

**THE APPLICATION OF LANGUAGE LEARNING  
STRATEGIES AND ITS CORRELATION TO ENGLISH  
PROFICIENCY OF THE TOEFL PREPARATION CLASS  
STUDENTS AT LBPP LIA MALANG**

**THESIS**

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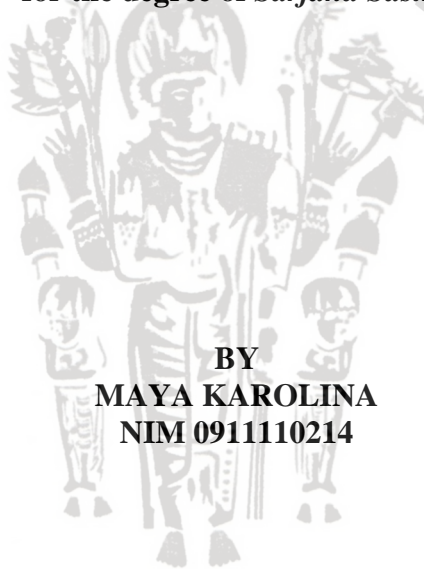
**STUDY PROGRAM OF ENGLISH  
DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA**

**2014**

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ITS CORRELATION TO ENGLISH PROFICIENCY OF THE TOEFL  
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**THESIS**

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



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**2014**

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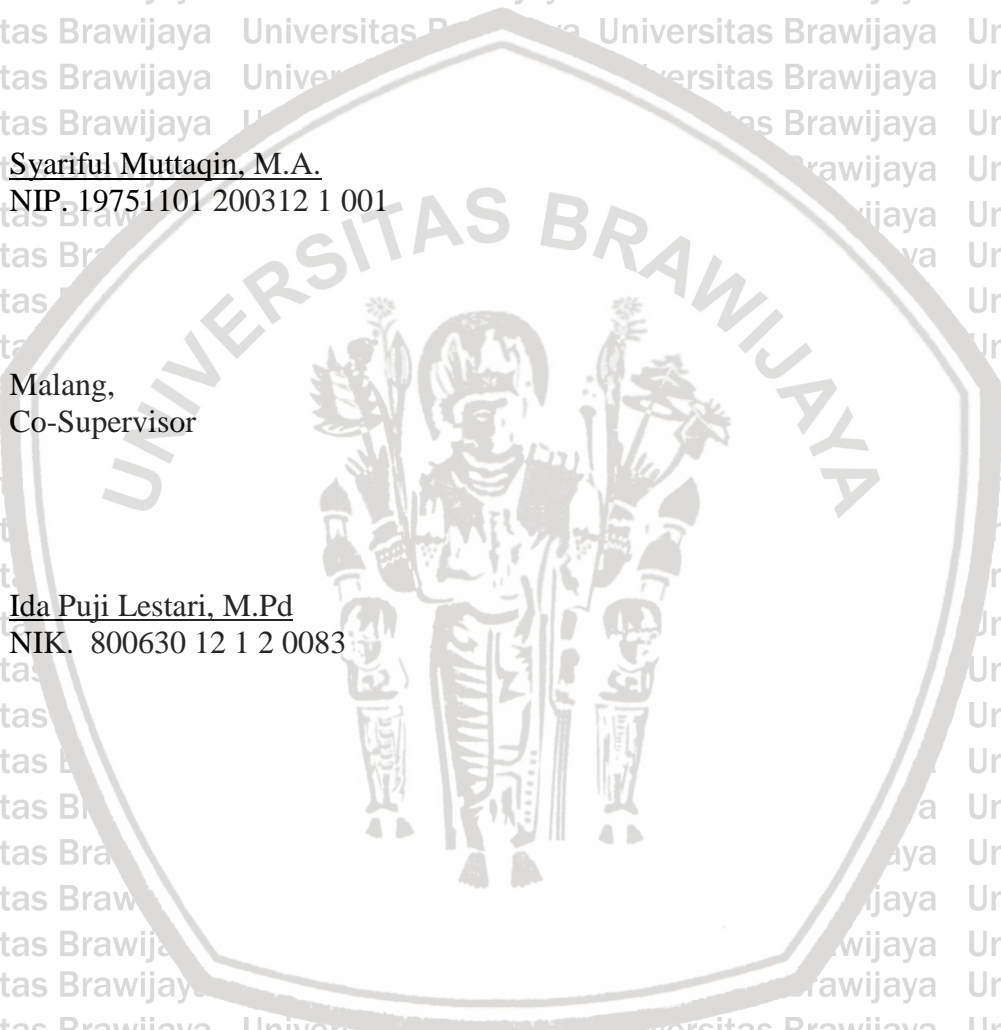
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## ABSTRACT

Karolina, Maya. 2014. **The Application of Language Learning Strategies and Its Correlation to English Proficiency of the TOEFL Preparation Class Students at LBPP LIA Malang**. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya.

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Keywords: language learning strategies, students in TOEFL preparation, Strategy Inventory for Language Learning (SILL) questionnaire

English has become a common requirement in academic and work fields. TOEFL (Test of English as a Foreign Language) is designed to measure English proficiency, such as the abilities to use and understand English. Before taking the TOEFL test, many test takers are recommended to take some preparation by doing some TOEFL exercise or participating in TOEFL class preparation. In taking the TOEFL preparation class learners need effective learning strategies to get the expected TOEFL score. By applying the strategies, the learning process will be more effective. This study is aimed at examining the language learning strategies applied by the students of TOEFL preparation class at LBPP LIA Malang, and the correlation between the application of language learning strategies and TOEFL score.

This study used descriptive quantitative approach and survey related to correlation study. The subjects of this study were 37 students of TOEFL preparation class at LBPP Lia Malang taken by quota sampling. The data were taken from Strategy Inventory for Language Learning (SILL) questionnaire completed by the students and their TOEFL score at the end of the level.

The results show that the use of overall language learning strategies falls into medium level, meaning that the students sometimes used those strategies. In particular, metacognitive strategies are found as the most frequently used strategies, followed by compensation, social, affective, cognitive, and memory strategies. In addition, there is a positive sufficient significant correlation among metacognitive and cognitive strategies and TOEFL score. The possible reason of sufficient correlation is caused by the context of English use since English is considered as a foreign language in Indonesia.

In suggestion, it is expected that the learners improve their English proficiency by using appropriate learning strategies and the teachers can introduce and emphasize the application of language learning strategies to the students, especially metacognitive and cognitive strategies.

## ABSTRAK

Karolina, Maya. 2014. **The Application of Language Learning Strategies and Its Correlation to English Proficiency of the TOEFL Preparation Class Students at LBPP LIA Malang.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing I: Syariful Muttaqin; Pembimbing II: Ida Puji Lestari.

Kata kunci: strategi pembelajaran bahasa, siswa kursus persiapan TOEFL, kuesioner SILL

Bahasa Inggris menjadi syarat dalam bidang akademik dan pekerjaan. TOEFL (Test of English as a Foreign Language) dibuat untuk mengukur kemampuan berbahasa Inggris, seperti penggunaan dan pemahaman bahasa Inggris. Sebelum tes TOEFL, direkomendasikan untuk melakukan persiapan, dengan latihan TOEFL atau mengikuti kelas persiapan TOEFL. Dalam persiapan tes TOEFL pembelajar membutuhkan strategi belajar untuk mendapatkan nilai TOEFL yang diharapkan. Dengan menggunakan strategi tersebut, proses pembelajaran akan menjadi lebih efektif. Studi ini bertujuan untuk mengetahui strategi pembelajaran bahasa yang diaplikasikan oleh pembelajar dan korelasinya antara aplikasi strategi pembelajaran bahasa dan nilai TOEFL.

Studi ini menggunakan pendekatan deskriptif kuantitatif dan survei berkaitan dengan studi korelasi. Subjek dari studi ini adalah 37 siswa dari kelas persiapan TOEFL di LBPP LIA Malang yang diambil berdasarkan jumlah yang ada. Data studi ini diambil dari kuesioner SILL yang diisi oleh para siswa dan nilai TOEFL siswa.

Hasil studi ini mengungkapkan bahwa pengaplikasian strategi pembelajaran bahasa berada pada level menengah, yang berarti para siswa terkadang menggunakan strategi pembelajaran. Secara spesifik, metakognitif merupakan strategi yang paling sering digunakan, diikuti oleh strategi kompensasi, sosial, afektif, kognitif dan memori. Ditemukan sebuah korelasi positif menengah antara metakognitif dan kognitif strategi dengan nilai TOEFL. Alasan yang mendasari korelasi menengah tersebut disebabkan oleh konteks penggunaan bahasa Inggris sebagai bahasa asing di Indonesia.

Sebagai saran, diharapkan para siswa meningkatkan kemampuan bahasa Inggris dengan menggunakan strategi belajar yang sesuai dan para pengajar dapat memperkenalkan strategi pembelajaran bahasa pada siswa, terutama strategi metakognitif dan kognitif.

