiestionnaire was that it could delimit the responses to get Universita information that was relevant and simplified the data to be analyzed because the ersitas Brawijaya data collected by using questionnaire were more manageable. This study used Oxford's SILL questionnaire version 7.0 that is a Universitas Brawijaya Universitas B University structured self-report survey tool based on the strategy system purposed toersity Brawijaya Universitas ESL/EFL students with the simplified language (Oxford, 1990, p.199). The Universita questionnaire is consisting of 50 items subdivided into six categories of language ersitas Brawijaya Universitas Brawijaya Universita memory strategies consist of nine items (A1 - A9), cognitive strategies consist of ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 14 items (B10- B23), compensation strategies consist of six items (C24 -C29) versitas 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
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas metacognitive strategies consists of nine items (D30 – D38), affective strategies
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita consist of six items (E39 - E44), social strategies consist of six items (F45 - F50), ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Each question in Strategy Inventory for Language Learning Questionnaire Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitä is given in a five-interval scale (Likert Scale). According to Sugiyono (2009, ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitia p.93), "likert scale is used to measure the attitude, opinion or perception of perceptio
Brawijaya	Universita someone or a group of people about the social phenomena". It ranges from "1"ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas of me", "3" refers "somewhat true of me", "4" refers to "usually not true of me", "Brawijaya
Brawijaya	Universitas Universitas Brawijaya Universita and "5" which refers "always or almost always true of me". The result of the arsitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universi Universi average of overall indicates how often the learners tend to use learning strategies liversitas Brawijaya
Brawijaya	University in general. While the average of each part of the SILL indicates which learning ersitas Brawijaya
Brawijaya	
Brawijaya	Universit strategy categories the learner tends to use most frequently (Oxford, 1990, p.199). strategy categories the learner tends to use most frequently (Oxford, 1990, p.199).
Brawijaya	Universita  Before collecting the data, the SILL questionnaire was translated into ersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	Universitas Indonesian language in order to minimize the students' problem in intersitas Brawijaya
Brawijaya	Universita comprehending each item and response scale. In translation process, the writer ersitas Brawijaya
Brawijaya	Universitas Blad a Universitas Brawijaya
Brawijaya	Universitas translates the questionnaire based on the previous researcher which has the same ersitas Brawijaya
Brawijaya	University topic with the writer. So, it can be a proof to assess the appropriate translational ersitas Brawijaya
Brawijaya	Universitas Brawija wijaya Universitas Brawijaya
Brawijaya	Universita equivalency, naturalness, and clarity.  awijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya then convey the purpose of this research. Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	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 Universitas Brawijaya Universitas Brawijaya 2. Explaining how to complete the questionnaire before the subject fill out Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawthe questionnairesitas Brawijaya Universitas Brawijaya Universitas Br3. Distributing SILL questionnaire to the participants in 2010 academic ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawstudents of international class program in faculty of law Universitas Brawijava Universitas B.4. Collecting the questionnaire after the participants filled out. Universita 3.4 Data Analysis Universitas Brawijaya In this study, Oxford's SILL questionnaire used as the instrument in strument in collecting the data has already been admitted in its reliability and validity. Oxford (1990, p.199) states that it has been extensively field-tested, demonstrated to be highly valid and reliable. Data analysis is a process where by researchers gray Brawijava systematically search and arrange the data in order to increase their understanding Universita of the data and to enable them to present what they learned to others (Ary et alersitas Brawijaya 2002, p. 465). Since the research design was quantitative, the writer used the statistical analysis to investigate the problems of the study. Thus, this study used arsitas Brawijaya Statistical Package for Social Science (SPSS) 16 for Windows as the instrument to University analyze the data. According to Sarwono (2009, p.1) SPSS is one of the application are it as programs in the computer used to perform the calculation from the simplest until University highly complex data manipulation and analysis with simple instruction. The writerers it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya used SPSS to calculate the descriptive statistics that was the average score of Universitas Brawijaya Universitas Brawijaya Universita language learning strategies and the frequency of learning strategies used. **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Brawijaya	Universitas Brawijaya Univer	sitas Brawijaya Universi	tac Prawijaya	Universitas Brawijaya
Brawijaya		sitas Brawijaya Universi sitas Brawijaya Universi		Universitas Brawijaya
Brawijaya		sitas Brawijaya Universi sitas Brawijaya Universi		Universitas Brawijaya
Brawijaya		sitas Brawijaya Universi		Universitas Brawijaya
Brawijaya		sitas Brawijaya Universi		Universitas Brawijaya
Brawijaya		sitas Brawijaya Universi		Universitas Brawijaya
Brawijaya	Universitas Bravilla The techniques of	data analysis consist of five ste	ps. Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Univer			Universitas Brawijaya
Brawijaya	Universitas Brawijaya Univer 1. Calculating t Universitas Brawijaya Univer	he internal consistency SILL	questionnaire re	Universitas Brawijaya esult to
Brawijaya				
Brawijaya	Universitas Brawijaidentify the re			Universitas Brawijaya
Brawijaya	Universitas Brawijaya	SILL questionnaire results to	find out the mean	Universitas Brawijaya
Brawijaya				
Brawijaya	Universitas Brawijaidentify the			
Brawijaya	Universitas Brawijaya Listrategies and	overall categories of langua	ge learning strate	Universitas Brawijaya
Brawijaya	Universitas Brawijay		rawijaya	Universitas Brawijaya
Brawijaya	Universitas Braw using descript	ive statistics.	ijaya	Universitas Brawijaya
Brawijaya	Universitas Br	e score based on Oxford's guid	elines.	Universitas Brawijaya
Brawijaya	Universitas	堂 堂		Universitas Brawijaya
Brawijaya		to examine the problems of	the study related	
Brawijaya	Universi application of	f language learning strategies	and the most fre	Miversitas Brawijaya
Brawijaya				
Brawijaya		age learning strategies. Those so	core guidelines by	
Brawijaya	Universit (1990) are exi	plained in Table 3.1.		hiversitas Brawijaya
Brawijaya	Universita (1990) are ex	Addition in Table 3.1.		niversitas Brawijaya
Brawijaya	Universita Table 3.1 Scoring Desc	ription of SILL Version 7.0 (C	Ovford 1000 n 20	Iniversitas Brawijaya
Brawijaya	Universitat			Tolliversitas brawijaya
Brawijaya	Universitas Degree of LLS Use	Description	Scores	Universitas Brawijaya
Brawijaya	Universitas L	Always or almost always used	4.5 to 5.0	Universitas Brawijaya
Brawijaya	Universitas Bl High	出 [ ] 想   图	//a	Universitas Brawijaya
Brawijaya	Universitas Bra	Usually used	3.5 to 4.4	Universitas Brawijaya
Brawijaya	Universitas Braw Medium	Sometimes used	2.5 to 3.4	Universitas Brawijaya
Brawijaya	Universitas Brawija		wijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay	Generally not used	1.5 to 2.4	Universitas Brawijaya
Brawijaya	Universitas Brawija Paw Univer	Never or almost never used	tas Brawijaya	Universitas Brawijaya
Brawijaya	, ,	sitas Brawijaya Universi	tas Brawijaya	Universitas Brawijaya
Brawijaya			tas Brawijaya	Universitas Brawijaya
Brawijaya		sitas Brawijaya Universi		Universitas Brawijaya
Brawijaya	Universitas Braw <sup>4</sup> . Interpreting a	1 of the findings from statistical	tas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brav <sub>5</sub> ja <sub>Drawing</sub> cond	•	_	Universitas Brawijaya
Brawijaya		sitas Brawijaya Universi		Universitas Brawijaya
Brawijaya		sitas Brawijaya Universi		Universitas Brawijaya
Brawijaya		sitas Brawijaya Universi	tas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Univer	sitas Brawijaya Universi	tas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Univer	sitas Brawijaya Universi	tas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Univer	sitas Brawijaya Universi	tas Brawijaya	Universitas Brawijaya
Diawijaya		citae Brawijaya Universi		

Universitas Brawijaya FINDING AND DISCUSSION Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrayThis chapter presents the result of the problems of research which consisters it as Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya of finding and discussion. The first section discusses the finding of the application University of language learning strategies used by international class program students of ersity Brawijaya Universitas Brawi Faculty of Law (FH) and the most frequently language learning strategies used by Universitas Brawijaya Universita the students. The second section is the discussion related to the interpretation of ersitas Brawijaya the finding of the study. Each of those is discussed in detail, as follows. 4.1 Finding This study tries to investigate the application of language learning ersitas Brawijaya Universita strategies and to find out the most frequently used of language learning strategies ersitas Brawijaya used by international class program students of FH. The data were collected by Universita distributing questionnaire. After the SILL questionnaire had been distributed to ersitas Brawijaya the 25 internasional class program students of FH, those results were used to University investigate the application of language learning strategies and to find out the most ersitas Brawijaya University frequently used language learning strategies. Universitas Brawijaya Universita 4.1.1 The Language Stearning W Strategy n Most it Frequently a Used J by ersitas Brawijaya **International Class Program Students at Faculty of Law** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Bray The result of the application language learning strategies in international ersities Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya University class program of FH that the students use all the types of learning strategies in arginal Brawijava 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 Univ	versitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Univ	versitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Univ	versitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Univ	versitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Univ	versitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Univ	versitas Brawijaya	a Universitas Brawijaya
Brawijaya	University English learning process. From the SILL questionna	aira rasults had haan d	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Univ	ersitas Brawijaya	universitas Brawijaya
Brawijaya	University the descriptive statistics of the application of lan	nguage learning strate	egies are ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Univ	versitas Brawijaya	a Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Univ		
Brawijaya	Table 4.1 Descriptive Statistics Result for Langua	versitas Brawijaya	Liniversitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Duniv	<u>ersitas Brawijaya</u>	<u>Universitas Brawijaya</u>
Brawijaya	Universitas Category of Language Learning Strategies	Mean Rank Or Usa	a
Brawijaya	Universita Metacognitive strategies	3.63 S Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay	rawijaya	a Unive <mark>rsitas Brawijaya</mark>
Brawijaya	Universita Social strategies  Compensation strategies	3.44 2 3	<del>a Unive</del> rsitas Brawijaya
Brawijaya	Cognitive strategies	3.32 4	<del>a Unive</del> rsitas Brawijaya
Brawijaya	Universita Affective strategies	3.3 5	
Brawijaya	University Memory strategies  Overall estacopies of language learning strategies	3.27 6	Third brawijaya
Brawijaya	Universi Overall categories of language learning strategies	3.38	hiversitas Brawijaya
Brawijaya	Universit	1	niversitas Brawijaya
Brawijaya	Based on Table 4.1, the mean score of the	overall language lear	ning useersitas Brawijaya
Brawijaya	and the mean scores of each categories of language	e learning use were in	Thiversitas Brawijaya terpreted
Brawijaya	Universit	7	niversitas Brawijaya
Brawijaya	Universita by using the guidelines of the score interpretation		
Brawijaya	Universitas p.21). It was reported that the overall language lead universitas	arning strategies use	Luniversitas Brawijaya falls into
Brawijaya			
Brawijaya	Universita medium level with the mean of 3.38. since that sco	ores is in range between	
Brawijaya	3.4, it indicates that the language learning strategie	es falls into sometimes	Universitas Brawijaya sused by
Brawijaya	Universitas Bra	aya	a Universitas Brawijaya
Brawijaya	University the international class program students. When it		
Brawijaya	Universitas Brawii Universitas B	etacognitive strategies	with the
Brawijaya			
Brawijaya	University mean 3.63. In the second rank is social strategie		
Brawijaya	Universities Brawijaya Universities Brawijaya Universities compensation strategies are in the third rank with	the mean 3.34. In the	ne fourth
Brawijaya			
Brawijaya	University rank is cognitive strategies with the mean of 3.32.		
