

**AN ANALYSIS OF LANGUAGE LEARNING STRATEGIES
USED BY EFL STUDENT TEACHERS AT ENGLISH
LANGUAGE EDUCATION PROGRAM
UNIVERSITAS NEGERI PADANG**

THESIS

**Submitted as Partial Fulfillment of the Requirements to Obtain
Bachelor of Education (B.Ed) in English Language Education Program**



TRINANDA MAHDIYAH LESTARI

16018065 / 2016

Advisor:

Sitti Fatimah, S.S., M.Ed., Ph.D.

NIP. 197206151999032002

**ENGLISH LANGUAGE EDUCATION PROGRAM
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG**

2020

**AN ANALYSIS OF LANGUAGE LEARNING STRATEGIES
USED BY EFL STUDENT TEACHERS AT ENGLISH
LANGUAGE EDUCATION PROGRAM
UNIVERSITAS NEGERI PADANG**

THESIS

**Submitted as Partial Fulfillment of the Requirements to Obtain
Bachelor of Education (B.Ed) in English Language Education Program**



TRINANDA MAHDIYAH LESTARI

16018065 / 2016

Advisor:

Sitti Fatimah, S.S., M.Ed., Ph.D.

NIP. 197206151999032002

**ENGLISH LANGUAGE EDUCATION PROGRAM
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG**

2020

HALAMAN PERSETUJUAN SKRIPSI

Judul : An Analysis of Language Learning Strategies
Used by EFL Student Teachers at English
Language Education Program, Universitas
Negeri Padang

Nama : Trinanda Mahdiyah Lestari

NIM/TM : 16018065/2016

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Fakultas Bahasa dan Seni

Padang, 13 February 2020

Disetujui oleh,

Pembimbing



Sitti Fatimah, S.S., M.Ed., Ph.D.
NIP: 197206151999032002

Mengetahui

Ketua Jurusan Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 197105251998022002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra
Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang
dengan judul

**“An Analysis of Language Learning Strategies Used by EFL Student
Teachers at English Language Education Program, Universitas Negeri
Padang”**

Nama : Trinanda Mahdiyah Lestari
NIM/TM : 16018065/2016
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni


Padang, 13 February 2020

Tim Penguji

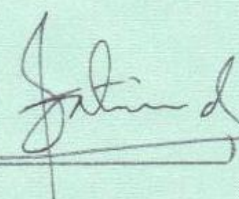
1. Ketua : Dra. Yetti Zainil, M.A., Ph.D.

Tanda Tangan


2. Sekretaris : Dr. Ratmanida, M.Ed., TEFL.



3. Anggota : Sitti Fatimah, S.S., M.Ed., Ph.D.





UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang, Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertandatangan di bawah ini:

Nama : Trinanda Mahdiyah Lestari
NIM/TM : 16018065/2016
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *An Analysis of Language Learning Strategies Used by EFL Student Teachers at English Language Education Program, Universitas Negeri Padang* benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra Inggris

Desvalina Anwar, S.S., M.Hum., Ph.D
NIP. 19710525.199802.2.002

Padang, 14 Februari 2020

Saya yang menyatakan,



Trinanda Mahdiyah Lestari
NIM. 16018065/2016

ABSTRACT

Lestari, Trinanda Mahdiyah. 2020. An Analysis of Language Learning Strategies Used by EFL Student Teachers at English Language Education Program Universitas Negeri Padang: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa da Seni. Universitas Negeri Padang.

The current study was carried out with the intention of investigating the EFL student teachers' Language Learning Strategies (LLS) in learning English. This study also aims for exploring the level of using LLS and identifying the most and least preferred strategy employed by EFL student teachers of English Language Education Program at Universitas Negeri Padang. This descriptive research used a quantitative descriptive method. The total sampling technique is used to all participants of EFL student teachers at International classes of 2019/2020 academic year. The data was gathered through Strategy Inventory for Language Learning (SILL) questionnaire version 7.0 developed by Oxford and administered to 82 international EFL student teachers. SILL consists of 50 statements which have six categories as well as *Memory*, *Cognitive*, *Compensation*, *Metacognitive*, *Affective*, and *Social*. The data was analyzed through M.Excel and SPSS version 25. The result indicated all international EFL student teachers employed all strategies categorized as the High level with the average ($M=3.80$). The most frequently used is *Metacognitive* strategy ($M=4.01$) and the least frequently used is *Affective* strategy ($M=3.53$). It can be concluded that language learning strategies are important in raising the learners' learning awareness and improve the educators' teaching preference.