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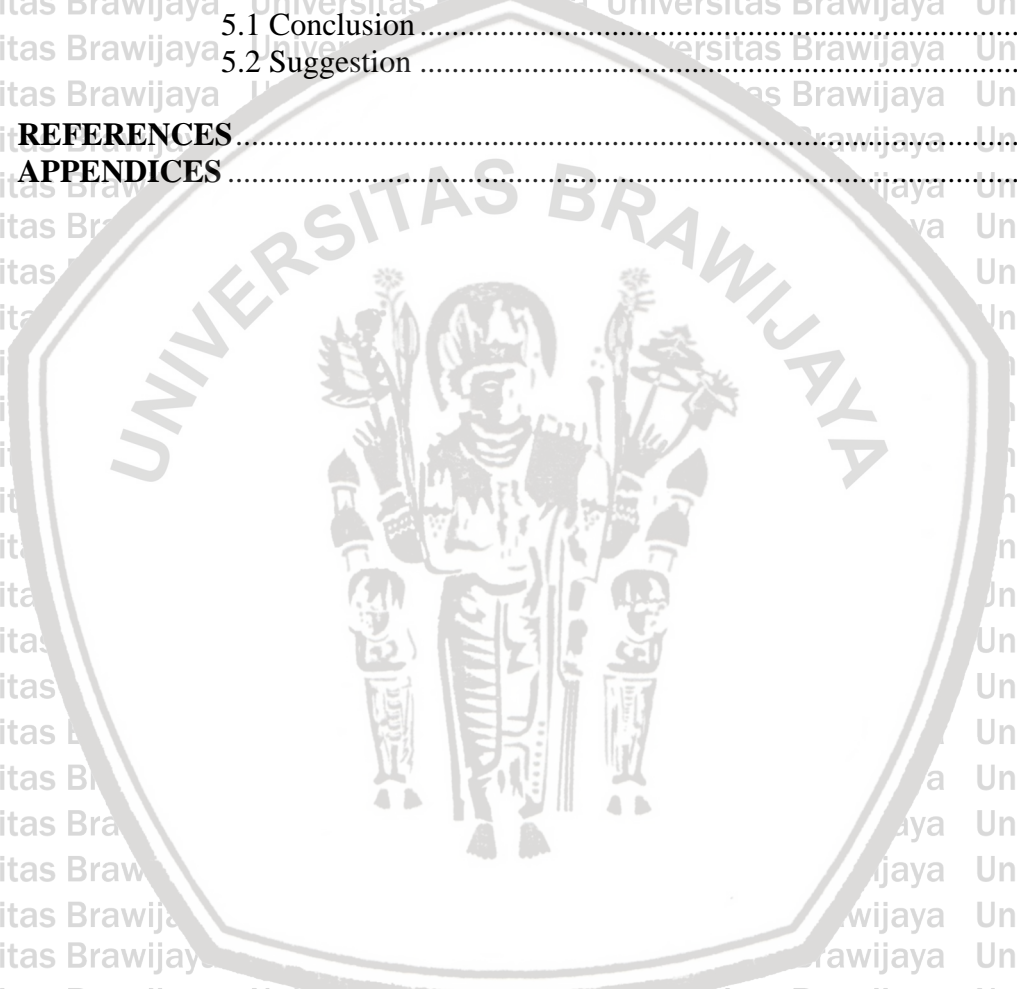
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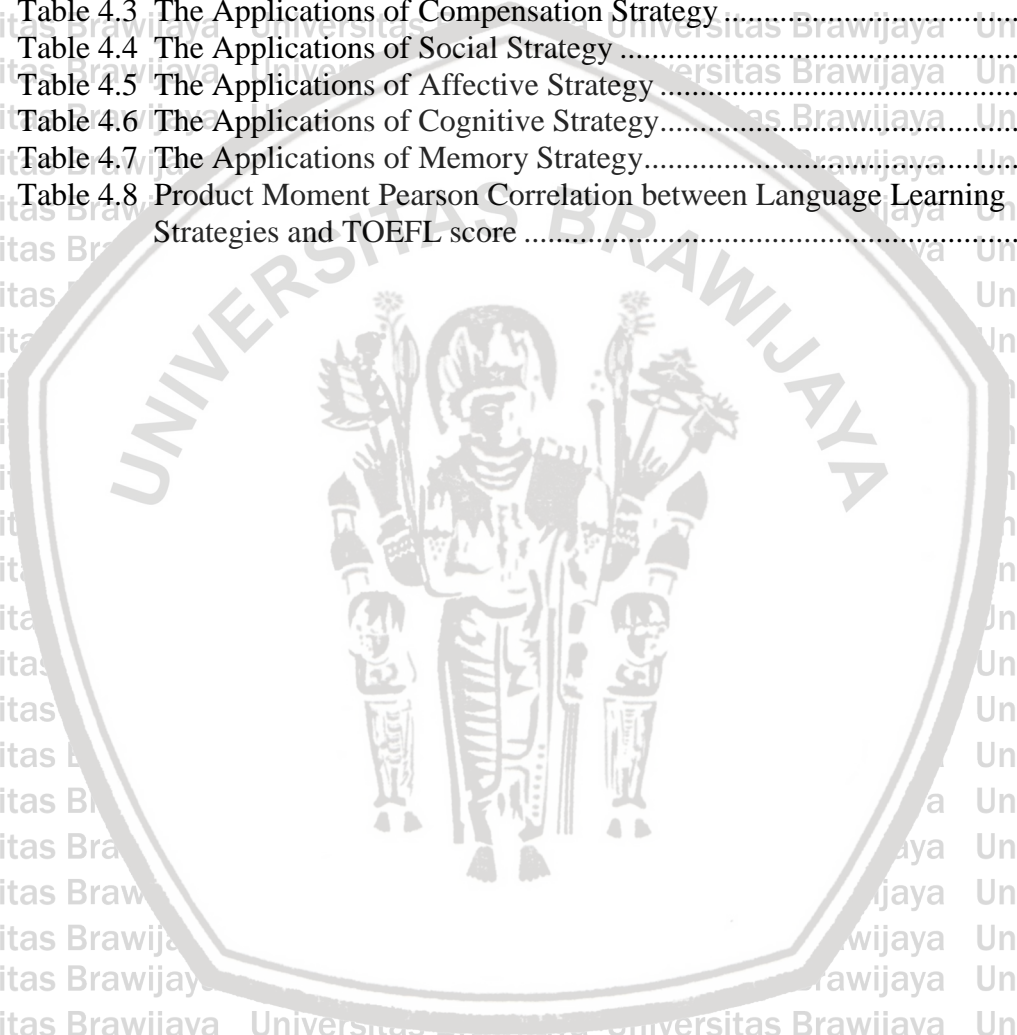
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# CHAPTER I

## INTRODUCTION

In this chapter the background of the study, the problems of the study, the objectives of the study, the hypotheses of the study, and the definition of key terms are presented.

### 1.1. Background

Recently, foreign language communication skills are needed instead of just knowledge of the foreign language. In Indonesia, English is considered as the foreign language (EFL). Eventhough English is a foreign language, but it has broad range, useful in various field and applied in many aspects of life. So, that is why in some cases, people are demanded to know English. Some universities request English proficiency test as one of graduation requirements because in global community students are demanded to have good language skills.

Brown (2001, p.118), says that “English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy and science”. Since English has gradually become a common requirement to participate in competition in the future, like to get a job, foreign language learners are eager to get one or more certificates of English proficiency. As the international language, English becomes a challenge for non-native speaker because learning a foreign language is not as easy as learning the first language. There are many differences between foreign language and native

language that may cause problems in learning process. The differences involve the vocabularies, pronunciations, the pattern of sentences, the writing systems, and the word spelling.

Acquiring the certificate of language testing is the most convinced way to prove our English proficiency. Thus, there are standarized tests to measure English proficiency which are qualified for international requirement, such as IELTS, TOEFL and TOEIC. One of them is TOEFL test (Test of English as a Foreign Language). TOEFL is designed to measure English proficiency, like the abilities to use and understand English. Nowadays in Indonesia, TOEFL is the most commonly used for academic purposes.

TOEFL test is accepted at over 8,500 universities, agencies, and other institutions in over 130 countries ([www.toeflgoanywhere.org](http://www.toeflgoanywhere.org)). This means that the TOEFL scores can help us to pass one of the requirements needed in applying for higher education level. TOEFL scores will help the student to get noticed because universities have long considered that the TOEFL test provides more accurate scores that are more useful for making admissions decisions.

As we know that getting a good TOEFL score is not easy because before doing the test, many people are recommended to conduct exercises first and participate into TOEFL class preparation. Many informal institutions like English course provide TOEFL preparation class. LBPP LIA is one of the institutions that provides tutoring in improving language skills and professional training program.

LBPP LIA was established with the vision to be the best and most widespread learning center in Indonesia through its educational, especially language. They

provide their own official learning materials, and the materials are recorded in ISBN (International Standard Book Number). The curriculum is based on students' needs and adapted to the development of language learning in the world.

Teachers in LBPP LIA are also very competent in their field because they are selected based on the criteria required. Besides, LBPP LIA provides professional training programs, tutoring for elementary until senior high schools, and TOEFL and TOIEC preparations.

Beside taking the TOEFL preparation class in English course, learners need effective learning strategies to understand and master a foreign language. By applying the strategies, the learning process will be more effective. Many learners will develop their own learning strategies, including the ways how they learn and remember information, how they study for the tests, and how they make the best use of their learning strengths. Many learners may not even aware that they are using these strategies as they may have become a natural and automatic process for them.

MacIntyre and Gardner (1994) define that language learning strategies are the techniques and tricks that make learners master the language easily. There are some strategies that can be used by the learners and they may need to be taught, or at least brought to their attention. Based on Oxford (1990, p. 17) language learning strategies are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

Learning strategies help learners to recognize their own way to improve their skills in learning language and make language learning faster but also effective.

Studies in language learning strategies have been done by some writers such as Nuril (2012) that wrote about language learning strategies and their relationship with English proficiency at faculty of Economics and Business University of Brawijaya. Since most of the subjects of the study in language learning strategy studies are senior high school students or university students, there are still few studies investigating students of TOEFL preparation class at English course. Therefore, in this study, the writer chooses the students of TOEFL preparation class at LBPP LIA Malang as the subjects of the study. The writer focuses on TOEFL PBT because LBPP LIA has already got certificate of TOEFL PBT. As we know that there are four language skills that usually used to learn language, there are; listening, reading, speaking, and writing. It is different with learns TOEFL PBT test, in TOEFL PBT there are three parts that learn by students, there are reading comprehension, structure and written , and listening comprehension. As we see, there is a gap between TOEFL PBT test and four language skills, in TOEFL PBT the students learn three skills to get the expected score while in language skills the students have to mastering four language skills. In TOEFL PBT test, there is no test about speaking. Concerning with this, the writer will analyze about language learning strategies that are used by students and correlate to their TOEFL score.

This study is expected to give a valuable reference to the readers, who want to get information on a study of language learning strategies in EFL context, especially the correlation with TOEFL score. For the students of TOEFL preparation class of LBPP LIA Malang, this study is expected to give a valuable



contribution in increasing their TOEFL score by knowing their dominant learning strategies. From those reasons, the writer conduct the research entitled “**THE APPLICATION OF LANGUAGE LEARNING STRATEGIES AND ITS CORRELATION TO ENGLISH PROFICIENCY OF THE TOEFL PREPARATION CLASS STUDENTS AT LBPP LIA MALANG**”.

### **1.2 Problems of the Study**

Based on the background of the study, the writer formulates two problems of the study. The problems can be stated as follows:

1. What is the degree of application of language learning strategies used by the students of TOEFL preparation class at LBPP LIA Malang in learning TOEFL?
2. What is the correlation between language learning strategies used by the students of TOEFL preparation class at LBPP LIA and their TOEFL score?

### **1.3 Objectives of the Study**

The objectives of the study based on the formulated problems of the study are:

1. To investigate the degree of language learning strategies used by the students of TOEFL preparation class at LBPP LIA Malang.
2. To investigate the correlation between language learning strategies applied by the students of TOEFL preparation class at LBPP LIA and their TOEFL score.

#### 1.4 Hypotheses of the Study

The hypotheses of the study of this study based on the formulated problems of the study are:

1. The use of language learning strategies applied by the students of TOEFL class preparation at LBPP LIA Malang falls into high level.
2. There is a positive correlation between students' learning strategies in TOEFL preparation class at LBPP LIA Malang and their TOEFL score.

#### 1.5 Definition of Key Terms

The definitions of the key terms employed in this study are as follows:

1. **Second language acquisition** is the processes through which someone acquires one or more second or foreign languages (Nunan, 1999, p. 87).
2. **Language Learning Strategies** is specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990, p. 8).
3. **Strategy Inventory for Language Learning (SILL)** is a structured survey tool based on the strategy systems proposed by Oxford to evaluate specific language learning strategies within the learning context (Oxford, 1990, p. 199).
4. **LBPP LIA Malang** is a language course that provides tutoring services for improving language skills in Malang.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter contains a brief explanation and description of some theories supporting this study. The following explanations that the writer discusses are theoretical framework that consists of theories which support this study and previous studies which give guidelines and comparison to this recent study.

#### 2.1 Theoretical Framework

Theoretical framework includes the theories used in this study. The theories are second language acquisition, learning strategies, language learning strategies, categories of language learning strategies, TOEFL and SILL questionnaire

##### 2.1.1 Second Language Acquisition

Second language acquisition theory seeks to quantify how and by what processes individuals acquire a second language. Krashen (1981, p. 67) states that “the first language may ‘substitute’ for the acquired second language as an utterance initiator when the performer has to produce in the target language but has not acquired enough of the second language to do this”. Second language must be learned, since it is learned consciously. In addition, the first language may contribute in acquiring the second language.

Next definition comes from Gass and Selinker (1994, p. 1), they define second language acquisition as the following :

It is the study of the acquisition of a non-primary language, which is the acquisition of a language beyond the native language. It is the study of why most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language; it is also the study of why only some learners appear to achieve native-like proficiency in more than one language.

Nunan (1999, p.87) says, “the term second language acquisition (SLA) refers to the processes through which someone acquires one or more second or foreign languages”. He is supporting the idea of Krashen (1981), Gass and Selinker (1994). Nunan (1999, p.88) also states that second language acquisition has been strongly influenced by first language acquisition.

From those definitions, it can be concluded that the first and second languages are closely related to each other where the first language can give negative or positive contribution when we are acquiring a second language. If there are many differences between first or second languages, then learners will have some difficulties in learning a second language. Language learners cannot have the same proficiency like the native speaker.