Brawijaya	Universitas Brawijaya	strategies is in the las	t rank as
Brawijaya Brawijaya			
	University the strategies least frequently used with the mean of		
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Univ Universitas Brawijaya Universitas Brawijaya Univ		
Brawijaya Brawijaya			
Brawijaya Brawijaya			
Brawijaya	Universitas Brawijaya Universitas Brawijaya Univ		
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Univ		

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
Brawijaya	Universitas Brawijaya of social, compensation, cognitive, affective, and memory strategies are in the
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University range of 2.5 to 3.4, they fall into medium level means that all those strategies are ersitas Brawijaya
Brawijaya	Universitas Brawijaya sometimes used by the international class program students of FH. Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	Universita strategies which were used by the research subject. Based on Table 4.1, it can beersitas Brawijaya
Brawijaya	Universitas Brawijaya seen from each category of language learning strategies, metacognitive strategy
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	University was reported as the strategy most frequently used with the mean of 3,63 ersity Brawijaya
Brawijaya	Universitas Br According to Oxford's scoring description of SILL version 7.0 for interpreting the Universitas Brawijaya
Brawijaya Brawijaya	
Brawijaya Brawijaya	
Brawijaya	Universitation Since 3.63 is in the range between 3.5 to 4.4, it indicates that the language learning inversitation Brawijaya
Brawijaya	Universite strategies falls into usually used by the international class program students. Inversitas Brawijaya
Brawijaya	Universit  Universit  Universit  Universitas Brawijaya
Brawijaya	Universit 4.1.2 Application of Language Learning Strategies niversitas Brawijaya
Brawijaya	Universita Universitas Brawijaya
Brawijaya	Universitas According to Oxford (1990) learning strategies divides into Universitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	Universita categories, they are direct strategies and indirect strategies. Direct strategies Brawijaya
Brawijaya	Universita consists of memory strategies that has a strategy to remember more effectively, ersitas Brawijaya
Brawijaya	Universitas Bra Jaya Universitas Brawijaya
Brawijaya	Universitas cognitive strategies to use all mental processes of the students, compensation ersitas Brawijaya
Brawijaya	University strategies to compensate for missing knowledge. Indirect strategies consists of ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita metacognitive strategies that has function to organize and evaluate learning of theoreticas Brawijaya
Brawijaya	Universities Brawijaya students, affective strategies that have role to manage emotions of the students,
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University and social strategies that include learning with others. In this study, the writerersitas Brawijaya
Brawijaya	Universitas Brawijaya universitas Brawijaya Universitas Brawijaya presents the table and analysis the types of learning strategies used by Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	University international class program students of FH. The Table 4.2 shows the average score ersity Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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
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	from the questionnaire that filled by the students. The participants are 25 s	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita of one classya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita Table 4.2 The Applications of Memory Strategy versitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita S B The Application of Memory Strategy Va Univ Mean S B Takank of U	Jsage versitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	I remember a new English word by making a mental picture of a situation in which the	Universitas Brawijaya
Brawijaya	Universita word might be used as Erawijaya	Universitas Brawijaya
Brawijaya	Universita I remember new English words or phrases by 3.52 rawijay2	Universitas Brawijaya
Brawijaya	Universitate remembering their location on the page, on the board or on a street sign	Universitas Brawijaya
Brawijaya	the board, or on a street sign I use new English words in a sentence so I 3.48 3	Universitas Brawijaya
Brawijaya	Universita can remember them	Universitas Brawijaya
Brawijaya	University I think of relationships between what I 3.40 4	Universitas Brawijaya
Brawijaya	Universi already know and new things I learn in English	niversitas Brawijaya
Brawijaya	I connect the sound of a new English word 3.24 5	niversitas Brawijaya
Brawijaya	Universi and an image or picture of the word to help	hiversitas Brawijaya
Brawijaya	Universit me remember the word  I use rhymes to remember new English words 3.24 6	<del>Hive</del> rsitas Brawijaya
Brawijaya	Universit	niversitas Brawijaya
Brawijaya	Universita I physically act out new English words 3.12 7	Iniversitas Brawijaya
Brawijaya	Universita I review English lessons often 3.00 8	<del>Unive</del> rsitas Brawijaya
Brawijaya	Universitas Pulla La Control C	Universitas Brawijaya
Brawijaya	Universita I use flashcards to remember new English 2.68 words	Universitas Brawijaya
Brawijaya	Universitàs Bia	Universitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	Universitas Brav Table 4.2 shows the score from each question of memory strategy	
Brawijaya Brawijaya	Universitas Brawija Universita by the students. There are nine questions of memory strategy, and here it is	Universitas Brawijaya
Brawijaya Brawijaya		
Brawijaya Brawijaya	universities according to the mean obtained from the students. It can be seen that the universities brown as a seen that the universities brown as	e most
Brawijaya	University frequently used application of memory strategy is <i>I remember a new I</i>	
Brawijaya		
Brawijaya	Universities Brown word by making a mental picture of a situation in which the word might b	e used. Universitas Brawijaya
Brawijaya	University Using new English word by making mental picture is the application of applications are applications applications.	
Brawijaya		
Brawijaya	images and sounds by using imagery, with the mean of 3.80. Based on the	e result Universitas Brawiiava
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

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University from the questionnaire, option number 3 chosen by eight students out of 25 ersity Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University students means that the students sometimes used this question in application of ersitas Brawijaya learning strategy, and the result from the other options are less than eight students. as Brawijaya Universitas Brawijaya Universitas Brawijaya University According to Oxford (1990, p.61) by using imagery is a good way to remember as Brawijava Universities what has been heard or read in the new language to create a mental image, since University this strategy is useful for remembering new expression in application of listening arsitas Brawijava Universitas Brading. The least frequently used application of memory strategy is I use Universitas Brawijaya flashcards to remember new English words. Using flashcards to remember new exist as Brawijaya English words is the application of employing action by using mechanical techniques, with the mean of 2.68. Based on the result from the questionnaire, PISITAS Brawljaya option number 4 chosen by eight students out of 25 students means that the University students usually used this statement in their learning and the result from the other ersitas Brawi options are less than eight students. According to Oxford (1990, p.68) by using Universita mechanical techniques for remember what has been heard or read, are useful for ersitas Brawijaya the learners. In this application of memory strategy, the students are not aware University about the benefit of using flashcard to remember. So, this strategy falls into the essitas Brawijaya University least application of memory strategy. Universitas Bray In the second rank is I remember new English words or phrases by a sitas Brawijaya remembering their location on the page, on the board, or on street sign. Universitas Brawijaya Universitas Brawijaya Universitas Brawıj University Remembering word or phrase by memorizing the location is the application of arsitas Brawijava applying images by using semantic mapping, with mean of 3.52, it means that this Universita question falls into high level that "usually" used. iversitas 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bravilla the third rank is I use new English words in a sentence so I can
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita remember them. Using new English word in a sentence is the application of ersitas Brawijaya
Brawijaya	Universita creating mental linkages by placing new words into a context, with the mean of
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita 3.48 it means that this question is falls into medium level, it indicates intoersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya The fourth rank is I think of relationships between what I already know
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita and new things I learn in English. Using relationship between what already knowersitas Brawijaya
Brawijaya	Universitas Brawijaya and new things in learn English is the application of crating mental linkage by Universitas Brawijaya
Brawijaya	
Brawijaya	University associating or elaborating, with the mean of 3.40, it means that this question is ersites Brawijaya
Brawijaya	University falls into medium level since that scores is in range between 2.5 to 3.4.
Brawijaya	University and Inversity Brawijaya
Brawijaya	Universit Universit  Next, I connect the sound of a new English word and an image or picture ersitas Brawijaya
Brawijaya Brawijaya	A TORIS WAY IN A TANK I WAY
Brawijaya	of the world to help the remained the world coming south and an image of produc
Brawijaya	Universita in new English word is the application of applying images and sounds by using Universitas Brawijaya
Brawijaya	Universita keywords, with the mean of 3.24, it means that this question is falls into mediumersitas Brawijaya
Brawijaya	Universitas L Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brau aya Universitas Brawijaya
Brawijaya	Universitas Braw In the sixth rank is I use rhymes to remember new English words. Using ersitas Brawijaya
Brawijaya	Universitas hymes is the application of applying images and sounds by representing sounds ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita in memory, with the mean of 3.24, it means that this question falls into mediumersitas Brawijaya
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 The seventh rank is <i>I physically act out new English words</i> . Acting out Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universita physically in new English word is the application of employing action by usingersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya physical response or sensation, with the mean of 3.12 it means that this question Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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
Rrawijava	Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya		Universitas Brawijaya
Brawijaya	Universita falls into medium level that "sometimes" use		
Brawijaya	Universitas Brawijaya Universitas Brawijaya	ed. Next, is I review English	Universitas Brawijaya
Brawijaya	Universita often. Using review in English lesson is th		
Brawijaya			
Brawijaya	Universitas Brawijaya Universitas Brawijaya	means that this question fa	Universitas Brawijaya
Brawijaya	Universita medium level that "sometimes" used.vijaya		Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas P	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BrayThe applications of cognitive strategy		
Brawijaya	Universitas Brawija, are reported in Table 4.3	as Brawijaya	Universitas Brawijaya
Brawijaya	are reported in Table 4.3 Universitas Brawijay	rawijaya	Universitas Brawijaya
Brawijaya			Universitas Brawijaya
Brawijaya	Universities Table 4.3 The Applications of Cognitive Str Universities By	rategy	Universitas Brawijaya
Brawijaya	Universitas The Applications of Cognitive Strategy		Usageversitas Brawijaya
Brawijaya	Universita I watch English language TV shows spoken	4.32	Universitas Brawijaya
Brawijaya	Universi in English or go to movies spoken in English	4.32	niversitas Brawijaya
Brawijaya	Universi		<b>L</b> iversitas Brawijaya
Brawijaya	Universi I read for pleasure in English	3.60	hiversitas Brawijaya
Brawijaya	Universit I practice the sounds of English	3.56 3	hiversitas Brawijaya
Brawijaya	Universit		<b>L</b> niversitas Brawijaya
Brawijaya	Universita I use the English words I know in different ways	3.48	Iniversitas Brawijaya
Brawijaya	Universita I start conversation in English	3.48 5	Universitas Brawijaya
Brawijaya	Universitas	2.40	Universitas Brawijava
Brawijaya	I try to talk like native speakers	3.40	Universitas Brawijaya
Brawijaya	Universita I first skim an English passage (read over the	3.32	Universitas Brawijaya
Brawijaya	Universita passage quickly) then go back and read	aya	Universitas Brawijaya
Brawijaya	Universita   carefully   1 write notes, messages, letters, or reports in	3.24	Universitas Brawijaya
Brawijaya	Universita English/ija	wijaya	Universitas Brawijaya
Brawijaya	Universita I say or write new English words several	3.16 rawijay9	Universitas Brawijaya
Brawijaya	Universit times  I find the meaning of an English word by	3.12 Brawijaya	Universitas Brawijaya
Brawijaya	Universita dividing it into parts versitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita I try not to translate word-for-wordawijaya	Unive3.04 as Brawijay11	Universitas Brawijaya
Brawijaya	Universita I look for words in my own language that are	Universitas Brawijaya 3.00	Universitas Brawijaya
Brawijaya	similar to new words in English	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita I try to find patterns in English Brawijaya	Unive2.96as Brawijay13	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 Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
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
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	University Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita or read in English Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BrayBased on the Table 4.3, it can be seen that the most frequently usedersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya application of cognitive strategy is I watch English language TV shows spoken in Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita English or go to movies spoken in English. Watching the movie used English isersitas Brawijaya
Brawijaya	Universitas Brawijaya the application of practicing by practicing naturalistically, with the mean of 4.32.
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita Based on the result from the questionnaire, option number 4 chosen by twelveersitas Brawijaya
Brawijaya	Universitas Brawijaya students out of 25 students means that the students "usually" used this strategy in Universitas Brawijaya
Brawijaya	
Brawijaya	University application of learning process, and the result from the other options are less than ersitas Brawijaya
Brawijaya	Universi Universi Universi Universi Universi Universi Universi Universi Universi Universi Universi Universi Universi Universi
Brawijaya	
Brawijaya	Universit are in the midst of the target language community, TV is a great resource for ersitas Brawijaya
Brawijaya Brawijaya	Universit Universit  U
Brawijaya	Universita communication, watching TV spoken in English can be choice for practicing ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas English. Oxford (1990, p.75) says that Films are wonderful sound and image Brawijaya
Brawijaya	Universitas resource to enhance listening practice.  Universitas Brawijaya
Brawijaya	Universitas Blad a Universitas Brawijaya
Brawijaya	Universitas Bra. The least frequently used is I make summaries of information that I hear ersitas Brawijaya
Brawijaya	Universitas Braw (jaya Universitas Brawijaya
Brawijaya	Universita or read in English. Making summaries of information is the application of ersitas Brawijaya
Brawijaya	Universities Brawijaya creating structure for input and output by summarizing, with the mean of 2.84.