Key words: Learning Strategies, Language Learning Strategies, Strategy Inventory for Language Learning (SILL), higher education, student teachers, Indonesian context

ABSTRAK

Lestari, Trinanda Mahdiyah. 2020. An Analysis of Language Learning Strategies Used by EFL Student Teachers at English Language Education Program Universitas Negeri Padang: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa da Seni. Universitas Negeri Padang.

Penelitian saat ini dilakukan dengan tujuan menyelidiki Strategi Pembelajaran Bahasa dari mahasiswa pendidikan bahasa Inggris dalam belajar bahasa Inggris. Penelitian ini juga bertujuan untuk mengeksplorasi tingkatan penggunaan pembelajaran bahasa, serta mengkaji strategi yang paling sering digunakan dan yang tidak sering digunakan oleh mahasiswa dari Program Pendidikan Bahasa Inggris di Universitas Negeri Padang. Penelitian deskriptif ini menggunakan metode deskriptif kuantitatif. Teknik total sampling digunakan untuk semua mahasiswa pendidikan bahasa Inggris yang ada di kelas internasional untuk tahun akademik 2019/2020. Data dikumpulkan melalui kuesioner Inventarisasi Strategi untuk Belajar Bahasa (SILL) versi 7.0 yang dikembangkan oleh Oxford dan diberikan kepada 82 mahasiswa pendidikan bahasa Inggris kelas internasional. SILL terdiri dari 50 pernyataan yang memiliki enam kategori serta *Memori, Kognitif, Kompensasi, Metakognitif, Afektif, dan Sosial*. Data dianalisis melalui M.Excel dan SPSS versi 25. Hasilnya menunjukkan semua mahasiswa pendidikan bahasa Inggris kelas internasional menggunakan semua strategi di tingkat tinggi dengan rata-rata (Mean=3,80). Yang paling sering digunakan adalah strategi *Metakognitif* (M=4,01) dan yang paling tidak sering digunakan adalah strategi *Afektif* (M=3,53). Dapat disimpulkan bahwa strategie pembelajaran bahasa sangat penting dalam meningkatkan kesadaran belajar siswa dan mampu meningkatkan kecenderungan pembelajaran oleh tenaga pendidik.

Kata kunci: Strategi Pembelajaran, Strategi Pembelajaran Bahasa, Inventarisasi Strategi untuk Belajar Bahasa (SILL), pendidikan tinggi, mahasiswa pendidikan bahasa Inggris, konteks negara Indonesia

ACKNOWLEDGEMENTS

First of all, the I would like to say *Alhamdulillahirrabbi'l'amin*. All praise be upon to *Allah Subhanahu Wata'ala*, the Lord of the Universe, with His uncountable blessing, mercy, and great guidance, that has given me the good health and welfare to finish this thesis entitled ***“An Analysis of Language Learning Strategies Used by EFL Student Teachers of English Language Education Program Universitas Negeri Padang”*** as one of the requirements for obtaining Strata One (S1) degree at English Language Education Program, English Language and Literature Department, Faculty of Languages and Arts, Universitas Negeri Padang. Also, *shalawat and salam* is delivered to the greatest leader for human beings, the prophet Muhammad *Sallahu 'Alaihi Wasallam*.

Moreover, in accomplishing this thesis, I has been assisted and guided by a number of great people. It is a great pleasure to convey an appreciation and gratitude to thank them in this acknowledgement.

Firstly, I would like to express my sincere gratitude to the honorable advisor, Sitti Fatimah, S.S., M.Ed., Ph.D., for her valuable assistance and inspiration in completing this thesis, also for her worthy advices, and motivation during the study in English Language and Literature Department.

Secondly, an abundance of appreciation is also addressed to the reviewers and examiners of this thesis, Dra. Yetti Zainil, M.A., Ph.D., and Dr. Ratmanida, M.Ed., TEFL. Their constructive ideas, criticisms, and feedbacks have helped me in accomplishing this thesis.