### **2.1.2 Learning Strategies**

Learning strategies are the ways chosen by learners to learn the language.

They include some ways to help students to identify what they need to learn, process new language and work with other people to learn. This success in learning the language is determined by the learning strategies in understanding and producing language. Spratt (2005) gives the definition of learning strategies as follows: learning strategies are the ways chosen by learners to learn language.

They include ways to help students to identify what they need to learn, process new language and work with other people to learn. Using the right strategy at the right time can help them to learn the language better and help to make them be more autonomous.

### 2.1.3 Language Learning Strategies

“Successful mastery of the second language will be due to a large extent to a learner’s own personal “investment” of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language” (Brown, 2001, p. 60).

In 1987, Rubin says that language learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly. She also suggest that language learning strategies include “any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information”.

Thus, learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information (O’Malley & Chamot, 1990). Oxford (1990, p. 8) proposes a more specific definition of learning strategies as “language learning strategies are the specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”.

Weinstein & Mayer (1986, cited in Paradese 2010, p. 9) state, “Language learning strategies affect the way in which the learner selects, acquires, organizes,

or integrates new knowledge". In sum, language learning strategies are the causes and outcome of successful language learning. Language learning strategies not only help learners to develop their skills but also enable them to become good language learners and make language learning not only faster but also effective.

#### 2.1.4 Language Learning Strategies by Oxford (1990)

In this study, the writer uses the theory from Oxford as the fundamental theory since she provides the detailed explanations of language learning strategies compared to the other theories. Oxford (1990, p. 17) classifies language learning strategies into six categories, they are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies, that are divided into two major types, direct and indirect.

Direct strategies involve memory strategies, cognitive strategies, and compensation strategies. Indirect strategies involve metacognitive strategies, affective strategies, and social strategies. It can be seen in Table 2.1.

**Table 2.1 Oxford's Language Learning Strategy**

Type	Primary strategies	Secondary strategies
Direct Strategies	1. Memory strategies	A. Creating mental linkages B. Applying images and sounds C. Reviewing well D. Employing action
	2. Cognitive Strategies	A. Practicing B. Receiving and sending messages C. Analyzing and reasoning D. Creating structure for input and output
	3. Compensation strategies	A. Guessing intelligently B. Overcoming limitations in speaking and writing

**The Continuation of Table 2.1 Oxford's Language Learning Strategy**

Indirect strategies	1. Metacognitive strategies	A. Centering your learning B. Arranging and planning your learning C. Evaluating your learning
	2. Affective strategies	A. Lowering your anxiety B. Encouraging yourself C. Taking your emotional temperature
	3. Social strategies	A. Asking questions B. Cooperating with others C. Empathizing with others

(Source = adapted from Oxford, 1990, p.17 )

Those are the point of type and strategies proposed by Oxford and the following are the explanations about the primary strategies:

#### 2.1.4.1 Direct Strategies

According to Oxford (1990, p. 37), direct strategies are strategies which involve the target language directly. In direct strategies, the information can be stored and recovered, the language can be produced even there is a gap in knowledge, and the new language can be understood and used. Direct strategies are divided into three categories: memory strategies, cognitive strategies, and compensation strategies.

##### a. Memory Strategies

Memory strategies are strategies dealing with the storing and retrieval of information. The simple principles in memory strategies are just like making association and reviewing. Memory strategies are usually used to face in vocabulary learning. Through visual images, sounds, motions, or touches, the words and phrase can be related, so that the information can be stored and retrieved.

There are four groups which are considered as memory strategies. First, creating mental linkages involve grouping, associating or elaborating, and placing new words into a context. Second, applying images and sounds that involve using imagery, semantic mapping, keywords, and representing sounds in memory. Third, reviewing well involves structured reviewing. Fourth, employing action that involves the use of physical response or sensation and mechanical techniques.

#### **b. Cognitive strategies**

Cognitive strategies are mental strategies used by the learners to make sense of learning. They enable the learners to manipulate the language material in direct ways. There are four groups which are categorized as cognitive strategies. First, practicing involve repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically. Second, receiving and sending message involve getting the idea quickly and using resources for receiving and sending message. Third, analyzing and reasoning involve reasoning deductively, analyzing expressions, analyzing contrastively or across language, translating and transferring. Fourth, creating structure for input and output involve taking notes, summarizing, and highlighting.

#### **c. Compensatory strategies**

Another direct strategy is compensatory strategies that help the learners to make up for missing knowledge. Examples of such strategies include guessing



from the context in listening and reading, using synonyms and “talking around” the missing word to aid speaking and writing and strictly for speaking, and using gestures or pause words. In other words, these strategies are used by the learners when they face the problem in understanding the target language.

There are two groups which are regarded as compensation strategies. First, guessing intelligently involve using linguistic clues and using other clues. Another is overcoming limitations in speaking and in writing involves switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym.

#### **2.1.4.2 Indirect strategies**

Then, indirect strategies also have three categories: metacognitive strategies, affective strategies, and social strategies.

##### **a. Metacognitive strategies**

Metacognitive strategies are essential for the learners to plan, monitor and evaluate learning. They are employed for managing the learning process. Learners are required to control, arrange, plan and evaluate their learning. Metacognitive strategies have three groups of categories. First, centering the learning involves over viewing and linking with already known material, paying attention, and delaying speech production to focus on listening. Second, arranging and planning the learning that include finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a

language task, and seeking practice opportunities. Third, evaluating the learning involves self-monitoring and self-evaluating.

#### **b. Affective strategies**

Affective strategies are concerned with the learner's emotional needs such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk.

These strategies are divided into three groups of categories. First, lowering the anxiety involves using relaxation, deep breathing, or meditation, using music, and using laughter. Second, encouraging ourselves involves making positive statements, taking risks wisely, and rewarding ourselves. Third, taking the emotional temperature involves listening to our body, using a checklist, writing a language learning diary, and discussing our feelings with someone else.

#### **c. Social strategies**

The last strategy is social strategies that help the learners work with others and understand the target culture. There are three groups of categories in these strategies. First, asking questions involves asking for clarification and asking for correction. Second, cooperating with others involves cooperating with peers and cooperating with proficient users of the language. Third, empathizing with others involves developing cultural understanding and becoming aware of other's thought and feeling. Some example of asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task,

talking with a native-speaking conversation partner, and exploring cultural and social norms.

### **2.1.5 TOEFL (Test of English as a Foreign Language)**

TOEFL is designed to measure proficiency in English and one of the requirements for non-native English speakers of many English-speaking colleges and universities. TOEFL itself is a standardization of one's English skills written control which includes three aspects, such as listening, writing and reading. With TOEFL, learner can prove and improve their English skills, usually learner have special purpose for example to go abroad to continue the studies also TOEFL destination itself has a variety of purposes such as for academic (scholarships, researchs, educational requirements : bachelor, master, and doctor, and others) and General (applying for jobs, increase rank, etc.). Generally, there are three levels of mastery of foreign languages, the level of Elementary, Intermediate Level and Advanced Level.

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

The SILL is a self-scoring questioner for subject to report their frequency of strategy use. The SILL version 7.0, which was used in this research is comprised of 50 items (Oxford 1990: 293-300). Each item describes a language learning strategy and learners are asked to respond to the SILL items by indicating how often they employ these strategies by selecting one response out of five options. The SILL classifies language learning strategies into 6 parts; each part

comprises strategies with a similar function. Since its development, the SILL has been used to assess the learning strategy and it is used by more than 10000 learners world-wide and has been translated so far into a large number of languages such as Arabic, Chinese, French, German, Greek Japanese, Korean, Portuguese, Russian, Spanish, Swedish, Thai, Ukrainian and in Greek (Oxford, 1996).

The version 7.0 of SILL contains of 50 items, and characterized into six subscales: (a) memory strategies (items 1 to 9), (b) cognitive strategies (items 10 to 23), (c) compensation strategies (items 24 to 29), (d) metacognitive strategies (items 30 to 38), (e) affective strategies (items 39 to 44), (f) social strategies (items 45 to 50). These SILL 50 items are evaluated on a five-point Likert scale ranging from 1 to 5. The number indicates how often the learner uses the strategies ; Never or almost never true of me =1, Generally not true of me =2 , Somewhat true of me =3, Generally true of me =4, Always or almost always true of me =5.

## 2.2 Previous Studies

The previous study takes from Yu Fang Yvonne Huang with her thesis about “The Relationship between College Student’s Learning Strategies and Their English Speaking Proficiency”. She focused on student English speaking proficiency and the relation with language learning strategies. The purpose of her thesis is to examine the learning strategies employed by college students in Taiwan for sharpening their English speaking proficiency. She investigated kinds

of learning strategies were used the most frequently for college students in Taiwan and the relation between students' engagement of learning strategies in speaking and their English speaking proficiency. The research survey, comprised of a revised questionnaire, was adopted from Oxford's learning strategies (Oxford, 1990). She used quantitative data which were analyzed through descriptive statistics, Pearson Correlation and an independent T-test. In finding, she found that the most frequently used strategies by college students in Taiwan in English speaking proficiency is compensation strategy.

The first study and this current study have similarities and differences. The similarities are the theories and investigate learning strategies in EFL context. Both studies use Oxford's theory as a fundamental theory. The differences are the subject of the study, Huang investigated college students in Taiwan and their English speaking proficiency. Meanwhile this study investigated TOEFL preparation students at LBPP LIA Malang. In the problems of the studies and the instrument, this study use SILL questionnaire to collect the data, meanwhile the previous study used her questionnaire that was adopted from Oxford's learning strategies.

The other study entitled "Strategies in Learning English Used by the Successful Learners of English at Laboratory Junior High School State University of Malang: A Case Study" was conducted by Rahayu (2011). She investigated that the successful English learners in her study generally used strategies in their learning of English. They used direct and indirect strategies.

That previous study and this current study have similarities and differences. The similarities are the instrument used to measure language learning strategies, the use of theories and both of the studies investigated learning strategy in the EFL context. Both of the studies use Oxford's theory as the basic theory and SILL questionnaire to collect the data. The differences are the subject of the study and the problems of the studies. The subjects of the previous study were two successful learners of English of junior high school of UM Lab school in grade VII. On the other hand, the subjects of this current study are the students of TOEFL preparation class of LBPP LIA Malang.

Overall, the differences between both previous studies and this study are this study examines TOEFL as English proficiency with specific learning goals, like to get scholarship to go to study abroad, but in both previous studies their examination in learning English for general purpose.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consists of research design, population and sample, data collection, and data analysis.

#### **3.1 Research Design**

In this study, the researcher used quantitative approach since the researcher counted the result from questionnaire which was filled by the students of TOEFL preparation class in LBPP LIA Malang by using statistical analysis and its contain numbers on the form. The researcher carried out that because it helped to find out the correlation of application of language learning strategies and TOEFL scores.

This study used survey related to correlation study as the type of the study.

According to Aryl et al (2010, p. 28), “survey research uses instruments such as questionnaires and interviews to gather information from groups of individuals.

Surveys permit the researcher to summarize the characteristics of different groups or to measure their attitudes and opinions toward some issues”. In this study, the researcher used questionnaire to collect the data about the application of language learning strategies.

As cited in Ary et al (2010, p. 37), “correlation research gathers data from individuals on two or more variables and then seeks to determine if the variables are related. The degree of relationship is expressed as a numeric index called the

coefficient of correlation”. By using correlation research methods, it can be examined the strength and direction of relationship among two or more variables.

According to Kerlinger (1973, cited in Nuril 2012, p.26), “variable is a construct or something which is learned or investigated”. The variables in this study were the language learning strategies as the independent variables and the academic achievement as the dependent variable. By using statistical analysis, the correlation between language learning strategies and TOEFL score can be found.

### **3.2 Population and Sample**

In a study of quantitative, it is important to determine the population and the sample as the scope of the study.