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita Based on the result of the questionnaire, option number 3 chosen by twelveersitas Brawijaya
Brawijaya	Universitas Brawijaya students out of 25 students means that the students "sometimes" used this strategy
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita in application of learning process. Oxford (1990, p.89) says that this strategy isersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya useful for the advance students in their knowledge of the language, their Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universita summaries can be made in the target language especially in listening, reading andersitas 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 Brawijaya
Rrawijaya	Hintografiae Brawilaya - Hintografiae Brawijaya - Hintografiae Brawijaya - Hintografiae 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 Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita writing skills. This strategy become the least frequently used by the str	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita since the students are intermediete level. So, they are not aware of the impo	ortanceersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawn In the second rank is <i>I read for pleasure in English</i> . Reading Engl Universitas Brawn aya	Universitas Brawijaya
Brawijaya		
Brawijaya	University pleasure is the application of practicing by practicing naturalistically, w	
Brawijaya	Universitas Brawija 3.60. In the third rank is I practice the sounds of English. Practice the sounds of English.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Yawijaya	Universitas Brawijaya
Brawijaya	University the sound is the application of practicing by formally practicing with sound the inversity of Processing Processing and Processing P	
Brawijaya	Universitas Br writing systems, with mean of 3.56 it means that this question falls into hig Universitas	Universitas Brawijaya
Brawijaya		
Brawijaya	University that "usually" used.	Universitas Brawijaya
Brawijaya Brawijaya	Universi Universi The forth rank is I use the English words I know different ways	niversitas Brawijaya
Brawijaya	Lie rotal rank is I too the 208000 words I too ways.	Niversites Premilieve
Brawijaya	Universit English words with different way is the application of practicing by recomb	bining, ersitas Brawijaya
Brawijaya	Universit with mean of 3.48 it means that this question falls into medium level	
Brawijaya	Universita	Iniversitas Brawijaya
Brawijaya	Universita "usually" used. In the fifth rank is I start conversation in English. S	tarting Universitas Brawijaya
Brawijaya	Universita conversation in English is the application of practicing that is pra-	cticingersitas Brawijaya
Brawijaya	Universitas L	Universitas Brawijaya
Brawijaya	Universities naturalistically, with mean of 3.48, it means that this question falls into means that the question falls into means that the property of the pro	nedium Universitas Brawijaya
Brawijaya	Universita level that "usually" used.	Universitas Brawijaya
Brawijaya	Universitas Braw	Universitas Brawijaya
Brawijaya	Universitas BravThe sixth rank is I try to talk like native speakers. Trying to ta	
Brawijaya		Universitas Brawijaya
Brawijaya	University native speaker is the application of practicing by repeating, with mean of	
Brawijaya Brawijaya	University means that this question falls into medium level that "sometimes" used. N	lext, in
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas seventh rank is I first skim an English passage then go back and read can	
Brawijaya		
Brawijaya	University Skimming an English passage is the application of receiving and sending multiple of the second sending multiple of the second secon	liniversitas Brawijaya
Brawijaya	University by getting the idea quickly, with the mean of 3.32. versity 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 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
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Iniversitas Brawijaya Iniversitas Brawijaya Iniversitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita Writing Inotes in English are the applications of practicing by practicing ratios Brawijaya
Brawijaya	University naturalistically, with the mean of 3.24. For the ninth rank is I say or write new
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita English words several times. Saying or writing new English word is theersitas Brawijaya
Brawijaya	Universitas Brawijaya application of practicing by formally practicing with sounds and writing systems,
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita with mean of 3.16, it means that this question falls into medium level that ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	In the tenth rank is I find the meaning of an Finalish word by dividing it
Brawijaya	A CONTRACTOR OF THE CONTRACTOR
Brawijaya	University into parts that I understand. Finding the meaning of an English word by dividing ersitas Brawijaya
Brawijaya	Universi Universi Universi Universi Universi Universi Universi Universi Universi Universi Universi Universi Universi Universi
Brawijaya	
Brawijaya	Universit with mean of 3.12. In the eleventh rank is <i>I try not to translate word for word</i> .ersitas Brawijaya niversitas Brawijaya
Brawijaya Brawijaya	Universit  Trying not translate word for word is the application of analyzing and reasoning more sitas Brawijaya
Brawijaya	Universita by translating, with mean of 3.04.  Universitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	Universitas Next, in rank twelve is I look for words in my own language that are estitas Brawijaya
Brawijaya	Universitas Brawijava
Brawijaya	Universitas similar to new words in English. Looking for word in own language that similar to
Brawijaya	Universita new word in English is the application of analyzing and reasoning by analyzing ersitas Brawijaya
Brawijaya	Universitas Braw
Brawijaya	Universitas Brawijaya contrastively, with mean of 3.00. In rank thirteen is <i>I try to find patters in English</i> . Brawijaya
Brawijaya	University Trying to find pattern is the application of practicing by recognizing and using ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita formulas and patterns, with mean of 2.96. ya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BrayThe applications of compensation strategy based on SILL questionnaire as Itas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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 Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
KL3MII3A3	Hintopreitae Krawiiaya - Hintopreitae Krawiiaya - Hintopreitae Krawiiaya - Hintopreitae Krawiiaya

Brawijaya	Universitas Brawijaya Universitas Brawijaya I	Universitas E	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U	Universitas E	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U	Universitas E	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U	Universitas E	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U	Universitas E	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U	Universitas E	Brawijaya	Universitas	Brawijaya
Brawijaya	Universit The Applications of Compensation Strategy	Mean	Rank of U	Jsage rsitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U	Universitas E	rawijaya	Universitas	Brawijaya
Brawijaya	Universital If I can't think of an English word, I use a word or phrase that means the same thing	Unive 372 as E	Brawijaya	Universitas	Brawijaya
Brawijaya	To understand unfamiliar English words, I	Unive <sub>3.48</sub> as E	rawijay <sub>2</sub>	<b>Unive</b> rsitas	
Brawijaya	Universita make guesses Universitas Brawijaya I	Universitas E		Universitas	
Brawijaya	Universita I try to guess what the other person will say next in English	Univer <del>4</del> 9as E	Brawijay3	Universitas	
Brawijaya	When I can't think of a word during a	3.24	rawijaya	<del>Unive</del> rsitas	
Brawijaya	Universita conversation in English, I use gestures	ersitas E	, , , , , , , , , , , , , , , , , , , ,	Universitas	
Brawijaya	University I read English without looking up every new word	3.24 95	Brawijay5	Universitas	
Brawijaya	I make up new words if I do not know the	2.96	kawijaya 6	Universitas	_
Brawijaya Brawijaya	Universita right ones in English Universitas Br	24	yiaya	Universitas Universitas	
Brawijaya		The			
Brawijaya	Universitas Based on the Table 4.4, it is found by Universita	out that the me	ost frequentl	y used Universitas	Brawijaya
Brawijaya	Universi application of compensation strategy is If I can				
Brawijaya	Universit			hiversitas	Brawijaya
Brawijaya	word or phrase that means the same thing. Usi	ing a word or ph	rase that me	ans the	Brawijaya
Brawijaya	Universit same thing is the application of overcoming lin	mitations by usin	ng a circumlo	ocutionersitas	Brawijaya
Brawijaya	Universit	10 1, 6	.1	niversitas	Brawijaya
Brawijaya	Universita or synonym, with the mean of 3.72. Based or Universita	i the result from	n the questio	nnaire, Universitas	Brawijaya
Brawijaya	Universita option number 4 chosen by twelve students				
Brawijaya	Universitas  students usually used this strategy in applications.	ation of learnin	ig process a	Universitas	Brawijaya
Brawijaya	Universitas L	ation of learning	ig process, a	Universitas	Brawijaya
Brawijaya	University result from the other options are less than two			•	
Brawijaya	Universitas Bra says that circumlocution is a round about exp Universitas Braw	oression involvi	ng several w	Universitas ords to	Brawijaya
Brawijaya					
Brawijaya	Universita describe or explain a single concept, and synd	onym is a word		•	
Brawijaya	Universitas Brawijay Universitas Brawijaya as another word in the same la	nguage. This s	trategy is use	Universitas eful for	Brawijaya
Brawijaya Brawijaya					
Brawijaya Brawijaya	Universita speaking and writing skills, since the students Universitas Brawijaya Universitas Brawijaya U			Universitas	
Brawijaya	foreign learner, it can help them to face the d	lifficulties in ex	plaining son	nething	Brawijaya
Brawijaya	Universita when they do not know the meaning is.			Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya			Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya U			Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya U			Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya U			Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya U			Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya U			Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya U	Universitas E	Brawijaya	Universitas	
	Universitas Brawijava Universitas Brawijava I	Universitas F	Rrawijava		

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
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 Brave. The least frequently used is I make up new words if I do not know the right
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
Brawijaya	Universita ones in English. Making up new word is the application of overcoming limitations ersitas Brawijay
Brawijaya	Universita in speaking and writing by coining words, with mean of 2.96. Based on the result
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
Brawijaya	University of the questionnaire, option number 3 chosen by eight students out of 25 students ersitas Brawijay
Brawijaya	Universitas Brawijay means that this statement "sometimes" used in their application of learning
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
Brawijaya	Universita process, and the result from the other options are less than eight students.a Universitas Brawijay
Brawijaya	Universitas Brawijay Prawijaya Universitas Brawijay
Brawijaya	Universitas BrayIn the second rank is To understand unfamiliar English words, I make ersitas Brawijay
Brawijaya	Universitas Br Universitas Brawijay Universitas Brawijay
Brawijaya	
Brawijaya	University guessing inteligently by using other clues, with mean of 3.48. In the third rank is ersites Brawijay
Brawijaya	Universi Universi I try to guess what the other person will say next in English. Trying to guess what wersitas Brawijay
Brawijaya Brawijaya	
Brawijaya	Universit person will say is the application of guessing intelligently by using linguisticersitas Brawijay Universitas Brawijay
Brawijaya	Universitation clues, with the mean of 3.40.