Then, I also would like to express the gratitude to Desvalini Anwar, S.S., M.Hum., Ph.D. and Dr. Muhd. Al Hafizh, S.S., M.A. as the head and the secretary of English Language and Literature Department, Universitas Negeri Padang. Furthermore, the I do not forget to express thanks to all the lectures and staff of English Language and Literature Department for sharing me of precious knowledge and learning experience in college.

Finally, a deep thank and gratitude are dedicated to my beloved parents: Irwan Syofyan and Embun Dini, and the older brother and sister: Ikhsan Irwan and Silviana Anggun Prastiwi, who always give her countless love, send her powerful prayers, and also give both mentally and financially support which help me to finish my study. A huge thanks also given to *Kementerian Pendidikan and Kebudayaan* who has given me a financially support for awarding a fully funded scholarship entitled *Beasiswa Unggulan Masyarakat Berprestasi* to me, start from at the beginning until the last semester. Great thanks are also addressed to Fadhil Aulia and Henni for the full encouragement and priceless motivation. Also, for my friends Messi, Tari, Mega, Wawa, Rina, Fera, Novi, Wahyuni, Valen, Wita, Dini, Nisa, for giving support and valuable contribution. I lastly would like to express my thanks to *K4-2016 and K2-2016 Reborn* fellows for the unforgettable moment I had while studying in English Language and Education Program, also other graduation warriors for supporting each other while fighting for the final assignment.

Padang, January 2020

Trinanda Mahdiyah Lestari

TABLE OF CONTENTS

ABSTRACT.....	iv
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
LIST OF APPENDICES.....	xii
CHAPTER I INTRODUCTION.....	1
A. Research Background.....	1
B. Identification of the Problem.....	6
C. Limitation of the Problem.....	7
D. Research Questions.....	7
E. Purpose of the Research.....	8
F. Significance of the Research.....	8
G. Definition of Key Terms.....	9
CHAPTER II REVIEW OF RELATED LITERATURE.....	10
A. The Characteristics of Good Language Learner.....	10
B. The Nature of Language Learning Strategies.....	12
1) Definition of Language Learning Strategies.....	12
2) Characteristics of Language Learning Strategies.....	14
3) The Taxonomy of Language Learning Strategies.....	18
C. The Function of Language Learning Strategies (Oxford, 1990).....	28
1) Memory Strategies.....	28
2) Cognitive Strategies.....	29
3) Compensation Strategies.....	30
4) Metacognitive Strategies.....	31
5) Affective Strategies.....	31
6) Social Strategies.....	32
D. The Importance of Language Learning Strategies.....	32
E. Previous Studies.....	33
F. Conceptual Framework.....	36

CHAPTER III METHODOLOGY.....	37
A. Research Design.....	37
B. Population and Sample.....	37
C. Research Instrument.....	38
1) Instrument.....	38
2) Validity and Reliability.....	40
D. The Procedure of Data Collection.....	40
E. The Procedure of Data Analysis.....	41
CHAPTER IV FINDING AND DISCUSSION.....	43
A. Findings.....	43
B. Discussion.....	59
CHAPTER V CONCLUSION AND SUGGESTION.....	63
A. Conclusion.....	63
B. Suggestions.....	63
BIBLIOGRAPHY.....	65
APPENDICES.....	75

LIST OF TABLES

Table 2.1. Characteristics of Good Language Learner.....	10
Table 2.2. Characteristics of Language Learning Strategies by Wenden and Lessard-Clouston.....	14
Table 2.3. Characteristics of Language Learning Strategies by Oxford.....	15
Table 2.4. Classification of Language Learning Strategies by Rubin.....	20
Table 2.5. Classification of Language Learning Strategies by O'Malley.....	23
Table 2.6. General Classification of Language Learning Strategies by Oxford....	24
Table 2.7. Specific Classification of Language Learning Strategies by Oxford....	25
Table 3.1. Distribution of strategy items according to six strategy types, according to the SILL questionnaire by Oxford.....	39
Table 3.2. Language Learning Strategies Level (LLS Level) by Oxford.....	42
Table 4.1. Rank Order of LLS Used by Respondents.....	52
Table 4.2. The Summary Score (Mean) of LLS Used by International EFL Student Teachers of 2017, 2018, and 2019.....	49
Table 4.3. The Comparison of Language Learning Strategies Used by International EFL Student Teachers at three classes.....	49
Table 4.4. Summary of the Total Response of Strategy Inventory for LLS by all International EFL student teachers.....	53
Table 4.5. The Strategy Preference based on Individual Item Mean Score of the strategy statement.....	55