#### **3.2.1 Population**

According to Ary et al (2010, p. 373), “the term population is used to refer to the entire group of individuals to whom the findings of a study apply”. There are two classes in TOEFL preparation at LBPP LIA Malang, the total populations are 37 students in the age of 19 years old to 25 years old.

#### **3.2.2 Sample**

According to Ary et al (2010, p. 148) “A sample is a portion of a population”. Sampling is divided into two; they are random sampling and non-random sampling. Non-random sampling has four majors; accidental sampling, quota sampling, purposive sampling, and snow-ball sampling.



In this study, the researcher used quota sampling from non-random sampling. The researcher took the samples based on the number of members that needed by researcher. The advantage of taking quota sampling is practice, it is according to the amount which already determined from the beginning.

Arikunto (2007, cited in Susanto, 2010, p.38) says, "if the number of the population is less than 100, it will be better to take all of them as the sample.

However, if the number of population is more than 100, it will be better to take 10%-15% or 20%-25% of the number of population as the sample of the study".

Related to the number of the students which is less than 100, the researcher took 37 students of TOEFL class preparation at LBPP LIA Malang as the sample.

### **3.3. Data Collection**

The researcher used SILL questionnaire as the instrument to collect the data. SILL questionnaire has been extensively field-tested and demonstrated to be highly valid and reliable (Oxford, 1990, p. 199). SILL questionnaire is multiple choices which consist of 50 items subdivided into six categories of language learning strategies. The answers range from 1 (never/almost never true me) to 5 (always or almost true me). The decision to used SILL for questionnaire was made because it is easier to diagnose learning strategy of learner with a structured survey from SILL. The distribution of items of SILL on learning strategies can be seen in Table 3.1

**Table 3.1 The Distribution of Items of SILL on Learning Strategies**

Items Number	Language Learning Strategies	Total Items
1-9	Memory Strategy	9 items
10-23	Cognitive Strategy	14 items
24-29	Compensation Strategy	6 items
30-38	Metacognitive Strategy	9 items
39-44	Affective Strategy	6 items
45-50	Social Strategy	6 items
	Total	50 items

The followings were the steps in collecting the data:

1. The researcher distributed SILL questionnaire to the students in November 20th until 26th 2013.
2. The researcher explained about SILL questionnaire and the purpose of the study to the students.
3. The researcher asked the students of to fill SILL questionnaire and gave explanation how to complete the SILL questionnaire.
4. The researcher waited and watched the process of completing SILL questionnaire.
5. The researcher collected the SILL questionnaires.
6. The researcher done the observation in the class after the students complete the SILL questionnaires from November 20th until 3rd December 2013.
7. The researcher on 19th January 2014 took the students' TOEFL scores from LBPP LIA Malang.

### 3.4. Data Analysis

In this study, the researcher used Oxford's SILL questionnaire as the valid and reliable instrument to collect the data. The researcher used statistical analysis to find out the correlation between the application of language learning strategies and the TOEFL score. To examine the data, the researcher used Statistical Package for Social Science (SPSS), Sarwono (2009, p.1 cited in Nuril, 2012, p.31) states "SPSS is one of the application programs in computer used to perform the calculation from the simplest until highly complex data manipulation and analysis with simple instruction".

After collecting the data, the writer began to analyze the data. The steps of the data analysis can be mentioned as follows:

1. Counting the result of SILL questionnaire.
2. Putting the result of SILL questionnaire and TOEFL score into the normal test of SPSS to verify the normality of the data.
3. Classifying the mean score to the scoring description based on Oxford (1990). That show in Table 3.2

**Table 3.2 Scoring Description SILL version 7.0 (Oxford, 1990)**

High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

4. Analyzing the correlation between the student's strategies and student's TOEFL score using statistical procedure that is Product Moment Pearson correlation.

5. Interpreting the result of correlation based on Pearson's correlation ( $r$ ) that the coefficient of correlation can range in value from  $+1,00$  indicates a high positive correlation and value close to  $-1,00$  indicates a high negative correlation. The negative and positive values indicate the direction of the relationship. If the coefficient closer to  $+1$  so the correlation is strong then, when the coefficient is  $0$  (zero), it shows no correlation between two variables. The significance score ( $p$ ) shows the significance of correlation. The correlation is significant if the score of  $p < .05$ . On the other hand, the correlation is not significant if the score of  $p > .05$ . In indicating the true score of the measurement, it is needed the significance of correlation coefficient statistically (Sarwono, 2009, cited in Nuril, 2012, p. 37).

**Table 3.3 Guidelines of Correlations Interpretations (Sarwono, 2009)**

No	Coefficient Interval	Correlation
1	1	Perfect
2	$>0,75 - 0,99$	Very High
3	$>0,5 - 0,75$	High
4	$>0,25 - 0,5$	Sufficient
5	$>0 - 0,25$	Low
6	0	No correlation

6. a. Drawing a conclusion related to the problems of study.

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter the finding and discussion of the study are presented. The first part discusses the finding of the application of language learning strategy used by students of TOEFL class preparation of LBPP LIA Malang and the correlation between language learning strategy and TOEFL score. In the second part the interpretation of the findings of the study are discussed.

#### 4.1 Finding

After the researcher collected the data of SILL questionnaire that had been distributed to the 37 students of TOEFL class preparation at LBPP LIA Malang, those results were used to investigate the application of language learning strategy and the correlation between language learning strategy applied by them and their TOEFL scores.

##### 4.1.1 Application of Language Learning Strategies

The application of language learning strategies by students of TOEFL preparation class at LBPP LIA Malang is as follows:

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

Category of Language Learning Strategy	Mean	Rank Order of Usage
Metacognitive strategy	3.60	1
Compensation strategy	3.23	2
Social strategy	3.22	3
Affective strategy	3.18	4
Cognitive strategy	3.18	5
Memory strategy	2.98	6
Overall categories of language learning strategy	3.23	

Based on the Table 4.1, it is known that the mean of overall categories of language learning strategy use is 3.23 which falls into medium level; it means that the language learning strategies are sometimes used by the students of TOEFL class preparation of LBPP LIA Malang.

According to Oxford's scoring description of SILL questionnaire for interpreting the language learning strategies score, the most frequently used is metacognitive strategy with the mean of 3.60 which falls into high level. It means that metacognitive strategy is usually used by the students. Then, followed by compensation strategy with the mean of 3.23 which falls into medium level and it means that compensation strategy sometimes used by students. In the third rank, there is social strategy with the mean of 3.22 and falls into medium level, which means sometimes used. Followed by cognitive strategy in medium level with the mean of 3.18, affective strategy almost have similar point with cognitive strategy with the mean of 3.18 means sometimes used by students, and the last strategy used by students is memory strategy with the mean of 2.98. Overall, metacognitive strategy is the only one that falls into high level as the strategies that usually used and the rest falls into medium level meaning.

#### **4.1.2 The applications of Language Learning Strategies based on each questionnaire of SILL**

##### **4.1.2.1. Metacognitive Strategy**

The applications of metacognitive strategy from each question based on the results of SILL questionnaire are reported in Table 4.2.

**Table 4.2 The Applications of Metacognitive Strategy**

The Applications of Metacognitive Strategy	Mean	Rank order of usage
I pay attention when someone is speaking English	4.35	1
I try to find out how to be a good learner of English	3.97	2
I notice my English mistakes and use that information to help me do better	3.89	3
I have clear goals for improving my English skills	3.86	4
I think about my progress in learning English	3.54	5
I try to find as many ways as I can to use my English	3.49	6
I look for people I can talk to in English	3.46	7
I look for opportunities to read as much as possible in English	3.35	8
I plan my schedule so I will have enough time to study English	2.46	9

Based on the Table 4.2 one of the strategies in the category metacognitive strategy, *I pay attention when someone is speaking English* is the first and the most frequently used strategy with mean 4.35 and in the last rank and generally not used is the question *I plan my schedule so I will have enough time to study English* with mean 2.46.

#### 4.1.2.2. Compensation Strategy

The applications of compensation strategy based on SILL questionnaire results are reported in Table 4.3.

**Table 4.3 The Applications of Compensation Strategy**

The Applications of Compensation Strategy	Mean	Rank order of usage
To understand unfamiliar English words, I make guesses	3.62	1
When I can't think of a word during a conversation in English, I use gestures	3.59	2
If I can't think of an English word, I use a word or phrase that means the same thing	3.38	3
I read English without looking up every new word	3.05	4
I try to guess what the other person will say next in English	3.03	5
I make up new words if I do not know the right ones in English	2.70	6

About the second most frequently used strategy, in compensation strategy the most frequently used is *To understand unfamiliar English words, I make*

guesses with mean 3.62. And in the last rank with mean 2.70 *I make up new words if I do not know the right ones in English* is sometimes used by students.

#### 4.1.2.3. Social Strategy

The applications of social strategy based on SILL questionnaire results are reported in Table 4.4.

**Table 4.4 The Applications of Social Strategy**

The Applications of Social Strategy	Mean	Rank Order of Usage
If I do not understand something in English, I ask the other person to slow down or say it again	3.84	1
I ask speakers to correct me when I talk	3.35	2
I practice English with other students	3.22	3
I ask for help from English speakers	3.14	4
I ask questions in English	2.92	5
I try to learn about the culture of English speakers	2.86	6

Based on the Table 4.4, it can be seen that the most frequently used application of social strategy is *If I do not understand something in English, I ask the other person to slow down or say it again* with the mean of 3.84. The question *I try to learn about the culture of English speakers* is sometimes used by students at LBPP LIA Malang with mean 2.86.

#### 4.1.2.4. Affective Strategy

The applications of affective strategy based on SILL questionnaire results are reported in Table 4.5.

**Table 4.5 The Applications of Affective Strategy**

The Applications of Affective Strategy	Mean	Rank Order of Usage
I encourage myself to speak English even when I am afraid of making a mistake	3.78	1
I give myself a reward or treat when I do well in English	3.76	2



### The Continuation of The Applications of Affective Strategy

I try to relax whenever I feel afraid of using English	3.54	3
I notice if I am tense or nervous when I am studying or using English	3.38	4
I write down my feelings in a language learning diary	2.32	5
I talk to someone else about how I feel when I am learning English	2.30	6

Based on the Table 4.5, it is found out that the most frequently used application of affective strategy with mean 3.78 is *I encourage myself to speak English even when I am afraid of making a mistake*. The application *I talk to someone else about how I feel when I am learning English* with mean 2.30 falls into the last rank.

#### 4.1.2.5. Cognitive Strategy

The applications of cognitive strategy based on SILL questionnaire results can be seen in Table 4.6.

**Table 4.6 The Applications of Cognitive Strategy**

The Applications of Cognitive Strategy	Mean	Rank Order of Usage
I watch English language TV shows spoken in English or go to movies spoken in English	4.22	1
I practice the sounds of English	3.92	2
I try to talk like native speakers	3.59	3
I first skim an English passage (read over the passage quickly) then go back and read carefully	3.38	4
I find the meaning of an English word by dividing it into parts that I understand	3.38	5
I try not to translate word-for-word	3.27	6
I use the English words I know in different ways	3.11	7
I say or write new English words several times	2.92	8
I read for pleasure in English	2.92	9
I look for words in my own language that are similar to new words in English	2.89	10
I start conversation in English	2.86	11
I write notes, messages, letters, or reports in English	2.86	12
I make summaries of information that I hear or read in English	2.57	13
I try to find patterns in English	2.58	14

Based on the Table 4.6, it can be seen that the most frequently used application of cognitive strategy is *I watch English language TV shows spoken in English or go to movies spoken in English* with the mean of 4.22. And the last application that sometimes used is *I try to find patterns in English* with mean 2.58.

#### 4.1.2.6. Memory Strategy

The applications of memory strategy based on SILL questionnaire results can be seen in the Table 4.7.