Brawijaya	
Brawijaya	Universitas In the forth rank is When I can't think of a word during a conversation in Universitas Brawijay
Brawijaya	Universita English, I use gestures. Using gesture when they cannot think of words in Englishersitas Brawijay
Brawijaya	Universitas L
Brawijaya	Universitas conversation is the application of overcoming limitations in speaking and writing ersitas Brawijay
Brawijaya	Universita by using mime or gesture, with mean of 3.24. Next, the fifth rank is <i>I read English</i> ersitas Brawijay
Brawijaya	Universitas Braw Jiava Universitas Brawijav
Brawijaya	Universitas without looking up every new word. Reading English without looking up every ersitas Brawijay
Brawijaya	Universitas Brawijay new word is the application of overcoming limitations in speaking and writing by
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
Brawijaya	University avoiding communication partially or totally, with mean of 3.24. awijaya Universitas Brawijay
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BrawThe applications of metacognitive strategy based on SILL questionnaire ersitas Brawijay
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
Brawijaya	Universitas Brawijaya
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 Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Rrawijava	Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

Brawijaya	Universitas Brawijaya Universitas Brawijaya U	Jniversitas E	Brawijaya	Unive	sitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U	Jniversitas E	Brawijaya	Unive	sitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U	Jniversitas E	Brawijaya	Unive	sitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U	Jniversitas E	Brawijaya	Unive	sitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U	Jniversitas E	Brawijaya	Unive	sitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U	Jniversitas E				Brawijaya
Brawijaya	Universit The Applications of Metacognitive Strategy	Mean	Rank of U	Jsage	sitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya I	Jniversitas E	Brawijaya	Unive	sitas	Brawijaya
Brawijaya	Universit I pay attention when someone is speaking English	Jnive³.92as E	Brawijaya	Unive	sitas	Brawijaya
Brawijaya	I think about my progress in learning English	<del>Jnive<sub>3.84</sub> as E</del>	rawijay <u>a</u>			Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya I	Jniversitas E				Brawijaya
Brawijaya	Universital I try to find as many ways as I can to use my English	Jniverskas E	Brawijaya 3			Brawijaya
Brawijaya	I notice my English mistakes and use that	76 as L	arawijaya			Brawijaya
Brawijaya	University information to help me do better University The Application of Metacognitive Strategy	Mean of				Brawijaya
Brawijaya	University - D	Mean				Brawijaya
Brawijaya	University I try to find out how to be a good learner of University English	3.76	rawijaya			Brawijaya
Brawijaya Brawijaya	University English University I have clear goals for improving my English	3.64	vijaya v6			Brawijaya Brawijaya
Brawijaya	Universita skills	7/1/2	O			Brawijaya
Brawijaya	I look for people I can talk to in English	3.60	7			Brawijaya
Brawijaya	Universi I look for opportunities to read as much as	3.32	8			Brawijaya
Brawijaya	possible in English		//			Brawijaya
Brawijaya	Universi I plan my schedule so I will have enough time to study English	3.08	9			Brawijaya
Brawijaya	Universit Universit					Brawijaya
Brawijaya	Universit			/ -		Brawijaya
Brawijaya	Universita Based on the Table 4.5, it can be se	een that the mo	ost frequentl	y used	sitas	Brawijaya
Brawijaya	Universita		. /	Unive	sitas	Brawijaya
Brawijaya	application of metacognitive strategy is <i>I pay a</i>	ittention when s	someone is sp	реакіпд	sitas	Brawijaya
Brawijaya	Universita English. Paying attantion when someone spe	eaks English is	the applica	tion of	sitas	Brawijaya
Brawijaya	Universitas Bl	with the mann of	f 3 02 Rosad	Univer	sitas	Brawijaya
Brawijaya	centering your learning by paying attantion, w	in the mean of	aya	Unive	sitas	Brawijaya
Brawijaya	Universita result of the questionnaire, option number 3 cl	hosen by elever	n students ou			
Brawijaya	Universitas Brawii Universitas means that the students sometimes used this ap	nnlication in the	wijaya eir learning r	Univer	sitas	Brawijaya
Brawijaya						
Brawijaya Brawijaya	Universities and the result from the other options are less			-		
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Oxford (1990, p. 152) center for learning is					Brawijaya Brawijaya
Brawijaya						
Brawijaya	Universitas Without appropriate strategies for centering, la Universitas Brawijaya Unive					Brawijaya
Brawijaya	Universita Since, the students are adults by paying attanti	on the learner h	nave to focus			
Brawijaya	Universita task. They already aware about the impotance t					Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U	o rocus in their Universitas E	Brawijava			Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U					Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U					Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U					Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya U					Brawijaya
Brawijaya	Universitas Brawijava Universitas Brawijava 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
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 least frequently used application of metacognitive strategy is	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita my schedule so I will have enough time to study English. Planning schedule	dule toersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya		
Brawijaya	University your learning by organizing, with the mean of 3.08. Based on the result	
Brawijaya	University questionnaire, option number 3 chosen by ten students out of 25 students	Universitas Brawijaya means
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University that the students "sometimes" used this application in their learning, and the	
Brawijaya	from the other options are less than ten students. Oxford (1990, p.156) sa	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	University having the right physical environment is important. This application because	
Brawijaya	Universitas the least frequently used, might be bacause the lectures are not aware about universitation.	Universitas Brawijaya
Brawijaya		
Brawijaya	Universi arrange and plan the students' learning well.	niversitas Brawijaya
Brawijaya Brawijaya	Universi Universi The second rank is I think about my progress in learning E	niversitas Brawijaya
Brawijaya	Universit	hivoreitae Prawijava
Brawijaya	Thinking about progress in learning English is the application of evaluating	ig your niversitas Brawijaya
Brawijaya	University learning by self evaluating, with the mean of 3.84. The third rank is <i>I try</i>	
Brawijaya	Universita	Universitas Brawijaya
Brawijaya	Universities as many ways as I can to use my English. Trying to find many ways	to use Universitas Brawijaya
Brawijaya	Universita English is the application of arranging and planning your learning by s	seekingersitas Brawijaya
Brawijaya	Universitas Bl	Universitas Brawijaya
Brawijaya	Universitas Bractice opportunities, with the mean of 3.76.	Universitas Brawijaya
Brawijaya	Universitas Braw jaya	Universitas Brawijaya
Brawijaya	Universitas Brawle The forth rank is I notice my English mistakes and use that information	
Brawijaya	Universita help me do better. Using information in English mistake is the applica-	
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University evaluating your learning by self monitoring, with the mean of 3.76. The fif	"Ualikersitas Brawijaya
Brawijaya	Universita is I try to find out how to be a good learner of English. Trying to find how	to be a
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita learner of English is the application of arranging and planning your learn	
Brawijaya	University finding out about language learning, with the mean of 3.76.	Universitas Brawijaya
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 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Rrawiiava	Linivareitae Krawiiava - Linivareitae Krawiiava - Linivareitae Krawiiava	LINIVAREITAE Krawilava

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	wiiava
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	
Brawijaya		
Brawijaya	Universitas Bravillas, sixth rank is <i>I have clear goals for improving my English skills.</i> Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	awiiaya
Brawijaya	University Having clear goals in English skill is the application of arranging and planning ersitas Bra	
Brawijaya		
Brawijaya	Universitas Brawijaya	wijaya
	In the seventh rank is I look for people I can talk to in English with mean of 3.60, $\Box$	
Brawijaya		
Brawijaya	Universitas and the eight rank is I look for opportunities to read as much as possible in	wijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Braulistas Brawijaya Universitas Braulistas Brawijaya Universitas Brawijaya	
Brawijaya		
Brawijaya	the application of arranging and planning your learning by seeking practice	wijaya
Brawijaya Brawijaya	Universitas Braw Universitas Bra Universitas Bra Universitas Bra Universitas Bra Universitas Bra Universitas Bra	
Brawijaya		
Brawijaya		
Brawijaya	Universitate are reported in Table 4.6 liversitate Branch in T	
Brawijaya		
Brawijaya	Universit  Table 4.6 The Application of Affective Strategy	
Brawijaya	Universitas bio	
Brawijaya		, ,
Brawijaya	Universita I try to relax whenever I feel afraid of using 3.64 1	
Brawijaya	Universita English Universita I encourage myself to speak English even 3.64  Universitas Bra	
Brawijaya	when I am afraid of making a middle	
Brawijaya	I give myself a reward or treat when I do well 3.56	
Brawijaya	Universita in English  A Universitas Bra	
Brawijaya	University I notice if I am tense or nervous when I am studying or using English  3.56  July 4 University Brash Br	
Brawijaya	I write down my feelings in a language 2.72 5	
Brawijaya Brawijaya	Universita learning diary  Universita learning diary  Universita learning diary  Universita learning diary	
Brawijaya	Universita I talk to someone else about how I feel when Universitas Brawijaya Universita	
Brawijaya Brawijaya		
Brawijaya	Universitas Brawijaya	
Brawijaya	Universitas Brawijaya	
Brawijaya		
Brawijaya	University application of affective strategy is I try to relax whenever I feel afraid of using	wijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brauliaya Universitas Brawijaya	
Brawijaya Brawijaya		
Brawijaya	Universitas Brawijaya	
Brawijaya	Universitas Brawijaya	
Brawijaya	Universitas Brawijaya	
Brawijaya	Universitas Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	
Rrawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Bra	AMI DAY 2

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya yourself by making positive statements, with the mean of 3.64. Based on the result Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University of the questionnaire, option number 4 chosen by nine students out of 25 means ersity Brawijava that the students usually use this application in their learning, and the result from Universitas Brawijaya Universitas Brawijaya University the other options are less than nine students. According to Oxford (1990, p. 165) and Brawijava Universitae by making positive statements can improve each of the language skills. It can help University the students to encourage them when they have difficulties in their language arsitas Brawijava The least frequently used is *I talk to someone else about how I feel when I* am learning English. Talking to someone else is the application of taking your estitas Brawijaya emotional temperature by discussing your feelings with someone else, with the mean of 2.68. Based on the result of the questionnaire, option number 3 chosen by a Sitas Brawijaya ten students out of 25 students means that the students sometimes used this Universita application, and the result from the other options are less than ten students. ersitas Brawij According to Oxford (1990, p.168) language learning is difficult. So, the learners Universita need to discuss the process of learning a language with other people. In the islas Brawijaya international class program, the students are not aware about the importance in University discussing their feelings with others. So, it might this application falls into the ersitas Brawijaya least frequently used by the students. Universitas Bray The second rank is I encourage myself to speak English even when I amersitas Brawijava Universities afraid of making a mistake. Encouraging myself to speak even making mistake is University the application of encouraging yourself by taking risk wisely, with the mean of encouraging yourself by taking risk wisely, with the mean of encouraging yourself by taking risk wisely, with the mean of encouraging yourself by taking risk wisely, with the mean of encouraging yourself by taking risk wisely, with the mean of encouraging yourself by taking risk wisely, with the mean of encouraging yourself by taking risk wisely, with the mean of encouraging yourself by taking risk wisely, with the mean of encouraging yourself by taking risk wisely, with the mean of encouraging yourself by taking risk wisely, with the mean of encouraging yourself by taking risk wisely, with the mean of encouraging yourself by taking risk wisely, with the mean of encouraging yourself by taking risk wisely. 3.64. The third rank is I give myself a reward or treat when I do well in English. Universitas Brawijaya Universitas Brawijaya

Brawijaya	Universitas Brawijaya Universitas Brawijaya	<b>Universitas E</b>	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	<b>Universitas E</b>	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	<b>Universitas E</b>	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	<b>Universitas E</b>	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya	Universitas	Brawijaya
Brawijaya	University giving myself reward is the application of e	Universitas E	Brawijaya.	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya	Universitas	Brawijaya
Brawijaya	University yourself, with the mean of 3.56. Brawijaya	Universitas E	Brawijaya	Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas BrayThe forth rank is I notice if I am tense	e or nervous who	en I am stud	ying orersitas	Brawijaya
Brawijaya	Universitas Brawiiava	English is the a	Brawijaya pplication of	Universitas	Brawijaya
Brawijaya	using English. Tense or nervous in studying I	Universitas E	Brawijaya	Universitas	Brawijaya
Brawijaya	University you emotional temperature by listening to you	ur body, with the	e mean of 3.5	56. Theersitas	Brawijaya
Brawijaya	Universitas Brawijaya fifth rank is I write down my feelings in a lang	guaga laarning a	Rrawijaya Jiary Writing	Universitas	Brawijaya
Brawijaya	Universitas Brawijay		rawijaya	universitas	Brawijaya
Brawijaya	University the feelings in language learning diary is the a	application of tal	king your em		
Brawijaya	Universitas Br temperature by writing a language learning dia Universitas	ary with the mea	n of 2.72	Universitas	
Brawijaya	Universitas Universitas	ary, with the mea	11 01 2.72.	Universitas	Brawijaya
Brawijaya	The applications of social strategy base	ed on SILL gues	tionnaira rasi	Universitas	Brawijaya
Brawijaya	Universi  The applications of social strategy base	ed on SILL ques	tionnaire res		
Brawijaya	Universi reported in Table 4.7	1	4		Brawijaya
Brawijaya	Universit				Brawijaya
Brawijaya	Universit Table 4.7 The Application of Social Strategy	y	,	hiversitas	Brawijaya
Brawijaya	The Applications of Social Strategy	Mean	Rank of U	niversitas Usage	Brawijaya
Brawijaya	Universita			Piliteroreas	Diamijaya
Brawijaya	Universita I practice English with other students	3.64	1	Universitas	
Brawijaya	Universita I ask for help from English speakers	3.56	2	<del>Unive</del> rsitas	
Brawijaya	Universitas I	2.56	2	Universitas	
Brawijaya	Universita I ask questions in English	3.56	3	Universitas	
Brawijaya	Universite I ask speakers to correct me when I talk	3.44	Ay4	Universitas	
Brawijaya	University Braw  If I do not understand something in English, I	3.28	/ /jaya	<u>Unive</u> rsitas	
Brawijaya	ask the other person to slow down or say it		wijaya	Universitas	
Brawijaya Brawijaya	University again	20600	rawijaya	Universitas Universitas	
	University I try to learn about the culture of English University speakers and University Brawiiaya	Universitas E		Universitas	
Brawijaya Brawijaya		Universitas E		Universitas Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya			Universitas	
Brawijaya					