**Table 4.7 The Applications of Memory Strategy**

The Applications of Memory Strategy	Mean	Rank Order of Usage
I review English lessons often	3.35	1
I physically act out new English words	3.30	2
I connect the sound of a new English word and an image or picture of the word to help me remember the word	3.24	3
I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign	3.11	4
I remember a new English word by making a mental picture of a situation in which the word might be used	3.08	5
I use flashcards to remember new English words	3.03	6
I think of relationships between what I already know and new things I learn in English	2.86	7
I use rhymes to remember new English words	2.81	8
I use new English words in a sentence so I can remember them	2.08	9

Based on the Table 4.7, it can be seen that the most frequently used application of memory strategy is *I review English lessons often* with the mean of 3.35. The last application of memory strategy generally not used is *I use new English words in a sentence so I can remember them* with mean 2.08.

In hypotheses of the study, the researcher hypothesized that the use of language learning strategies used by the students of TOEFL class preparation at LBPP LIA Malang falls into high level, because of limited time of learning TOEFL. The students need to get the expected score in three months, they learn

listening comprehension, structure and written expression and reading comprehension and they try to get the best way to learn language, especially TOEFL test. However, the findings of this study revealed that the use of language learning strategies used by the students falls into medium level. It means the students sometimes use language learning strategies in learn TOEFL test. In short, the hypothesis is rejected in this study.

#### 4.1.3 Correlation between Language Learning Strategies and TOEFL Score

The correlation between language learning strategy and TOEFL score is reported in Table 4.8.

**Table 4.8 Product Moment Pearson Correlation between Language Learning Strategies and TOEFL Score**

		Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Toefl Score	Pearson Correlation ( <i>r</i> )	.072	.457**	.254	.414'	.230	.311
	Sig. (2-tailed) ( <i>p</i> )	.673	.004	.130	.011	.171	.061
	N	37	37	37	37	37	37

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

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

Based on the result of Product Moment Pearson Correlation analysis in Table 4.8, it is found out that the *p* score which is less than 0.05 are cognitive strategy ( $p=.004$ ) and metacognitive strategy ( $p=.011$ ). It means that the correlations of both strategies are significant with TOEFL score. When the *r* score is closed to 1, the correlation between two variables is stronger. Then, cognitive strategy has the highest score of coefficient Pearson correlation ( $r=.457$ ) that

falls into sufficient correlation. The positive coefficient correlation shows the linear correlation which means the increasing use of language learning strategy by the students is followed by the increasing use of TOEFL score. As a result, cognitive strategy has statistically positive sufficient significant correlation with TOEFL score by the score  $r(37) = .457$  and  $p = .004$ . Metacognitive strategy also has statistically positive sufficient significant correlation with TOEFL score by the score  $r(37) = .414$  and  $p = .011$ .

In the hypothesis of the study, the researcher hypothesized that there is a positive correlation between language learning strategies applied by the students and their TOEFL score. After conducting the study, the researcher found out positive correlation and sufficient significant correlation between language learning strategies and TOEFL score occur in this study. In short, the hypothesis is accepted in this study.

## 4.2 Discussion

The discussion presents the interpretation of the findings of the study. Therefore, the problems of the study deal with the application of language learning strategy and the correlation between language learning strategies and TOEFL score can be answered.

### 4.2.1 Application of Language Learning Strategies

As we seen in finding that metacognitive strategy is revealed as the language learning strategy that is most frequently used by the students in TOEFL

class preparation LBPP LIA Malang. The other strategies used by the students based on the rank are compensation strategy in the second rank, in the third rank there is social strategy, affective strategy in the fourth rank, cognitive strategy in the fifth rank, and the last rank is memory strategy.

Based on Table 4.1, the metacognitive's score is 3.60, according to Oxford (1990) it means metacognitive strategy belongs to high level. It is usually used by the students because of limited time of learning. This finding is supported by some studies which were conducted by Nisbet, et al. (2005), Tseng (2010) in Taiwan, Nuril (2012) in Indonesia, and Natour (2012) in Jordan, in which metacognitive strategy is in the first rank used by adult learners among the other language learning strategies. Tsan (2008) found that metacognitive strategy was useful strategy used by the participants. TOEFL preparation class has a purpose to help students in mastering and passing the TOEFL test but with limited time, three months. Everyone has different learning skills when they learn language as a foreign language, some students need short time to be successful rather than the other students. TOEFL preparation class cannot guarantee the students to pass the TOEFL test. In three months, the students learn the test about listening comprehension, structure and written expression and reading comprehension before taking the test. By using metacognitive strategy, the students can improve language skills with their own strategies. This helps them to plan language learning in an efficient way.

Metacognitive strategy consists of centering the learning, arranging and planning and evaluating the learning. The writer found out that there are three

applications of arranging and planning the learning. *I pay attention when someone is speaking in English* with mean 4.35; Then *I try to find out how to be a good learner of English* with 3.97. And with mean 3.86 *I have clear goals for improving my English skills*. The limited time to learn TOEFL test in class make the students to arrange and plan their own learning to pass TOEFL. It helps students to organize so they may get maximum benefit from their effort. They can pay more attention when they are in the class and review the material at home. In evaluating learning, there are two applications *I notice my English mistakes and use that information to help me do better* with mean 3.89 and *I think about my progress in learning English* with mean 3.54. Evaluating learning can help students with problems like monitoring errors and evaluation of progress.

As the goals of LBPP LIA that is to have good competence in English, also improve language skills and professional training program both in written and oral forms, the students of TOEFL class are demanded to use English as the medium of communication. Besides, seeking an opportunity to practice English is the application of improving English skills especially in TOEFL to test their English proficiency and to compete in the globalization era.

Based on the background questionnaire result in SILL, the students of English course takes TOEFL class preparation not only as an extra study but also have interest in English and need it for future career. Natour (2012) noticed that the students are essentially motivated towards learning English since it benefits for their future.

Next, in LBPP LIA, all courses are taught in English, even in TOEFL class preparation, it is possible to make some errors when they are producing English when they are discussing about the material of TOEFL test. Therefore, the metacognitive strategy can be useful for students to improve their English abilities and handle the problems successfully by monitoring, organizing and planning their own learning so that the students can help their learning process more effective and efficient.

Related to background questionnaire that filled by students, the average of studying English is 10 years. They learnt English from elementary schools, since the metacognitive strategy allows the students to organize their own learning so the students can manage and organize their own learning independently by finding out the materials needed in classroom. In other words, they have responsibilities in managing their own learning and by managing the learning effectively and efficiently, it increases their success in learning process. Theoretically, planning their schedule to study English, thinking about the progress in learning English, and trying to find out how to be a good learner of English are the applications that deals with the self management related to metacognitive strategy.

The second rank is compensation strategy which falls into medium level with the mean 3.23 meaning that this strategy is sometimes used by the students. This strategy has a role to help learners make up for missing knowledge, helping the students to deal with difficulties, improving and overcoming limitations in learning language. There are two application that usually used in compensation strategy *To understand unfamiliar English words, I make guesses* with mean 3.62

and *When I can't think of a word during a conversation in English, I use gesture* with mean 3.59. In TOEFL test, there are three parts, listening comprehension, structure and written expression and reading comprehension. Actually, most of the TOEFL test requires the students to have more vocabularies and good grammar, but not all students can understand grammar and remember many vocabularies.

These strategies make up for the deficiency in grammar and vocabulary. When students do not know new words and expressions, they can guess the meaning with bringing their own life experiences to interpret that. Here is an example of guessing based on partial knowledge of the foreign language by student. When students recognize the words book, laboratory, library, class and teacher in a conversation, it could be understood that it is about school. The students at LBPP LIA were trying to make up their lack of knowledge by means of paraphrasing, coining words, or making a guess. English as a foreign language and not their mother tongue, make their language learning process not easy, this situation encourage students to use compensation strategy because this strategy allow the learners without completing knowledge but they can produce spoken or written expression in the new language. Therefore, by using compensation strategy, it is useful to help students who still involved in using English despite their language limitations in English.

The third rank is social strategy with mean 3.22 falls into medium level means that this strategy is sometimes used by the students. In Oxford (1990, p. 140), social strategy is related to communication with other people, help the learner work with other and understand the target culture. Wu (2011) states that



social strategy permits the learners to use the social supports more often in the language environment. As we seen in Table 4.4 is the most frequently used application of social strategy is *If I do not understand something in English, I ask the other person to slow down or say it again*. Among the three secondary strategies from social strategies, asking questions is the most helpful and comes closest to understanding the meaning. Inside the class, the writer saw students always ask their teacher to slow down or repeat the material if they did not understand. Tuan and Hsu (1996) indicated that students with advanced level had a natural preference for asking questions to gain advantages in communication. Asking can help students in conversation by getting response from the partner and shows interest and involvement. It brings the students to cooperate with other in groups. Studies shows that cooperate learning results in higher self-esteem, increased confidence, and rapid achievement. Actually, sometimes there is a competition among students to be better than others. It is important to help students change their attitudes from confrontation and competition to cooperation. Students can apply the strategy of cooperating with others by doing something together in the language they are learning. TOEFL test is individual but by having communication with others in English, they can improve their competence in speaking. By asking and cooperating, the students can get new vocabulary, they can improve their TOEFL score, they know where their weakness are and get some feedback or input cooperatively. LBPP LIA tries to make a conducive environment to learn and practice English so the students can ask if they need to ask for correction about materials to their teacher or friends inside or outside the

class. Talking in daily conversation with a friend or teacher in the class in the foreign language is an example to practice listening and speaking skills.

Affective strategy concerned with emotional needs that helps the students to control their emotion during learning English, such as lowering the anxiety and encouraging ourselves, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk (Oxford, 1990). And as we seen on Table 4.5, it is found out that there are three application as the most frequently used application of affective strategy with mean 3.78 is *I encourage myself to speak English even when I am afraid of making a mistake*, with mean 3.76 is *I give myself a reward or treat when I do well in English* and with mean 3.54 is *I try to relax whenever I feel afraid of using English*. Most of the students of TOEFL class preparation encourage themselves although their English are not good enough and not sure about their answers. Good language learners can control their attitudes and emotions about learning because the negative feelings slow up learning. In the TOEFL preparation class, the teacher makes the class situation more comfortable to deliver their thought like to reduce the tension and emotion in the class. It can arise positive feeling in class by giving students more responsibility, it is found out that the teacher usually encourages their students to be brave in practicing English. Lowering anxiety, like the application of *I try to relax whenever I feel afraid of using English* is important. Sometimes when answering TOEFL test, the students are faced with situation self-doubt and confused because the limitation of vocabulary and grammar. They worry that their answers are wrong, the anxiety often takes forms of worry, frustration, insecurity,

fear, and self-doubt. Too much anxiety has the opposite effect where it can slow up language learning.

From the research in the LBPP LIA at TOEFL class preparation, when the researcher joined the class, the teachers made enjoyable situation that can decrease anxiety so that the students can relax to learn English in TOEFL preparation class. The least application used by the students is discuss their feelings when learning language with someone else, if not they can write their feelings in a diary personally.

In the fifth rank, cognitive strategy deals with manipulating or transforming the incoming information to enhance learning. Cognitive strategy falls into medium level with the mean of 3.18, meaning this strategy is sometimes used by the students. Based on the Table 4.6, it can be seen that there are three questions which is usually used by students. *I watch English language in TV shows spoken in English or go to movies spoken in English* with the mean of 4.22.

It is included in analyzing and reasoning categories, the students mostly use this way to analyze expression and translate. These strategies are used by students to understand the meaning and expression of the target language also used to make new expressions. Practicing with mean 3.92 *I practice the sounds of English* and with mean 3.59 is *I try to talk like native speaker*. Practicing is the most important which the students can using patterns, working with sounds, repeating and notice their mistakes in listening.

The last rank is memory strategy with mean 2.98 which is falls into medium level meaning this strategy is sometimes used by the students. This

strategy deals with the storing and retrieval of information (Oxford, 1990). It is used to face vocabulary learning. Based on Table 4.7, it can be seen all the application of memory strategy falls into medium level range between 2.5 to 3.4.

The use of memory strategies are most frequently applied in the beginning process of language learning. As the students in advance to higher level of proficiency memory strategies are mentioned very little. It is not that the use cease, but the awareness of its use becomes less because they already pass the process of remembering vocabulary. The students in advance to higher level already can controlling and managing their own learning process. The high point in memory strategy is *I review English lessons often* with the mean of 3.35. It helps students such as when they get new lesson, the words and phrases can be associated with visual images. They review it and it will help them to store and retrieve new information. Many learners make use of visual images, but some find it is easy to connect words and phrases with sound, motion or touch.

The main purpose of the learner's learning was not only remembering English vocabulary, but also in other abilities likes speaking and listening, so the learners used less memory strategy to help memorize. In the past, memory strategy was used by the learners in learning language, since this strategy permits the learners to face vocabulary learning. However, the paradigm changes over years. The learners do not only study about the vocabularies, but also communicate with others.

Overall, language learning strategies used by the students fall into medium level with the average score of 3.23. It indicates that language learning strategies

are sometimes used by the students. Then, the result of the use of the language learning strategy was correlated with the students' TOEFL score. As a result, there is linier correlation between the use of language learning strategy and English proficiency. Oxford (1990, p.1) states that the use of language leaning strategy can impact in improving proficiency. If the use of language learning strategy is high, the English proficiency will be also high. Then, in this study, the use of language learning strategy by students at LBPP LIA falls into medium level. As we know that TOEFL score is one of requirement to graduate, to enter college and also to apply job, so students try to get the best way to learn language, and they need a high level in language learning strategies to learn TOEFL.

The limited time of learning TOEFL test maybe can affect the level of language learning strategy used by students. The students language learning strategy falls into medium level instead of high level because first they do not know about learning strategies that can be used to improve their language learning. Students may need to be tough or at least brought to their attention, so it can help the students to improve their TOEFL score in three months with their own strategies. Second, as we know that there is a gap between language learning skills and TOEFL PBT test. In TOEFL PBT that consists of three sessions, namely reading comprehension, structure and written , and listening comprehension, in the class the student teaching material focus in that three session, it is means focus in reading, listening and writing. For learning language the learners' need four language skills, they are listening, reading, speaking, and writing. As we see there is a gap between the language learning skills and TOEFL

test, it can affect the students' level in language learning strategies. To make language learning strategy falls into high level, the students need to mastering that four language skills.

The findings of the study are in line with the other studies conducted by Huang (2009), and Nuril (2012) in the EFL context. However, the difference between the findings of this study and the previous studies are in the context usage of learners. The difference of someone's goal in learning English will impact in the application of language learning strategy. In Nuril's, affective strategy was in second rank. Meanwhile, in this study, affective strategy was in the fourth rank. Nevertheless, in all this study the last rank is memory strategy. In Huang's, the most frequently use is compensation strategy. However, in this study the most frequently use is metacognitive strategy, since it is appropriate with the goals of LBPP LIA students, where the learners can controlling their own language learning. In addition, the use of English in Indonesia is still very limited. That is why the learners try to find their way in improving their English to increasing their language ability.

#### **4.2.2 Correlation between the Application of Language Learning Strategies and TOEFL Score**

The findings from the result of Product Moment Pearson Correlation analysis show there is a correlation between language learning strategy and TOEFL score shown by a positive sufficient correlation ( $r=.41$ ) and ( $p=.01$ ) between metacognitive strategy and TOEFL score. It also happened with the

correlation between cognitive strategy and TOEFL score shown by a positive sufficient correlation ( $r=.45$ ) and ( $p=.004$ ). The positive score implies that one variable will influence the others. If one variable increases, the other variable will also increase. In other words, if metacognitive and cognitive strategies increase, it will be followed by the increase of TOEFL score.

O'Malley et al (1983) claim that students who do not apply metacognitive strategy lose the ability of reviewing and controlling their own learning process.

According to Pintrich and Garcia (1994, cited in Tseng 2010, p. 12), "metacognitive knowledge relates closely with enhancement in academic performance, and by employing this strategy, these participants cannot do better in schools but further advance their English proficiency".

Cognitive strategies are perhaps the most popular strategies with language learners. The target language is manipulated or transformed by repeating, analyzing or summarizing. For example by using this strategy the students can practice reading test, to find the main idea they can use skimming or scanning to analyzing the text. Then, their increasing abilities will impact to their TOEFL score. As the goals of English course students are to enhance their learning by managing, controlling their own learning, and analyzing and reasoning, they can emphasize more on metacognitive and cognitive strategy.

There is a slight difference between the findings of this study and the study from Huang (2009). In her thesis revealed that cognitive has high positive corelation with English proficiency. Meanwhile, in this study, cognitive strategy has sufficient positive correlation with TOEFL score.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion drawn from the findings to answer the problems of the study and some suggestions for the next writers who want to conduct the similar study.

#### 5.1 Conclusion

Based on data findings, it can be concluded that all of the students of TOEFL class preparation at LBPP LIA Malang used language learning strategy in learning TOEFL test at different levels of application as the measure tools of English proficiency.

Metacognitive strategy is the most frequently used strategy which falls into high level meaning that the students usually use this strategy. Since the students of TOEFL class tend to have a high motivation in learning English to pass TOEFL test and also for their future, metacognitive strategy helps them to manage and evaluate their learning in an efficient way.

The second most used strategy is compensation strategy which falls into medium level, meaning that this strategy is sometimes used by the students. The learners use this strategy when they face the problems in understanding the target language, like the students try to compensate their limited knowledge in comprehending and producing the language. Students in TOEFL class preparation requires understanding English grammar and vocabulary, this situation encourage



students to use compensation strategy because to make up their lack of knowledge by means of paraphrasing, coining words, or making a guess.

The third rank is social strategy that helps the students related to communication with other people, help the students work with others and understand the target culture. Then, cognitive strategy is in the fourth rank since the students can use mental strategies to make sense of learning language, like the students try to find patterns in English. After that affective strategy in fourth rank, related to with emotional needs that helps the students to control their emotion during learning English. The least strategy used by the students is memory strategy since they are categorized as the moderate learners in English.

Overall, language learning strategies used by the students fall into medium level, it indicates that language learning strategies are sometimes used by the students. It is falls into medium level because the limited time of learning TOEFL test in three month they expected to pass TOEFL test, the students do not know there are some strategies that can help them to improve their language learning and there is a gap between TOEFL test with language skills that can affect the level of students language learning strategies. From the findings of the study, it can be said that there are positive sufficient significant correlation among cognitive strategy and metacognitive strategy with TOEFL score. It means that if cognitive and metacognitive strategies increase, the TOEFL scores will also increase.

## 5.2 Suggestions

It is important to know about language learning strategy for language learners. The learners need to know about the strategy to improve their skills in English proficiency because everyone has different learning skills such as in learning language as a foreign language. For teacher in TOEFL preparation class, it is recommended to emphasize the importance of language learning strategy in academic context. It is compulsory to teach students explicitly how and why to employ more effective strategies and when to use them in an appropriate situation (Oxford, 1989). By knowing the strategy, the learning process will be more effective and efficient. Therefore, it will impact in their TOEFL score. Besides, the teachers can emphasize more on cognitive, and metacognitive strategy since they are correlated with TOEFL score to increase their proficiency.

For the next writers who want to conduct the similar study, it is recommended to investigate and evaluate language learning strategy by using other instruments and measurement. Since this study is a quantitative study by using SILL questionnaire as the main instrument and TOEFL score as the measurement of English proficiency, it is suggested to analyze with the other instruments, such as interview or observation and the other measurements to measure English proficiency, like academic score, TOEIC, IELTS, and so on.

Since this study investigates the correlation between language learning strategy and English proficiency measured by TOEFL score, it is recommended for the next writers to correlate language learning strategy with the other variables

of individual differences, such as motivation, gender, ethnicity, learning style, belief, and so on.



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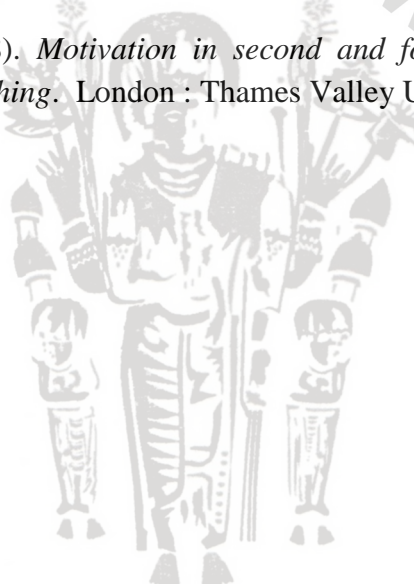
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**Appendix 1. The Average Score of SILL Questionnaire and Academic Score**

No	Language Learning Strategies						Toefl Score
	Memory	Cognitive	Compensation	Metacognitive	Affective	Social	
1	2.33	3.21	3.16	4.00	3.16	2.33	470
2	3.22	3.35	3.33	2.88	2.83	2.33	345
3	1.77	2.50	2.50	3.44	2.83	3.00	530
4	2.44	3.00	2.33	3.44	2.33	2.83	490
5	3.11	3.35	3.66	3.00	3.16	2.33	566
6	3.00	2.17	2.83	3.11	3.33	2.83	389
7	3.00	3.57	4.83	3.66	4.00	3.16	422
8	2.88	3.21	3.66	3.11	1.00	3.33	403
9	2.55	3.92	3.00	4.11	2.50	4.00	536
10	2.55	2.42	2.50	3.33	3.00	3.00	428
11	2.77	2.71	3.00	3.44	3.16	3.16	460
12	4.44	4.50	4.33	4.77	5.00	4.66	429
13	3.44	4.00	4.16	4.00	3.83	3.50	550
14	3.00	3.42	3.50	3.77	3.16	3.66	460
15	3.22	4.00	3.00	3.77	3.66	3.16	596
16	1.88	2.42	3.00	2.22	3.16	2.16	365
17	2.66	2.64	2.50	4.88	3.16	4.00	430
18	2.88	2.71	3.16	3.88	3.66	3.5	479
19	2.00	3.07	2.00	2.11	1.33	3.83	432
20	3.22	3.07	2.50	4.33	3.33	3.83	413
21	3.22	3.00	4.00	4.11	3.00	3.16	406
22	3.22	3.78	3.50	4.77	3.66	4.50	475
23	2.77	2.85	1.66	2.11	3.00	1.16	397
24	3.55	2.71	3.83	3.11	3.16	2.66	438
25	2.33	2.78	3.00	2.55	3.33	2.66	450
26	4.00	3.85	2.66	3.77	3.50	4.50	461
27	3.11	2.50	2.50	3.33	2.50	2.00	384
28	2.50	2.07	2.66	2.55	2.50	2.16	385
29	2.44	2.14	3.00	3.22	3.16	3.16	437
30	4.55	4.14	4.33	4.22	3.83	4.16	460
31	2.88	3.50	3.33	3.44	2.50	2.66	443

**Table Continuation of The Average Score of SILL Questionnaire and Academic Score**

32	3.00	3.07	3.16	3.66	3.00	3.16	487
33	3.44	3.57	3.00	4.11	4.33	4.16	457
34	3.55	3.64	3.83	4.11	4.33	3.67	450
35	3.77	4.07	4.83	4.77	4.33	3.83	570
36	2.33	2.07	3.50	3.44	2.83	3.16	473
37	4.22	3.92	3.66	4.44	3.00	3.66	550





**Appendix 2. The Average Score of Each Item in SILL Questionnaire from All Participants**

Items of Memory Strategies													
1	2	3	4	5	6	7	8	9					
3.3	3.3	3.0	3.2	2.8	2.0	3.1	3.0	2.8					
0	5	3	4	1	8	1	8	6					
Items of Cognitive Strategies													
10	11	12	13	14	15	16	17	18	19	20	21	22	23
2.9	3.5	3.9	3.1	2.8	4.2	2.9	2.8	3.3	2.8	2.5	3.3	3.2	2.5
2	9	2	1	6	2	2	6	8	9	4	8	7	7
Items of Compensation Strategies													
24	25	26	27	28	29								
3.6	3.5	2.7	3.0	3.0	3.3								
2	9	0	5	3	8								
Items of Metacognitive Strategies													
30	31	32	33	34	35	36	37	38					
3.4	3.8	4.3	3.9	2.4	3.4	3.3	3.8	3.5					
9	9	5	7	6	6	5	6	4					
Items of Affective Strategies													
39	40	41	42	43	44								
3.5	3.7	3.7	3.3	2.3	2.3								
4	6	8	8	2	0								
Items of Social Strategies													
45	46	47	48	49	50								
3.8	3.3	3.2	3.1	2.9	2.8								
4	5	2	4	2	6								

### Appendix 3. Background Questionnaire

#### Background Questions

#### SILL Questionnaire Version 7.0 (ESL/EFL)

1. **Name** (nama) :

2. **Student ID Number** (nomor siswa):

3. **Mother tongue** (bahasa ibu) :

4. **Language(s) you speak at home** (bahasa yang digunakan di rumah):

5. **How long have you been studying English?**

(Berapa lama Anda belajar bahasa Inggris?)