Brawijaya	Universitas Brawijaya Based on Table 4.7, it is found of Universitas Brawijaya	ut that the mo	st frequently	y used	Brawijaya
Brawijaya	University application of social strategy is . I practice En				
	Universitas Brawijaya Universitas Brawijaya	9		Universitas	
DIGWIIAVA	Universitas Brawijaya Universitas Brawijaya			Universitas	
Brawijaya Brawijaya					
Brawijaya	Universitas Brawijava Universitas Brawijava	Universitas F	Srawiiava -	Universitas	Brawijava
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya			Universitas Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas E	Brawijaya	Universitas Universitas 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 Universitas Brawijaya Universitas Brawijaya
Brawijaya	University English with other student is the application of cooperating with others by
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University cooperating with peers, with the mean of 3.64. Based on the result of the resitas Brawijaya
Brawijaya	Universitas Pravijava questionnaire, option number 4 chosen by nine students out of 25 means that the
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita students usually used this application, and the result from the other options are ersitas Brawijaya
Brawijaya	University less than nine students. According to Oxford (1990, p.171) this strategy involves a
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita concerted effort to work together with other learners on an activity in developing ersitas Brawijaya
Brawijaya	Universitas Brawijaya their abilities to cooperate with peers, because in the international class students
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita are using English in their communication at the classroom for discussion.  Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	University The least frequently used application of social strategy is <i>I try to learn</i> ersitas Brawijaya
Brawijaya	Universi Universi about the culture of English speakers. Trying to learn about the culture is the inversitas Brawijaya
Brawijaya	
Brawijaya	University application of emphatizing with others by developing cultural understanding, with ersitas Brawijaya
Brawijaya	Universit Universit Universit the mean of 3.16. Based on the result of the questionnaire, option number 3 results of the mean of 3.16. Based on the result of the questionnaire, option number 3
Brawijaya Brawijaya	Universitation of 5.10. Based on the result of the questionnaire, option number iversitas Brawijaya Universita chosen by seven students out of 25 students who means that the students ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	sometimes used this application, and the result from the other options are less than Universitas Brawijaya
Brawijaya	Universita seven students. Oxford (1990, p.172) says that knowledge of the new culture often ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	helps learners understand better what is heard or read in the new language. Since Universitas Brawijaya
Brawijaya	Universita most of the students in the international class do not checked interested in the ersitas Brawijaya
Brawijaya	Universitas Brawija wijaya Universitas Brawijaya universitas Brawijaya
Brawijaya	Universita culture for the question why do you want to learn English, it is possible that they ersitas Brawijaya
Brawijaya	University are not aware about the important to use this strategy in more understanding about ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	the application of cooperating with others by cooperating with proficient users of
Brawijaya Brawijaya	Universitas Brâwijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas 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 English. Asking questions in English is the application of emphatizing with	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University by becoming aware others' thoughts and feelings, with the mean of 3.56.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BrawThe forth rank is I ask speakers to correct me when I talk. Asking sp	peakersersitas Brawijaya
Brawijaya	to correct is the application of asking question by asking for correction, w	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University mean of 3.44. The fifth rank is If I do not understand something in English	h, I askersitas Brawijaya
Brawijaya	Universitas Brawijava the other person to slow down or say it again. Asking the other person to	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Yrawijaya	Universitas Brawijaya
Brawijaya	University again when you do not understand is the application of asking question by	
Brawijaya	Universities By for clarification or verification, with the mean of 3.28.	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universita 4.2 Discussion	Universitas Brawijaya
Brawijaya	University	<b>N</b> iversitas Brawijaya
Brawijaya	Universi	hiversitas Brawijaya
Brawijaya	Universi  After having the finding of the application of language learning stra	
Brawijaya	Universit and the language learning strategies most frequently used, discussion is pro-	ovidedersitas Brawijaya
Brawijaya	Universitato make the interpretation of the finding. The discussion deals with the pro-	niversitas Brawijaya
Brawijaya		
Brawijaya	Universita of the study which discuss the application of language learning strategies u	
Brawijaya	Universitas international class program students of FH and the most frequently u	Universitas Brawijaya
Brawijaya		
Brawijaya	Universital language learning strategies by international class program students of FH.	Universitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	Universita 4.2.1 Application of Language Learning Strategies	Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawija	Universitas Brawijaya
Brawijaya	Universitas Brawijaya  Based on the findings, the result of the application of language le  Universitas Brawijaya  Universitas Brawijaya	earning Universitas Brawijaya Ilniversitas Brawijaya
Brawijaya	University strategies revealed that language learning strategies used by the international	
Brawijaya		
Brawijaya	program consist of direct strategies that include memory strategies, continuers to the continuers of the continuers to t	gnitive Universitas Brawijaya
Brawijaya	University strategies, compensation strategies, and lindirect strategies that a	
Brawijaya		
Brawijaya	Universitas Brawijaya	n each Universitas Brawijava
Brawijaya	Universita categories, in the first rank is metacognitive strategies with the mean	
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	<b>Universitas Brawijaya</b>
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	<b>Universitas Brawijaya</b>
Brawijaya	meaning this strategies is usually used by the students. Oxford (1990, 1	Ադiyersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University states that metacognitive strategies are the actions which go beyond cog	gnitiveersitas Brawijaya
Brawijaya	devices and provide away for the learners to coordinate their own learning w	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bravia Based on the SILL questionnaire result, the applications of metacog	Universitas Brawijaya
Brawijaya		
Brawijaya	University strategies with the mean score 3.63 that fall into high level which usually us	
Brawijaya	Universitas Brawijaya the international students. Based on the nine statements of metacog	Universitas Brawijaya
Brawijaya	Universitas Brawijay	Universitas Brawijaya
Brawijaya	Universita strategies, the application of metacognitive strategy that have the highest	
Brawijaya	Universitas Br score used by international class program students are statement number 3, Universitas	Universitas Brawijaya
Brawijaya		
Brawijaya	University attantion when someone is speaking English with the mean score 3.92.	
Brawijaya	Universi Universi Universi	hiversitas Brawijaya
Brawijaya		
Brawijaya	University strategies that is centering learning strategy.	hiversitas Brawijaya
Brawijaya	Universit	hiversitas Brawijaya
Brawijaya	Universit In the international class, all courses are taught in English. It can be be a supplied to the international class, all courses are taught in English. It can be a supplied to the international class, all courses are taught in English.	Indiana de la company de la co
Brawijaya Brawijaya	Universita problems in their learning process since English is not their mother to	Universitas Brawijaya
Brawijaya	Universita Moreover, it is possible that the students make some errors in producing Er	
Brawijaya	Universities L	Universitas Brawijaya
Brawijaya	Therefore, metacognitive strategy is useful for students to cope with	those Brawijaya
Brawijaya	Universita problems successfully by monitoring their errors. Thus, it can help the studen	
Brawijaya	Universitas Brawa	Universitas Brawijaya
Brawijaya	directing the learning process in a many effective years	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas BravIn the second rank is social strategies with the mean of 3.44 meaning	
Brawijaya	strategy is sometimes used by the students. Based on the six statements of	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita strategies about the application of memory strategy that have the highest	meanersitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
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 Brawijaya
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Brawijaya Un	niversitas Brawijaya	11 to 5 to				
	iivoisitas biawijaya	Universitas Brawij	aya Universitas	s Brawijaya	Universitas	Brawijaya
Brawijaya Un	niversitas Brawijaya	Universitas Brawij	aya Universitas	s Brawijaya	Universitas	Brawijaya
Brawijaya Un	niversitas Brawijaya	Universitas Brawij	aya Universitas	s Brawijaya	Universitas	Brawijaya
Brawijaya Un	niversitas Brawijaya	Universitas Brawij	aya Universitas	s Brawijaya	Universitas	Brawijaya
Brawijaya Un	niversitas Brawijaya	Universitas Brawij	aya Universitas	s Brawijaya	Universitas	Brawijaya
Brawijaya Un	niversitas Bractice Englis	h with other students wit	h the mean score 3.	64. Practicing E	Universitas	Brawijaya
Brawijaya Un	niversitas Brawijaya	Universitas Brawij	aya Universitas	s Brawijaya	Universitas	Brawijaya
Brawijaya Ur	niversita with other is or	e the application of coop	erating with others.	s Brawijaya	Universitas	Brawijaya
	niversitas Brawijaya				Universitas	
	niversitas BrawAccord					
Brawijaya Ur	niversitas Brawijaya communication niversitas Brawijaya	and allow learners to in	teract with and lear	n from others b	Universitas	Brawijaya
	niversita languagej isya					
Brawijaya Un	niversitas Brawijaya language learn	ing since language is a	form of social beha	Navior so that lar	Universitas	Brawijaya
Brawijaya Un	niversitas Brawijay			rawijaya	Universitas	Brawijaya
	niversita learning involv	es other people.	BA.	ijaya	Universitas	
	niversitas Br	02	14/2	va	Universitas	
	alivo volto	on Oxford (1990, p.147)	泛		Ulusiyyayaikaa	Describera
	niversitz implementation	such as asking question	, cooperating with o	other, and empar	Universitas thizing	Brawijaya
	with other. The	use of English as a med	ium of interaction c	an help the stud		Brawijaya
	apply social str	ategies in their language	learning. Since, in	the internationa	d class	Brawijaya
		tudents use English as	1577			
	program, the					D
	courses are tau	ght in English. The tea	ching system is ap	oplied in intern	ational	Brawijaya
	niversitaclass such as		1110 -			
Brawijava Ur	niversitas I	[4] [5]			Universitas	Brawijava
Brawijaya Un	niversitas students to ma	ake them more easier	to learn and pract	ice English. The	hus, it Universitas	Brawijaya
Brawijaya Ur	niversita encourages the	application of social str	ategies by cooperat	ing or commun	icatingersitas	Brawijaya
Brawijaya IIn	niversitas Braw	40 0		ijaya	Universitas	
	by using English	n with other students.		wijaya	Universitas	
	niversitas Brawijay		0		Universitas	
	niversitas BrawThena					
Brawijaya Ur	niversitas Brawijaya questionnaire	related to the application	on of social strate	gies, there are	Universitas some	Brawijaya
Brawijaya Un	niversitas Brawijaya	Universitas Brawij	aya Universitas	s Brawijaya	Universitas	Brawijaya
	niversita students who jo					
Brawijaya Ur	niversitas Brawijaya language lear niversitas Brawijaya	ning strategies. By jo	ining the English	club, and E	English	Brawijaya
	niversita competition, th	,				
	niversitas Brawijaya	Universitas Brawij			Universitas	
	niversitas Brawijaya	Universitas Brawij	,		Universitas	
	niversitas Brawijaya	Universitas Brawij			Universitas	
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya they make a conversation with others, the students can get some feedback from
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita others in order to be better English learners. Oxford (1990, p.77) also says that inersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	Universita find opportunities for practice in speaking. The students's willingness to speakersitas Brawijaya
Brawijaya	University English like native speaker can be seen from the experience questions that many
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita of the students join English club where they can make friends with native speakerersitas Brawijaya
Brawijaya	Universitas Brawijaya of the target language. Oxford (1990, p.77) says that making friends with the
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita target language speakers is one of the most important reasons for language ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universi Universi Universi Universi Universi Universi Universi
Brawijaya	
Brawijaya	Universit most strategy was social strategy, social strategy permits the learners to use the ristance Brawijaya niversitas Brawijaya
Brawijaya Brawijaya	Universitation social supports more often in the language environment.  Social supports more often in the language environment.  Inversitation in the language environment.
Brawijaya	
Brawijaya	Universita Universitas  In the third rank is compensation strategies with the mean of 3.34. It falls  Brawijaya
Brawijaya	Universita into medium level meaning that compensation strategies are sometimes used by ersitas Brawijaya
Brawijaya	Universitas L Universitas Brawijaya
Brawijaya	Universitas the international class program students. Based on six statements of compensation Brawijaya
Brawijaya	Universita strategies, the application of compensation strategy that have the highest meanersitas Brawijaya
Brawijaya	Universitas Braw Java Universitas Brawijaya
Brawijaya	Universitas score used by international class program students are number 1, To understand ersitas Brawijaya
Brawijaya	University unfamiliar English words, I make guesses with the mean score 3.48. Making
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita guesses to understand unfamiliar English words is one the application of guessingersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	Universita overcoming limitation in learning English (Oxford 1990, p. 47). Making guesses ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University Bunderstand unfamiliar English is the way of people when they have new
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita information, when they do not heard something well enough, when they do notersitas Brawijaya
Brawijaya	University know new words, so they are interpreting the data by using their own language.
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	As the international program students using English as the medium of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universita communication, it requires the students to use English as their main language inersitas Brawijaya
Brawijaya	Universitas Brawijaya the learning process. The international program students as the foreign language
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universita learners, learning and using English in their academic life is not easy. They mustersitas Brawijaya Universitas Br
Brawijaya	have difficulties not only in understanding English, but also in producing English.  Universitas  English.
Brawijaya	University Facing this situation, it encourages the students to apply compensation strategies ersitas Brawijaya
Brawijaya	
Brawijaya	Universitation in the students to produce both spoken and written expression in the inversitation Brawijaya
Brawijaya	Universi new language without complete knowledge (Oxford, 1990, p.48). Therefore, the Sitas Brawijaya
Brawijaya	University Provides Provides
Brawijaya	Universit use of compensation strategy is useful to help the students to involve in using Brawijaya
Brawijaya	Universita English despite their language limitations.
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	Universitas This finding supports some previous studies such as the studies conducted ersitas Brawijaya
Brawijaya	Universitas I Universitas Brawijaya
Brawijaya	Universitas by Al-Buainain (2010) from Qatar and Nuril (2012) from Indonesia, Nuril (2012) ersitas Brawijaya
Brawijaya	Universita from Indonesia concludes that compensation strategies is in the third rank. Theyersitas Brawijaya
Brawijaya	Universitas Braw Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	
Brawijaya	Universitas Brawijaya
Brawijaya	produce spoken or written expression in English despite their language limitations Brawing
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya
Brawijaya	Universita score implies that the cognitive strategies are sometimes used by the students ersitas Brawijaya
Brawijaya	Universitas 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 Universitas Brawijaya
Brawijaya	University Based on 14 statements of cognitive strategies, the application of cognitive
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita strategy that have the highest mean score used by international class programersitas Brawijaya
Brawijaya	Universitas students are number 6, I watch English language TV shows spoken in English or Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universita go to movies spoken in English with the mean score 4.32, number 14 I startersitas Brawijaya
Brawijaya	Universities Conversation in English with the mean score 3.72, number 7 I read for pleasure in
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita English with the mean score 3.60, number 3 I practice the sounds of English withersitas Brawijaya
Brawijaya	Universitas Brawijaya the mean score 3.56. Watching the movie used English, starting conversation in
Brawijaya	Universitas Brawi
Brawijaya	Universita English, reading for pleasure in English, and practicing the English sound are theersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya applications of cognitive strategies that is practicing naturalistically.
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universi Universi Based on the questionnaire result that the students apply more to the inversitas Brawijaya
Brawijaya	
Brawijaya	University Provided Provided
Brawijaya	University strategy centers on using the language for actual communication, they can inversities Brawijaya
Brawijaya	Universita improve their English skills. Oxford (1990, p.43) explains that cognitive strategyersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	Universitas provide the students to use their mental as a tool in practicing, receiving, and Universitas Brawijaya
Brawijaya	Universita sending the message, analyzing and reasoning, and creating structure for input and ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas output. Oxford (1990) also states that cognitive strategy tends to be the most universitas Brawijaya
Brawijaya	Universita popular strategy with language learner. jaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya This is different with the previous study by Rahayu (2011), in her result
Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya - Universitas Brawijaya - Universitas Brawijaya - Universitas Brawijaya - Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya
Brawijaya	University While, in this current study cognitive strategies fall into the forth rank means that exists Brawilaya
Brawijaya	
Brawijaya	Universitas Brawijava Cognitive strategies are sometimes used by the subject. According to Oxford Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava
Brawijaya	University (1990, p.13) types of task can influence the strategies used indirectly. Since in this engine Brawii available
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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	Universitas study the subjects are different with the previous study, individuals have different
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita language learning strategies based on their types of task it as Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravAffective strategies are in the fifth rank with the mean of 3.3 meaning that ersitas Brawijaya
Brawijaya	Universitas Brawijaya these strategies are sometimes used by international class program students. Based Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita on 6 statements of affective strategies, the application of affective strategy that ersitas Brawijaya
Brawijaya	Universitas Brawijaya have the highest mean score used by international class program students are
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita number 1, I try to relax whenever I feel afraid of using English with the meanersitas Brawijaya
Brawijaya	Universitas Brawijaya score of 3.64, number 2, <i>I encourage myself to speak English even when I am</i> Universitas Brawijaya
Brawijaya	
Brawijaya	University afraid of making a mistake with the mean score of 3.64  University afraid of making a mistake with the mean score of 3.64
Brawijaya	Universitas Brawijaya
Brawijaya	Universi Oxford (1990, p.149) states that affective strategy help the learner to ersitas Brawijaya
Brawijaya Brawijaya	Universit Universit control their emotion during English learning. Oxford (1990, p. 140) states that the control their emotion during English learning. Oxford (1990, p. 140) states that the control their emotion during English learning.
Brawijaya	180 W. C. S. C.
Brawijaya	directive strategies neip the stadents to control their emotion during English
Brawijaya	Universita learning. This strategy consists of lowering anxiety, encouraging ourselves, and universitas Brawijaya
Brawijaya	Universita taking the emotional temperature (Oxford, 1990, p.141). Encouraging to speakersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas English and giving a reward or treat to ourselves is the applications of oversitas Brawijaya
Brawijaya	Universita encouraging yourself strategy in the affective strategy. Trying to relax whenever ersitas Brawijaya
Brawijaya	Universitas Braw Jiava Universitas Brawijava
Brawijaya	Universitas feeling afraid is the application of lowering anxiety strategy. Then, noticing into ersitas Brawijaya
Brawijaya	University feeling of tense or nervous is the application of taking emotional temperature
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas trategy ijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravAs the international class program, students who have the obligation to useers it as Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	Universita English is used in their teaching and learning process, even in their language of 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
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Rrawijava	Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

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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	Universita literature or reference books. Those situations require the students to learn English
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita more in order to achieve successful learning. However, it can be frustrating toersitas Brawijaya
Brawijaya	Universita learn the foreign language. Therefore, to face those situations, the affective
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita strategies are needed to help students manage their emotions. Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravBased on the statement result, it is found that the students sometimesersitas Brawijaya
Brawijaya	Universitas Brawijaya encourage themselves to be brave in using English though in imperfect English.
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita What the students do is one of the ways to reduce the tension in the class. Oxfordersitas Brawijaya
Brawijaya	Universitas Br (1990, p.140) the providing increased amount of naturalistic communication is Universitas Brawijaya
Brawijaya	
Brawijaya	University one way to exert a tremendous influence over the emotional atmosphere of the sitas Brawijaya
Brawijaya	Universi Universi Universi
Brawijaya	
Brawijaya	Universi in using English. As a result, it can make language learning more enjoyable.
Brawijaya	Universit  hiversitas Brawijaya
Brawijaya	Universit  Memory strategies are reported as the strategy in the last rank with the strategy in th
Brawijaya Brawijaya	Universita lowest mean of 3.27. Although they are the least frequently strategies used, this Brawijaya Universitas Brawijaya
Brawijaya	University score still falls into medium level which this category is sometimes used by sitas Brawijaya
Brawijaya	Universitas L  Universitas Brawijaya
Brawijaya	Universita international class program students. Based on nine statements of memory Brawijaya
Brawijaya	University strategies, the application of affective strategy that have the highest mean score ersity Brawijaya
Brawijaya	Universitas Braw
Brawijaya	Universitas by international class program students are number 4, I remember a newersitas Brawijaya
Brawijaya	University English word by making a mental picture of a situation in which the word might
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita be used with the mean score 3.80. Using new English word by making mentalersitas Brawijaya
Brawijaya	Universita picture is the application of applying images and sounds in the memory strategies.
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	According to Oxford (1990, p.38) memory strategies can help the learner Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universita to remember, store, and retreve new information when there is a need forersitas 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 Brawijaya Universitas Brawijaya Universitas Brawijaya
Rrawijaya	Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Ur	niversitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un	niversitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un	niversitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un	niversitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un	niversitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un	niversitas	Brawijaya
Brawijaya	Universitä communication. Memory strategies are the use of mental as powerful tools	niversitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un	niversitas	Brawijaya
Brawijaya	University remember something. Oxford (1990, p.40) states that memory strategies are m	ostersitas	Brawijaya
Brawijaya	frequently used by the beginning learners rather than the intermediate learner	niversitas ers.	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Ur	niversitas	Brawijaya
Brawijaya	Universita Based on the statement confirms to explain the reason of the lowest rank of t	hisersitas	Brawijaya
Brawijaya	University strategy category. The other possibility might be because the international cl	niversitas	Brawijaya
Brawijaya	Universitas brawijaya Universitas brawijaya Ur	iliversitas	Diawijaya
Brawijaya			Brawijaya
Brawijaya			Brawijaya
Brawijaya	Universitas BrayThis finding is in line with some previous studies which revealed memory		
Brawijaya	Universitas Br strategy as the least frequently language learning strategy used, such as previous	ous	Brawijaya
Brawijaya			
Brawijaya	University studies conducted by Nuril (2012) and Wulan (2011) found that memory strate		D
Brawijaya Brawijaya	Universi Universi Universi was less effective to the learners caused by the influence of their native language	age	Brawijaya
Brawijaya			
Brawijaya	Universit	hiversites	Brawijaya
Brawijaya	universit not only remembering new English vocabulary, but also having the other ability	ties	Brawijaya
Brawijaya	Universita like speaking and listening, so the learners used less memory strategy to h	elpersitas	Brawijaya
Brawijaya	Universita: Universita: Universita:	niversitas	Brawijaya
Brawijaya	Universitas memorize.	niversitas	Brawijaya
Brawijaya		niversitas	Brawijaya
Brawijaya	Universitas 4.2.2 the most frequently used of language learning strategies	niversitas	Brawijaya
Brawijaya	Universitas Brat Viava Ur	niversitas	Brawijaya
Brawijaya	Universitas Bray Based on the result of application language learning strategies showed to	nat	Brawijaya
Brawijaya	Universita metacognitive strategies as the most frequently used by the international cl		
Brawijaya			Brawijaya
Brawijaya	University program with the mean score 3.63 that fall into high level which usually used		
Brawijaya	the international students. Based on the nine statements of metacognit	iversitas	Brawijaya
Brawijaya	Universitas Brawijaya		
Brawijaya			
Brawijaya Brawijaya	score used by international class program students are statement number 3, I published the statement number 3, I published the statement number 3 and the statement number 3 are statement number 3.	pay	Brawijaya
Brawijaya Brawijaya	University attantion when someone is speaking English with the mean score 3.92, I th		
Brawijaya			Brawijaya
Rrawijaya		niversitae	

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 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	Universities about my progress in learning English with the mean of 3.84, I try to find as many
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita ways as I can to use my English, I notice my English mistakes and use that ersitas Brawijaya
Brawijaya	Universitas information to help me do better, I try to find out how to be a learner of English, I Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universita have clear goals for improving English skill which have the same mean of 3.76. iversitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravPaying attention when someone speaks English is one the applications of ersitas Brawijaya
Brawijaya	Universitas Brawijaya metacognitive strategies that is centering learning strategy. Then, noticing English
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	University mistake and thingking the progress of learning English are the applications of ersity Brawijaya
Brawijaya	Universitas Brawijaya evaluating learning strategy. In addition, trying to find out to use English, trying Universitas Brawijaya
Brawijaya	
Brawijaya	University to find out how to be a better learner, and having goals for improving English skillersitas Brawijaya
Brawijaya Brawijaya	Universi Universi Universi Universi Universi Universi Universi Universi Universi
Brawijaya	Hairardia Provides Provides
Brawijaya	Universit  As stated by Al buainain (2010), typically of metacognitive strategies in Brawijaya
Brawijaya	Universit English learners have a strong instrumental motivation for learning English ersitas Brawijaya
Brawijaya	English rearrests have a strong instrumental motivation for rearring English.
Brawijaya	Universitas Based on the background questionnaire result, it implies that the international Brawijaya
Brawijaya	Universita class program students also have high motivation to learn English due to theersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas in the language and need English for future career. Therefore, those ersitas Brawijaya
Brawijaya	Universita motivations encourage the students to choose metacognitive strategies as theersitas Brawijaya
Brawijaya	Universitas Braw
Brawijaya	Universitas strategies most frequently used since these strategies help the students achieve achieve Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bray In the international class program, all courses are taught in English. Since
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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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
Brawijaya	English is not their mother tongue. Therefore, metacognitive strategies are useful
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita for the students to cope with those problems successfully by monitoring their ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	Universita efficient and effective way. As stated by O' Malley et al (1985, cited in O' Malleyersitas Brawijaya
Brawijaya	Universitas Brawijaya and Chamot, 1990, p.99) " students without metacognitive approaches are
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita essentially, learners without direction and ability to review their progress, ersitas Brawijaya
Brawijaya	Universitas Brawijaya accomplishments, and future learning directions".