6. **How do you rate your overall proficiency in English as compared with the proficiency of other students?**

(Bagaimana Anda menilai kecakapan Anda dalam bahasa Inggris jika dibandingkan dengan kecakapan siswa lain?)

**Excellent** (sangat baik)

**Fair** (sedang)

**Very poor**

(sangat buruk)

**Good** (baik)

**Poor**

(buruk)

7. **How do you rate your overall proficiency in English as compared with the proficiency of native speakers of the language (circle one)?**

(Bagaimana Anda menilai kecakapan Anda dalam bahasa Inggris jika dibandingkan dengan penutur asing? Lingkari salah satu)

**Excellent** (sangat baik)  
(sangat buruk)  
(buruk)

**Fair** (sedang)  
**Good** (baik)

**Very poor**  
**Poor**

**8. How important is it for you to become proficient in English (circle one)?**

(Seberapa penting bagi Anda kecakapan dalam bahasa Inggris? Lingkari salah satu)

**very important** (sangat penting)  
(tidak terlalu penting)

**not so important**

**important** (penting)

**9. Why do you want to learn English (check all that apply)**

Mengapa Anda ingin mempelajari bahasa Inggris (pilih sesuai dengan yang Anda lakukan)

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

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

..... **have friends who speak the language** (mempunyai teman yang berbicara bahasa Inggris)

..... **required to take a language course to graduate** (untuk syarat kelulusan)

..... **need it for my future career** (untuk karir ke depan)

..... **need it for travel** (untuk bepergian)

..... **other** (alasan lain):

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

(Apakah Anda menikmati belajar bahasa? Lingkari salah satu) Yes (ya)

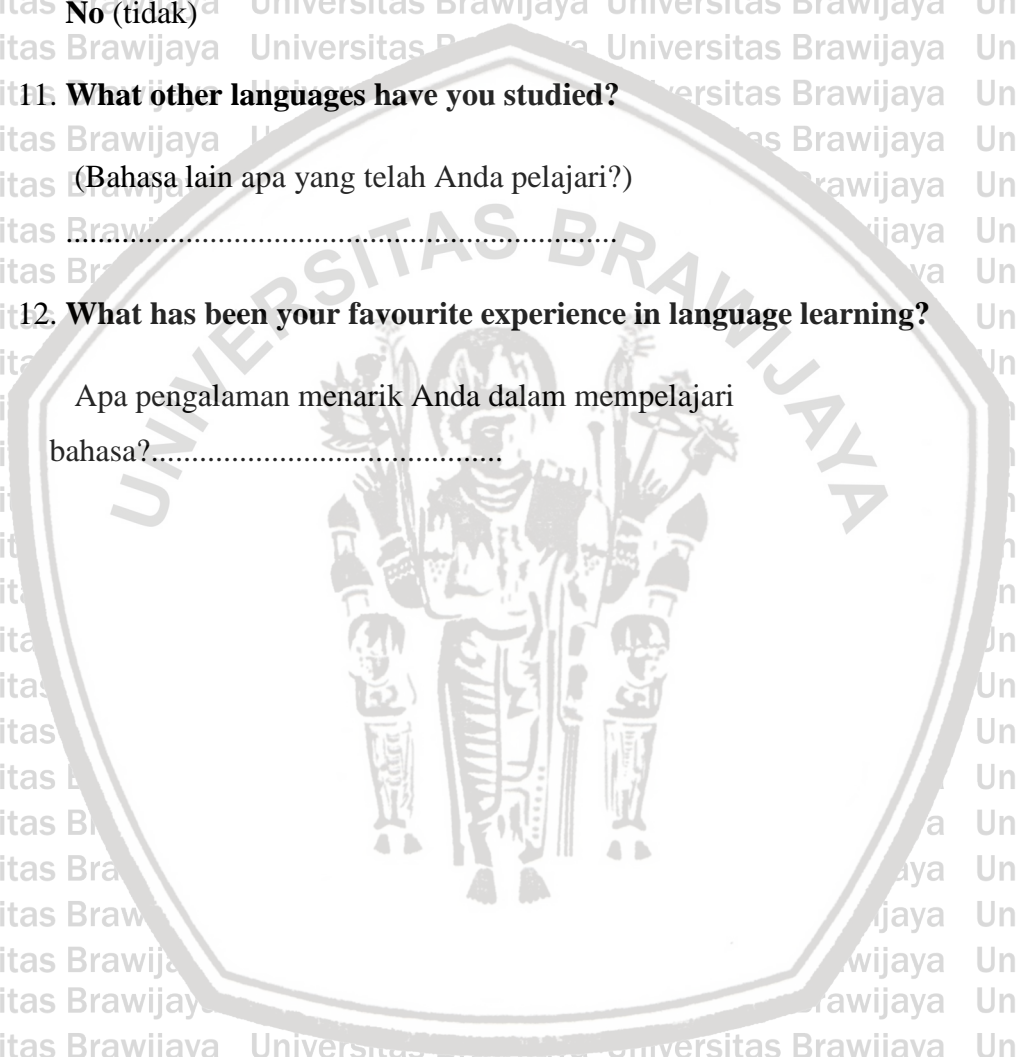
No (tidak)

11. What other languages have you studied?

(Bahasa lain apa yang telah Anda pelajari?)

12. What has been your favourite experience in language learning?

Apa pengalaman menarik Anda dalam mempelajari bahasa?.....



## Appendix 4. Strategy Inventory for Language Learning (SILL) Questionnaire

### Strategy Inventory for Language Learning (SILL)

Version for Speakers of Other Languages Learning English

*(adapted from Oxford, 1990)*

### Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL)

© R. Oxford, 1989

#### Directions

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

Alternative answers

1. NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.
2. USUALLY NOT TRUE OF ME means that the statement is true less than half the time
3. SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.
4. USUALLY TRUE OF ME means that the statement is true more than half the time.
5. ALWAYS OR ALMOST TRUE OF ME means that the statement is true of you almost always.

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

EXAMPLE

Read the item and choose a response (1 through 5 as above), and write it in the space after the item.

I actively seek out opportunities to talk with native speakers of English.

You have just completed the example item. Answer the rest of the items on the worksheet.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost true of me.

Now let's start with the first question

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

Pilihan jawaban:

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

Jawablah pernyataan-pernyataan berikut sesuai dengan apa yang Anda lakukan. Janganlah Anda menjawab bagaimana Anda seharusnya belajar, atau apa yang orang lain lakukan. Tidak ada jawaban benar atau salah pada pernyataan-pernyataan ini. Kerjakan dengan tepat dan teliti. Proses pengisian kuisioner membutuhkan waktu sekitar 20 sampai 30 menit. Jika ada pertanyaan, silakan langsung bertanya pada peneliti.

No	Questions	Response
1	<b>I think of relationships between what I already know and new things I learn in English.</b> Saya mencoba untuk menghubungkan apa yang telah saya ketahui dengan hal-hal baru yang saya pelajari dalam Bahasa Inggris.	1 2 3 4 5
2	<b>I use new English words in a sentence so I can remember them.</b> Saya menggunakan kata-kata baru Bahasa Inggris dalam kalimat untuk mempermudah saya dalam mengingat kata-kata baru tersebut.	1 2 3 4 5
3	<b>I connect the sound of a new English word and an image or picture of the word to help me remember the word.</b> Saya menghubungkan bunyi kata baru Bahasa Inggris dengan sebuah gambar dari kata tersebut untuk mempermudah saya dalam mengingat kata baru tersebut.	1 2 3 4 5
4	<b>I remember a new English word by making a mental picture of a situation in which the word might be used.</b> Saya mengingat kata baru Bahasa Inggris dengan menggambarkan situasi di mana kata tersebut digunakan.	1 2 3 4 5
5	<b>I use rhymes to remember new English words.</b> Saya menggunakan rima dalam mengingat kata-kata baru Bahasa Inggris.	1 2 3 4 5
6	<b>I use flashcards to remember new English words.</b> Saya menggunakan kartu untuk mengingat kata-kata baru Bahasa Inggris.	1 2 3 4 5
7	<b>I physically act out new English words.</b> Saya memperagakan kata-kata baru Bahasa Inggris.	1 2 3 4 5
8	<b>I review English lessons often.</b> Saya sering mengulang atau mengulas kembali materi Bahasa Inggris.	1 2 3 4 5
9	<b>I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.</b> Saya mengingat kata-kata atau frase-frase baru Bahasa Inggris dengan mengingat letaknya pada halaman buku, papan, atau pada tanda-tanda di jalan.	1 2 3 4 5
10	<b>I say or write new English words several times.</b> Saya mengucapkan atau menuliskan secara berulang-ulang kata-kata baru Bahasa Inggris.	1 2 3 4 5

11	<b>I try to talk like native speakers.</b> Saya mencoba untuk berbicara seperti penutur asli Bahasa Inggris.	1 2 3 4 5
12	<b>I practice the sounds of English.</b> Saya berlatih mengucapkan kata-kata Bahasa Inggris.	1 2 3 4 5
13	<b>I use the English words I know in different ways.</b> Saya menggunakan kata-kata Bahasa Inggris yang saya ketahui dengan cara yang berbeda—beda.	1 2 3 4 5
14	<b>I start conversation in English.</b> Saya bercakap-cakap dengan Bahasa Inggris.	1 2 3 4 5
15	<b>I watch English language TV shows spoken in English or go to movies spoken in English.</b> Saya menonton acara televisi atau menonton film yang berbahasa Inggris.	1 2 3 4 5
16	<b>I read for pleasure in English.</b> Saya membaca buku Bahasa Inggris sebagai hiburan.	1 2 3 4 5
17	<b>I write notes, messages, letters, or reports in English.</b> Saya menulis catatan, pesan, surat dan laporan dengan menggunakan Bahasa Inggris.	1 2 3 4 5
18	<b>I first skim an English passage (read over the passage quickly) then go back and read carefully.</b> Dalam membaca buku berbahasa Inggris, pertama kali, saya membacanya secara sekilas kemudian memulai kembali dari awal untuk membacanya dengan seksama.	1 2 3 4 5
19	<b>I look for words in my own language that are similar to new words in English.</b> Saya mencari kata-kata dalam bahasa saya sendiri (Bahasa Indonesia) yang mirip dengan kata-kata baru Bahasa Inggris.	1 2 3 4 5
20	<b>I try to find patterns in English.</b> Saya mencoba menemukan pola-pola Bahasa Inggris.	1 2 3 4 5