Brawijaya	Universitas Brawlaya Universitas Brawijaya
Brawijaya	Universitas Br From the background questionnaires completed by international class
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	Universital students, mostly they have learned English for 12 years that is since in elementaryersitas Brawijaya
Brawijaya	Universi school Resed on their long experience in learning English, it encourages them to
Brawijaya	Universitation school. Based on their long experience in learning English, it encourages them to liversitate Brawijaya
Brawijaya	Universi apply metacognitive strategies in their learning process, since this strategy helpersitas Brawijaya
Brawijaya	Universit hiversitas Brawijaya
Brawijaya	Universit the learner to manage and coordinate their own learning.  niversitas Brawijaya
Brawijaya	Universita Universitas Brawijaya
Brawijaya	Universitas  Related to the age of the students, in which in the range of 20 to 22 years  Related to the age of the students, in which in the range of 20 to 22 years  Related to the age of the students, in which in the range of 20 to 22 years
Brawijaya	Universita old, metacognitive strategies are appropriate to apply by them. When the students ersitas Brawijaya
Brawijaya	Universitas Brawijava
Brawijaya	Universitas are getting grown-up, they tend to manage and evaluate their own learning ersitas Brawijaya
Brawijaya	Universita independently. In other words, they have responsibility in managing their ownersitas Brawijaya
Brawijaya	Universitas Braw Jiava Universitas Brawijava
Brawijaya	Universitas learning. According to Benson (2001, cited in Nuril, 2012, p. 43), "autonomy as ersitas Brawijaya
Brawijaya	Universitas Brawijaya taking control their own learning has a meaning that they can manage their own
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 BravThis finding supports some previous studies such as the studies conducted ersitas Brawijaya
Brawijaya	Universitas Brawijaya by Al-Buainain (2010) in Qatar and Nuril (2012) in Indonesia which
Brawijaya	Universitas Brawijaya
Brawijaya	Universita metacognitive strategies are in the first rank among the six categories of languageersitas 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
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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	learning strategies. As Oxford (1990, p.136) states that metacognitive strategies
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita provide a way for learners to coordinate their own learning process. In addition, ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University that the intermediate level students tend to use metacognitive strategies ersitas Brawijaya
Brawijaya	Universities proportionally. In this study, the international class program students represent the
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita intermediate level students. Also, from the result of background questionnaire ersitas Brawijaya
Brawijaya	Universitas Brawijaya supports, that most of the international class program students are confidence with
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	University their language ability which most of the students choose to answer Good (Baik) ersity Brawijaya
Brawijaya	Universitas Universitas Brawijaya for the questions how do you rate your overall proficiency in English as compared Universitas Brawijaya
Brawijaya	
Brawijaya	University with the proficiency of other students. iversities Brawijaya
Brawijaya Brawijaya	Universi  Overall, language learning strategies used by the students fall into mediumersitas Brawijaya
Brawijaya	Universit  Overall, language learning strategies used by the students fall into mediumersitas Brawijaya  Universit  Overall, language learning strategies used by the students fall into mediumersitas Brawijaya
Brawijaya	Universit level indicated with the average score of 3.38. It indicates that language learning Brawiiava
Brawijaya	Universita strategies are sometimes used by the students. Based on the result from this study, ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	the mean score from each types of language learning strategies that used by the Universitas Brawijaya
Brawijaya	Universita students are not significant. Metacognitive strategy is indicated with the highestersitas Brawijaya
Brawijaya	Universitas B
Brawijaya	Universitias Bra of 3.63, while the other five strategy groups fell into the medium level.
Brawijaya	Universita Eventhough, memory strategy is reported as the strategy in the las rank. It is ersitas Brawijaya
Brawijaya	Universitas Brawija Universitas indicated with the lowest mean of 3.27 but this score still falls in the medium level ersitas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bravilaya This current study and the previous studies have the differences and the Universitas Bravilaya Universitas Bravilaya Universitas Bravilaya
Brawijaya	University similarities. Firstly, the difference compared with Rahayu (2011). She used two grams Brawing a
Brawijaya	
Brawijaya	Universitas Brawijava Successful learners of English. In her findings, students generally used strategies Universitas Brawijava Universitas Brawijava
Brawijaya	University in their learning of English. The average score of their strategies used belonged toersitas 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
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita high category, which meant that they often used strategies in their learning of
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita English. They used direct and indirect strategies. For direct strategies, the orderersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	Universita strategies, and third compensation strategies. Cognitive strategies got the highestersitas Brawijaya
Brawijaya	Universities average score, which meant that these strategies were often used by the subjects.
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita For indirect strategies, the order based on the frequency of its used for the firstersitas Brawijaya
Brawijaya	Subject was first social strategies, second metacognitive strategies, and the third
Brawijaya	Universitas Brawi
Brawijaya	Universita affective strategies; while for the second subject first affective strategies, secondersitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitas Universitas Brawijaya metacognitive strategies, and third social strategies. For the first subject, social Iniversitas Brawijaya
Brawijaya	Universit strategies that were used more often, while for the second subject among indirectersitas Brawijaya
Brawijaya	
Brawijaya	Universitation strategies affective strategies that were used more often. Meanwhile, this findings inversitation Brawijaya
Brawijaya	Universit current study showed that the most frequently learning strategies used byersitas Brawijaya
Brawijaya	Universita Iniversitas Brawijaya
Brawijaya	Universita international class students of FH is metacognitive strategies.  Universitas Brawijava
Brawijaya	Universitas Brawijava
Brawijaya	Universitas Secondly, comparing with second researcher, Nuril (2012) she found that Universitas Brawijaya
Brawijaya	Universita the students prefer to use metacognitive strategies as the most frequently used butersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	in this previous study use the correlation between language learning strategies and Universities Brawijaya
Brawijaya	Universita English proficiency. The result of this previous study has similarity that ersitas Brawijaya
Brawijaya	Universitas Brawija wijaya Universitas Brawijaya
Brawijaya	Universita metacognitive as the most frequently used by the students while the subjects from ersitas Brawijaya
Brawijaya	Universita both study is international class students. Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bray Thirdly, compare to Al-Buainain (2010). The difference is the subject of
Brawijaya	Universitas Brawijaya
Brawijaya	
Brawijaya	Foreign Languages representing different learning levels (Year 1-4), in this study
Brawijaya Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya Universitas and evaluating in order to achieve the successful learning as Brawijaya Universitas Braw	Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya own learning independently such as planning, arranging, managing, coordinating.
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Brawijaya	Universita make the students encourage to compensate their limited knowledge of lan	
Brawijaya	Then, in the forth rank is cognitive strategies, these strategies are the	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	University At last, memory strategies are reported as the least strategy frequently u	Universitas Brawijaya ised. It
Brawijaya	Universitas Brawi	Universitas Brawijaya
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Brawijaya	University by the international class students, mostly they fall into medium level mean	
Brawijaya	University	hivoreitae Prawijava
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Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	have been used by the students that is metacognitive strategy which falls int	Umversitas Brawijaya
Brawijaya	Universita level, it means this strategy is usually used.	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya study uses co	orrelation beteween language	ge learning strategy and l	Universitas Brawijaya English
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Brawijaya	Universi beside achiever	nent such as gender, learning	ng style, learner belief, moti	hiversitas Brawijaya
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Brawijaya	University 3. Mother tongue (Bahasa Ibu)	Universitas	Brawijaya
Brawijaya	4. Language(s) you speak at home (Bahasa yang digunakan di tumah):		Brawijaya
Brawijaya	Universit		Brawijaya
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Brawijaya	Universit 5. How long have you been studying English? (Berapa lama anda mempela	<sub>jari</sub> hiversitas	Brawijaya
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Brawijaya	Universitas proficiency of other students?	Universitas	
Brawijaya	Universitas L	Universitas	Brawijaya
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Brawijaya Brawijaya	Universita 7. How do you rate your overall proficiency in English as compared with the		
Brawijaya Brawijaya	Universitas Proficiency of native speakers of the language (circle one)? Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Universitas	
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	<b>Universitas Brawijaya</b>
Brawijaya	Universita 8. How important is it for you to become proficient in English (circle one)?	<b>Universitas Brawijaya</b>
Brawijaya	Universitas Brawijaya ( Seberapa pentingkah menjadi seseorang yang cakap berbahasa Inggris?	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas (lingkari salah satu) ersitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Prawijaya Very important (sangat penting) important (penting) not so important	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya  (tidak terlalu penting)  as Brawijaya	Universitas Brawijaya
Brawijaya	Universita 9. Why do you want to learn English (check all that apply)	Universitas Brawijaya
Brawijaya	Universitas Braw	Universitas Brawijaya
Brawijaya	Universitas (Mengapa anda ingin mempelajari Bahasa Inggris (pilih sesuai yang anda	
Brawijaya	Universitas lakukan)	Universitas Brawijaya
Brawijaya	Universita	Universitas Brawijaya
Brawijaya	Universiinterested in the language (tertarik pada bahasanya)	niversitas Brawijaya
Brawijaya	Universiinterested in the culture (tertarik pada kebudayaannya)	niversitas Brawijaya
Brawijaya	University	hiversitas Brawijaya
Brawijaya	Universithave friends who speak the language (mempunyai teman yang berbi	icara iversitas Brawijaya
Brawijaya	Universit Bahasa Inggris)	niversitas Brawijaya
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Brawijaya	Universitas Univer	Universitas Brawijaya
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		en your favourite experience		
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Brawijaya l	Universitas (Apakah pen	galaman yang paling menarik	dalam pembelajaran bahasa	anda)?versitas Brawijaya
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Brawijaya	(DIDD) is for students of Diffish as a second language of foreign languag	ge. Youersitas Brawijaya
Brawijaya	Universita will find statements about learning English. Please read each statement. We universita response (1, 2, 3, 4, or 5) that tells <b>HOW TRUE OF YOU THE STATE</b>	
Brawijaya	Universita IS.	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas L Universitas B	Universitas Brawijaya
Brawijaya	Universita 1. NEVER OR ALMOST NEVER TRUE OF ME means that the state	
Brawijaya	Universita very rarely true of you.	
Brawijaya	Universita 2. USUALLY NOT TRUE OF ME means that the statement is true less the	
Brawijaya	Universitas <sub>the time</sub> ijay	Universitas Brawijaya
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Brawijaya	3. SOMEWHAT TRUE OF ME means that the statement is true of you ab	out half ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita 4. USUALLY TRUE OF ME means that the statement is true more than	
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Brawijaya	University 5. ALWAYS OR ALMOST TRUE OF ME means that the statement is	Liniversitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita Answer in terms of how well the statements describe you. DO NOT	answerersitas Brawijaya
Brawijaya	Universita how you think you should be, or what other people do. There are no r	
Brawijaya	Universita wrong answers to these statements. Work as quickly as you can without	t beingersitas Brawijaya
Brawijaya	University careless. This usually takes about 20-30 minutes to complete. If you have	we any ersitas Brawijaya
Brawijaya	Universitas questions, let the teacher know immediately.  ersitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawi	Universitas Brawijaya
Brawijaya	Universita KUISIONER SILL ini ditujukan kepada para pelajar yang mempelajri	
Brawijaya	Universita Inggris sebagai bahasa kedua atau bahasa asing. Kuisioner ini akan men	yajikanersitas Brawijaya
Brawijaya	University beberapa pernyataan-pernyataan mengenai pembelajaran Bahasa Inggris. S	ilahkan Prangan
Brawijaya	anda baca masing-masing pernyataan. Kemudian, jawablah perta pertanyaan tersebut dengan tanda silang (X) pada salah satu jawaba	
Brawijaya	tersedia (1,2,3,4, atau 5) yang menyatakan <b>DENGAN SEBENAR-BENA</b>	RNYA ersitas Brawijaya
Brawijaya	Universi <u>BAGAIMANA ANDA MEMPELAJARI BAHASA INGGRIS.</u>	iliversitas brawijaya
Brawijaya	Universit Pilihan jawahan :	hiversitas Brawijaya
Brawijaya	Universita Pilihan jawaban :	niversitas Brawijaya
Brawijaya	Universita 1. Tidak pernah atau hampir tidak benar pada saya.	Iniversitas Brawijaya
Brawijaya	Universitas (saya sangat jarang melakukannya)	Universitas Brawijaya
Brawijaya	Universitas 2. Biasanya tidak benar pada saya.	Universitas Brawijaya
Brawijaya	Universitas L (saya biasanya tidak melakukannya)	Universitas Brawijaya
Brawijaya	Universitas B3. Kadang-kadang benar pada saya.  (saya kadang-kadang melakukannya)	Universitas Brawijaya
Brawijaya	Universitas Branda Jaya	Universitas Brawijaya
Brawijaya	Universitas B4. vBiasanya benar pada saya.  Universitas Bray (saya biasanya melakukannya)	Universitas Brawijaya
Brawijaya	oniversitas brawija	Universitas Brawijaya
Brawijaya	Universitas B <sub>5</sub> av <sub>s</sub> iaya atau hampir benar pada saya.	Universitas Brawijaya
Brawijaya	Universitas Brav(saya selalu atau hampir selalu melakukannya) as Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Jawablah pertanyaan-pertanyaan berikut sesuai dengan apa yang anda la Universita Janganlah anda menjawab bagaimana anda seharusnya belajar atau ap	a ivanga isas Brawijaya
Brawijaya	orang lain lakukan. <u>Tidak ada jawaban benar atau salah pada perta</u>	nyaan-
Brawijaya	orang lain lakukan. <u>Tidak ada jawaban benar atau salah pada perta</u> <u>pertanyaan ini</u> . kerjakan dengan tepat dan teliti. Proses pengisian kuisid	oner ini
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Brawijaya	Universitas Bra	awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Bra	ibutuhkan waktu sekitar 20 sampai 30 menit. Jika ada pertanyaan, silahkan
Brawijaya	Universitas Res	sung bertanya kepada peneliti. Awijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bra	sung cerum, a nepuam penenun
Brawijaya	Universitas Bra	
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Brawijaya		wijaya Universit Questions (English) niversitas Brawija Response rsitas Brawijaya
Brawijaya	Universitas Bra	
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Brawijaya	Universitas Bra	things I learn in English. (Saya mencoba untuk menghubungkan apa yang telah saya a Universitas Brawijaya
Brawijaya	Universitas Bra	ketahui dengan hal-hal baru yang saya pelajari dalam Bahasa Ja Universitas Brawijaya
Brawijaya	Universitas Br	Inggris.) La Universitas Brawijaya
Brawijaya	Universitas	I use new English words in a sentence so I can remember them. (saya menggunakan kata-kata baru Bahasa Inggris dalam
Brawijaya	Universita	kalimat untuk mempermudah saya dalam mengingat kata-kata Universitas Brawijaya
Brawijaya	Universi	baru tersebut.)