21	<b>I find the meaning of an English word by dividing it into parts that I understand.</b> Saya mengartikan kata-kata dari Bahasa Inggris dengan cara memisahkannya satu per satu menjadi bagian-bagian yang saya mengerti.	1 2 3 4 5
22	<b>I try not to translate word-for-word.</b> Saya mencoba untuk tidak menerjemahkan kata per kata.	1 2 3 4 5
23	<b>I make summaries of information that I hear or read in English.</b> Saya membuat ringkasan informasi dari yang saya dengar atau baca dalam bahasa Inggris.	1 2 3 4 5
24	<b>To understand unfamiliar English words, I make guesses.</b> Saya mencoba menerka kata-kata Bahasa Inggris untuk memahami kata-kata Bahasa Inggris yang tidak terlalu saya pahami.	1 2 3 4 5
25	<b>When I can't think of a word during a conversation in English, I use gestures.</b> Saya menggunakan gerak tubuh (gesture) ketika saya tidak dapat mengungkapkan kata-kata Bahasa Inggris dalam percakapan.	1 2 3 4 5
26	<b>I make up new words if I do not know the right ones in English.</b> Saya membuat kata-kata/ istilah baru jika saya tidak mengetahui kata-kata Bahasa Inggris yang benar.	1 2 3 4 5
27	<b>I read English without looking up every new word.</b> Saya membaca bacaan Bahasa Inggris tanpa melihat satu persatu arti kata-kata tersebut dalam kamus.	1 2 3 4 5
28	<b>I try to guess what the other person will say next in English.</b> Saya mencoba untuk menebak apa yang selanjutnya akan dikatakan orang lain ketika orang lain tersebut berbicara Bahasa Inggris.	1 2 3 4 5
29	<b>If I can't think of an English word, I use a word or phrase that means the same thing.</b> Jika saya tidak mengerti sebuah kata dalam Bahasa Inggris, saya menggunakan kata atau frase yang mempunyai arti yang sama.	1 2 3 4 5
30	<b>I try to find as many ways as I can to use my English.</b> Saya berusaha untuk menemukan cara sebanyak-banyaknya untuk mempraktekkan Bahasa Inggris saya.	1 2 3 4 5
31	<b>I notice my English mistakes and use that information to help me do better.</b> Saya memperhatikan kesalahan-kesalahan Bahasa Inggris saya dan menggunakan informasi tersebut untuk membantu saya agar saya dapat belajar lebih baik lagi.	1 2 3 4 5
32	<b>I pay attention when someone is speaking English.</b> Saya memperhatikan ketika orang lain berbicara dalam Bahasa Inggris.	1 2 3 4 5
33	<b>I try to find out how to be a good learner of English.</b> Saya mencari tahu bagaimana untuk menjadi pembelajar Bahasa Inggris yang baik.	1 2 3 4 5
34	<b>I plan my schedule so I will have enough time to study English.</b> Saya membuat jadwal belajar sehingga saya mempunyai cukup waktu untuk mempelajari Bahasa Inggris.	1 2 3 4 5

35	<b>I look for people I can talk to in English.</b> Saya mencari orang-orang yang bisa saya ajak bercakap-cakap Bahasa Inggris.	1 2 3 4 5
36	<b>I look for opportunities to read as much as possible in English.</b> Saya mencari kesempatan untuk membaca bacaan Bahasa Inggris sebanyak mungkin.	1 2 3 4 5
37	<b>I have clear goals for improving my English skills.</b> Saya mempunyai tujuan yang jelas dalam meningkatkan kemampuan berbahasa Inggris saya.	1 2 3 4 5
38	<b>I think about my progress in learning English.</b> Saya memperhatikan kemajuan saya dalam mempelajari Bahasa Inggris.	1 2 3 4 5
39	<b>I try to relax whenever I feel afraid of using English.</b> Saya mencoba untuk rileks ketika saya merasa takut dalam menggunakan Bahasa Inggris.	1 2 3 4 5
40	<b>I encourage myself to speak English even when I am afraid of making a mistake.</b> Saya menyemangati diri saya sendiri untuk berbicara Bahasa Inggris ketika saya takut membuat kesalahan.	1 2 3 4 5
41	<b>I give myself a reward or treat when I do well in English.</b> Saya akan membahagiakan diri saya sendiri ketika saya telah berhasil dalam mempelajari Bahasa Inggris.	1 2 3 4 5
42	<b>I notice if I am tense or nervous when I am studying or using English.</b> Saya memperhatikan diri saya sendiri ketika saya merasa tegang atau gugup ketika mempelajari Bahasa Inggris.	1 2 3 4 5
43	<b>I write down my feelings in a language learning diary.</b> Saya menuliskan perasaan-perasaan saya dalam sebuah diari/ catatan pembelajaran bahasa.	1 2 3 4 5
44	<b>I talk to someone else about how I feel when I am learning English.</b> Saya menceritakan kepada orang lain tentang perasaan saya mempelajari Bahasa Inggris.	1 2 3 4 5
45	<b>If I do not understand something in English, I ask the other person to slow down or say it again.</b> Jika saya tidak mampu menangkap pembicaraan orang lain yang menggunakan Bahasa Inggris, saya akan meminta orang tersebut untuk berbicara lebih pelan atau meminta orang tersebut untuk mengulang pembicaraannya.	1 2 3 4 5
46	<b>I ask speakers to correct me when I talk.</b> Saya meminta penutur Bahasa Inggris untuk mengoreksi saya pada saat berbicara Bahasa Inggris.	1 2 3 4 5
47	<b>I practice English with other students.</b> Saya mempraktekkan Bahasa Inggris saya dengan siswa-siswa lain.	1 2 3 4 5
48	<b>I ask for help from English speakers.</b> Saya sering meminta bantuan kepada penutur Bahasa Inggris.	1 2 3 4 5

49	<b>I ask questions in English.</b> Saya bertanya dengan menggunakan Bahasa Inggris.	1 2 3 4 5
50	<b>I try to learn about the culture of English speakers.</b> Saya mencoba untuk mempelajari budaya penutur Bahasa Inggris.	1 2 3 4 5



**Appendix 5. TOEFL Score**

**TOEFL PREPARATION (TP-1) Test Result**

**TERM IV / 2013**

**LBPP LIA MALANG**

<b>NO</b>	<b>NAME</b>	<b>SCORE</b>
1	DIAN NOVITA	470
2	KURNIAWATI SHOLIKHA	345
3	YOGA WINANTEA	530
4	JODHA	490
5	KIASATINA AMALIA	566
6	STELLA RAHMAWATY	389
7	MUHAMMAD ADIB RAMAHDANI	422
8	MATYAS VONY	403
9	RHENO HENDRAWAN	536
10	RIZQI PUTRA	428
11	MAYA ANGGITA	460
12	LILIS SETYOWATI	429
13	DEWI LARASATI	550
14	MAYA AYU AZHARY	460
15	HARDIAN SAPUTRA	596
16	DWI PUJI LESTARI	365
17	LITA ANDRIANI	430
18	LING SANDRA ARYSTYANI H.A.K	479
19	GITYA DINA HERAWATY	432

**TOEFL PREPARATION (TP-1) Test Result**  
**TERM IV/ 2013**  
**LBPP LIA MALANG**

NO	NAMA	SCORE
1	FENNY AMALIA MAHARA	413
2	FERA PRATIWI	406
3	YEKTI PUSPITA	475
4	TIFFANI APRESILLA	397
5	DITA PRAMAWATI	438
6	FITHALOKA H.S	450
7	WIDYA GALIH	461
8	DIAN AYU PRASTIWI	384
9	SITI ROHMATUL WAKHIDAH	385
10	WENNY RAHMAWATY	437
11	HALINDA NOVITA SARI	460
12	AYUS DITA DEWI	443
13	AYU RAFITA DWI	487
14	CECILIA OVI	457
15	HERDIKA AYU RETNO	450
16	DITA ALFITA	570
17	HERU WAHYU	473
18	STEVENT	550

## Appendix 6: Berita Acara Bimbingan Skripsi

### BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Maya Karolina
2. NIM : 0911110214
3. Program studi : Sastra Inggris
4. Topik Skripsi : Second Language Acquisition; Language Learning Strategies
5. Judul Skripsi : Language Learning Strategies Used by The Students of TOEFL Preparation Class at LBPP LIA Malang
6. Tanggal Mengajukan : 18/02/2013
7. Tanggal Selesai Revisi : 09/05/2014
8. Nama Pembimbing : I. Syariful Muttaqin, M.A.  
II. Ida Puji Lestari, M.Pd.
9. Keterangan Konsultasi

No.	Tanggal	Materi	Pembimbing	Paraf
1.	18 Februari 2013	Pengajuan dan persetujuan Skripsi	Pembimbing I	
2.	18 Februari 2013	Pengajuan dan persetujuan Skripsi	Pembimbing II	
3.	26 Februari 2013	Pengumpulan Bab I, II, III	Pembimbing I	
4.	27 Februari 2013	Konsultasi Bab I, II, III	Pembimbing I	
5.	8 Maret 2013	Penyerahan Bab I, II, III	Pembimbing I	
6.	14 Maret 2013	Revisi Bab I, II, III	Pembimbing I	
7.	20 Maret 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	
8.	28 Maret 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	
9.	3 Mei 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	
10.	20 Mei 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	
11.	6 Juli 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	
12.	16 September 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	
13.	3 Oktober 2013	Penyerahan revisi Bab I, II, III	Pembimbing I	
14.	30 Oktober 2013	ACC Sempro	Pembimbing I	

15.	1 November 2013	Penyerahan Bab I, II, III	Pembimbing II
16.	5 November 2013	Penyerahan revisi Bab I, II, III	Pembimbing II
17.	8 November 2013	ACC Sempro	Pembimbing II
18.	14 November 2013	Seminar Proposal	Pembimbing I
19.	14 November 2013	Seminar Proposal	Pembimbing II
20.	12 Februari 2014	Penyerahan revisi proposal dan Bab IV, V	Pembimbing I
21.	3 Maret 2014	Penyerahan revisi proposal dan Bab IV, V	Pembimbing I
22.	25 April 2014	Penyerahan revisi proposal dan Bab IV, V	Pembimbing II
23.	27 April 2014	Penyerahan revisi proposal dan Bab IV, V	Pembimbing II
24.	2 Mei 2014	ACC Semhas	Pembimbing I
25.	2 Mei 2014	ACC Semhas	Pembimbing II
26.	9 Mei 2014	Seminar Hasil	Pembimbing I
27.	9 Mei 2014	Seminar Hasil	Pembimbing II
28.	13 Mei 2014	Penyerahan revisi semhas	Pembimbing I
29.	16 Mei 2014	Penyerahan revisi semhas	Pembimbing I
30.	16 Mei 2014	Penyerahan revisi semhas	Pembimbing II
32.	19 Mei 2014	Penyerahan revisi semhas	Pembimbing II
33.	22 Mei 2014	ACC ujian sidang	Pembimbing I
34.	22 Mei 2014	ACC ujian sidang	Pembimbing II
35.	2 Juni 2014	Ujian Sidang	Pembimbing I
36.	2 Juni 2014	Ujian Sidang	Pembimbing II

37.	18 Juni 2014	Revisi setelah ujian sidang	Pembimbing I
38.	18 Juni 2014	Revisi setelah ujian sidang	Pembimbing II

10. Telah dievaluasi dan diuji dengan nilai :



Malang, 2 Juni 2014

Dosen Pembimbing I

Dosen Pembimbing II

Syariful Muttaqin, M.A  
NIP. 19751101 200312 1 001

Ida Puji Lestari, M.Pd.  
NIK. 800630 12 1 2 0083

Mengetahui,  
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