Brawijaya	Universi 3	I connect the sound of a new English word and an image or picture of the word to help me remember the word.  1 2 3 4 5 rsitas Brawijaya
Brawijaya	Universi	(Saya menghubungkan bunyi kata baru Bahasa) niversitas Brawijaya
Brawijaya	Universit 4	I remember a new English word by making a mental picture of 12345 rsitas Brawijaya
Brawijaya	Universit	a situation in which the word might be used.  ( Saya meningat kata baru Bahasa Inggris dengan miversitas Brawijaya
Brawijaya	Universita	menggambarkan situasi di mana kata tersebut digunakan.)  Iniversitas Brawijava
Brawijaya	Universita: 5	I use rhymes to remember new English words  (Sava managunakan rima dalam manajngat kata kata haru  12345 rsitas Brawijaya
Brawijaya	Universitas	( Saya menggunakan rima dalam mengingat kata-kata baru Bahasa Inggris) Universitas Brawijaya
Brawijaya	Universitas 6	I use flashcards to remember new English words. 12345 rsitas Brawijaya
Brawijaya	Universitas B	(Saya menggunakan kartu untuk mengingat kata-kata baru / a Universitas Brawijaya
Brawijaya	Universitas Bra	Bahasa Inggris)  I physically act out new English words.  1 2 3 4 5
Brawijaya	Universitas Bra	(Saya memperagakan kata-kata baru Bahasa Inggris)  (Saya memperagakan kata-kata baru Bahasa Inggris)
Brawijaya	Universitas 8ra	I review English lessons often. wija 12345/ersitas Brawijaya
Brawijaya	Universitas Bra	
Brawijaya	Universitas Bra	Inggris)  I remember new English words or phrases by remembering 12345 rsitas Brawijaya
Brawijaya	Universitas Bra	their location on the page, on the board, or on a street sign. Wija a Universitas Brawijaya
Brawijaya	Universitas Bra	(Saya mengingat kata-kata atau frase-frase baru Bahasa Inggris   Universitas Brawijaya
Brawijaya	Universitas Bra	dengan mengingat letaknya pada halaman buku, papan, atau pada tanda-tanda di jalan.)
Brawijaya	Universitas iora	
Brawijaya	Universitas Bra	
Brawijaya	Universitas Bra	kata-kata baru Bahasa Inggris)  I try to talk like native speakers.  1 2 3 4 5
Brawijaya	Universitas Bra	awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bra	
Rrawijava	Universites Bra	awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya Universitas	versitas Brawijaya versitas Brawijaya versitas Brawijaya
Brawijaya Universitas 12 I practice the sounds of English, ijaya Universitas Brawija / 1 2 3 4 5	versitas Brawijaya <del>ve</del> rsitas Brawijaya
(0 1 1 4 1 4 D 1 T 1)	<del>/e</del> rsitas Brawijaya
	rersitas Brawijaya
13 I use the English words I know in different ways. 1 2 3 4 5 (Saya menggunakan kata-kata Bahasa Inggris yang saya ketahui	
	versitas Brawijaya
	versitas Brawijaya
(Saya bercakap-cakap dengan Banasa niggris)	versitas Brawijaya
	versitas Brawijaya
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	versitas Brawijaya
berbahasa Inggris.)	rersitas Brawijaya
Brawijaya Universitas 16 I read for pleasure in English. (Saya membaca buku Bahasa Inggris sebagai hiburan)	versitas Brawijaya
	versitas Brawijaya
(Cover months extern mosen street den lemann demann	versitas Brawijaya
menggunakan Bahasa Inggris)	versitas Brawijaya
	versitas Brawijaya
	versitas Brawijaya
membacanya secara sekilas kemudian memulai lagi dari awal	versitas Brawijaya
antak membacanya dengan seksama.)	versitas Brawijaya
1 . 1. 1. 1	versitas Brawijaya
(Saya mencari kata-kata dalam bahasa saya sendiri (Bahasa	versitas Brawijaya
indonesia) yang inirip dengan kata kata bara bahasa inggris.)	versitas Brawijaya
	versitas Brawijaya versitas Brawijaya
21 I find the meaning of an English word by dividing it into parts 12345	versitas Brawijaya
that I understand	versitas Brawijaya
	versitas Brawijaya
	<del>ra</del> rsitas Brawijaya versitas Brawijaya
(Saya meneoba untuk tidak menerjemankan kata per kata)	versitas Brawijaya
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baca dalam bahasa Inggris)	<del>re</del> rsitas Brawijaya
	versitas Brawijaya
(Sa) 4 meneral menerila mang ngan Banasa maga	versitas Brawijaya
Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
When I can't think of a word during a conversation in English, I 12345	<del>re</del> rsitas Brawijaya rersitas Brawijaya
inse gestin es	versitas Brawijaya versitas Brawijaya
	versitas Brawijaya versitas Brawijaya
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Brawijaya	Universitas	Brawijava	Universitas Brawijaya Universitas Brawija		Unive	ersitas	Brawijaya
Brawijaya	Universitas	Drowiiovo	Universites Premiero Universites Premie	va			Brawijaya
Brawijaya		dapat n	nengungkapkan kata-kata Bahasa Inggris dalam an)	va			Brawijaya
Brawijaya			o new words if I do not know the right ones in English.	-		į.	Brawijaya
Brawijaya			nembuat kata-kata/ istilah baru jika saya tidak	1/2			Brawijaya
Brawijaya		mengetal	nui kata-kata Bahasa Inggris yang benar.)	lya Wa			Brawijaya
			eglish without looking up every new word. See Bahasa Inggris tanpa melihat satu	va			Brawijaya Brawijaya
Brawijaya			rti kata-kata tersebut dalam kamus.)				
Brawijaya		28 I try to gi	uess what the other person will say next in English.	1	2 3 4 5	rsitas	Brawijaya
Brawijaya		(Saya III	encoba untuk menebak apa yang selanjutnya akan	ya			Brawijaya
Brawijaya		Bradikatakar Inggris)	n orang lain ketika orang lain tersebut berbicara Bahasa	1			Brawijaya
Brawijaya	Universitas		think of an English word, I use a word or phrase that	<del>/a</del>	2345	rsitas	Brawijaya
Brawijaya	Universitas	Brameans th	e same thing.	ya	Unive	rsitas	Brawijaya
Brawijaya			a tidak mengerti sebuah kata dalam Bahasa Inggris,	va			Brawijaya
Brawijaya	Universitas	saya mer	nggunakan kata atau frase yang mempunyai arti yang		Unive		Brawijaya
Brawijaya	Universita		nd as many ways as I can to use my English.	1	2345		Brawijaya
Brawijaya	Universi		rusaha untuk menemukan cara sebanyak-banyaknya		hive		Brawijaya
Brawijaya	Universi		empraktekkan Bahasa Inggris saya)	1	2245	1	Brawijaya
Brawijaya	Universit	31   I notice n	ny English mistakes and use that information to help	1	2345	rsitas	Brawijaya
Brawijaya	Universit		emperhatikan kesalahan-kesalahan Bahasa Inggris saya		hive	rsitas	Brawijaya
Brawijaya	Universit	dan men	ggunakan informasi tersebut untuk membantu saya		nive	rsitas	Brawijaya
Brawijaya	Universita		dapat belajar lebih baik lagi.)	1	2 3 4 5	rsitas	Brawijaya
Brawijaya	Universita	1 2	ention when someone is speaking English. Emperhatikan ketika orang lain berbicara dalam Bahasa	1	Unive	rsitas	Brawijaya
Brawijaya	Universitas	Inggris)					Brawijaya
Brawijaya	Universitas		nd out how to be a learner of English.	1	2345	rsitas	Brawijaya
Brawijaya	Universitas		nencari tahu bagaimana untuk menjadi pembelajar nggris yang baik)	a			Brawijaya
Brawijaya	Universitas		schedule so I will have enough time to study English.	ya			Brawijaya
Brawijaya		Bra (Saya me	embuat jadwal sehingga saya mempunyai cukup waktu	ya			Brawijaya
Brawijaya	Universites		empelajari Bahasa Inggris)	va-			Brawijaya
Brawijaya	I be to a section 1	Duanting	people I can talk to in English. encari orang-orang yang bisa saya ajak bercakap-cakap	ya	Unive	rsitas	Brawijaya
Brawijaya	Universitas		nggris) ersness saya ajak bereakap-eakap	ya			Brawijaya
Brawijaya	Universitas		opportunities to read as much as possible in English.	ya	2345	rsitas	Brawijaya
Brawijaya			encari kesempatan untuk membaca bacaan Bahasa	ya			Brawijaya
Brawijaya		Inggns se	ebanyak mungkin) ear goals for improving my English skills.	1			
Brawijaya			nempunyai tujuan yang jelas dalam meningkatkan	va			Brawijaya
Brawijaya	Universites	kemampi	uan berbahasa Inggris saya.)				Brawijaya
Brawijaya			pout my progress in learning English. nemperhatikan kemajuan saya dalam mempelajari		2345 Unive	rsitas	Brawijaya
Brawijaya		(Suy a II	nggris) ersitas Brawiiava Universitas Brawiia	1			Brawijaya
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Brawijaya	Universitas Bra	I try to relax whenever I feel afraid	of using English	jaya Jaja	<del>re</del> rsitas Brawijay	ya
Brawijaya	Universitas Bra	Saya mencoba untuk rileks ketik			ersitas Brawijay	
Brawijaya	Universitas Bra	nenggunakan Bahasa Inggris) wija	ya Universitas Brawi	ja <mark>ya Uni</mark> v	ersitas Brawijay	ya
Brawijaya	Universitas Bra	l encourage myself to speak English naking a mistake.	a even when I am afraid of	jaya 12345	ersitas Brawijay	ya
Brawijaya	Universitas Bra	Saya menyemangati diri saya sen	diri untuk berbicara Baha	jaya Univ	ersitas Brawijay	ya
Brawijaya	Universitas Bra	Inggris ketik saya takut membuat ke	esalahan) <sub>versitas</sub> Brawi	iava Univ	ersitas Brawijay	ya
Brawijaya	Universitas 41	I give myself a reward or treat when		1 2 3 4 5	ersitas Brawijay	ya
Brawijaya	Universitas Bra	Saya akan membahagiakan diri sa perhasil dalam mempelajari Bahasa		***	versitas Brawijay	
Brawijaya	Universitas 42ra	notice if I am tense or nervous wh	00 /		ersitas Brawija	ya
Brawijaya	Universitas Bra	English.	rawi	jaya Univ	ersitas Brawijay	ya
Brawijaya	Universitas Bra	Saya memperhatikan diri saya egang atau gugup ketika mempelaj		sa jaya Univ	ersitas Brawijay	ya
Brawijaya	Universitas 437	write down my feelings in a langu		12345	ersitas Brawijay	ya
Brawijaya	Universitas '	(Saya menuliskan perasaan-perasaa	an saya dalam sebuah dian	i/ Univ	ersitas Brawijay	ya
Brawijaya	Universita 44	catatan pembelajaran bahasa.) I talk to someone else about how I f	eel when I am learning	12345	<del>re</del> rsitas Brawijay	ya
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