LIST OF FIGURES

Figure 2.1. Taxonomy of Language Learning Strategies by Oxford.....	25
Figure 2.2. The Conceptual Framework of the Research.....	36
Figure 4.1. Graphic Representation of Memory Strategies.....	43
Figure 4 2. Graphic Representation of Cognitive Strategies.....	44
Figure 4 3. Graphic Representation of Compensation Strategies.....	45
Figure 4 4. Graphic Representation of Metacognitive Strategies.....	46
Figure 4 5. Graphic Representation of Affective Strategies.....	47
Figure 4 6. Graphic Representation of Social Strategies.....	48

LIST OF APPENDICES

Appendix 1: Strategy Distribution of SILL questionnaire.....	75
Appendix 2: Strategy Inventory for Language Learning (SILL) Oxford Version 7.0.....	76
Appendix 3: Criteria of Language Learning Strategies' Level.....	84
Appendix 4: The Individual Learning Strategy Preference.....	85
Appendix 5: Data Tabulation.....	89
Appendix 6: Surat Izin Penelitian.....	111
Appendix 7: Google Form (Screen Shots of Online Instrument).....	112
Appendix 8: Contacted the Chairman of Each International Class (2017,2018,2019).....	113

CHAPTER I

INTRODUCTION

A. Research Background

In Indonesia, English has become the compulsory lesson that started to be learning since in high schools (secondary or tertiary education level), but in the earlier, it was learned in elementary school education.

Indonesian learners have studied English previously for several years in high schools. However, Indonesian learners are still lack of English proficiency as well as having a poor proficiency level (Haryanti, 2017). The problem is highlighting on the least duration of learning English in the classroom setting. Even English has become the compulsory lesson in secondary or tertiary schools, but the duration of learning English is limited to only three hours in a week and four credits maximum for the university students that are not majoring in English. Also, Indonesian learners are lack exposure in practicing English that might be caused by using *Bahasa Indonesia* while teaching English in high schools or universities (Hastuti, 2014).

In learning English, many experts and researchers have conducted studies on English learning strategies and have different ideas about the theory of language learning strategies. One of the well-known theories about language learning strategies is the theory from Oxford in 1990. The taxonomy of language learning strategies by Oxford (1990) has gained much attention especially in learning English as a foreign and second language. According to Oxford (1990),

the taxonomy of language learning strategies can be divided into two main strategies, they are direct and indirect strategies. Direct and indirect strategies consist of several sub-strategies that can support good language learners in improving the language learning process.

Mistar, Zuhairi, and Parlindungan (2014) claim that language learning strategies become a crucial issue, especially after the 1970s. Before the 1970s, the language learning strategies has not received special attention in the world of education, especially about foreign language learning strategies. Since at the beginning of the world of education, most studies focused on learning English as a second language. Hismanoglu (2000) confirms the fact that previous language learning strategies (LLS) have been identified by many scholars such as O'Malley (1985), Rubin (1987), Oxford (1990), and Stern (1992).

In the language learning environment, there are always learners who are successful and less successful. Laoli (2010) reveals that language learning strategies are believed to affect massively to the success of learners in learning a language. In other words, in order to create a successful language learning process is just by using strategies. As a result, learners should be aware of their learning strategy as soon as possible to create successful language learning. Also, in this era, language learning strategies believed can help learners in improving their self-study process (Zhao, 2009).

Mostly, English used only in certain situations and conditions, especially in dealing with international interactions. English has become the most crucial prerequisites for many job vacancies and scholarship applications that need more

good ability in English. As a result, having a good ability in English is so very needed nowadays. Especially the learning process is expected to become a more effective English learning process in producing proficient or successful English learners.

Most experts and researchers around the world agreed that more proficient learners utilize a wider range of strategies more efficiently than the less proficient learners (Green & Oxford, 1995; Lan & Oxford, 2003; Oxford, 1996; Oxford & Ehrman, 1995; Philips, 1991; Gan and et. al., 2004; Takeuchi, 2003; and Griffiths, 2008 cited in Gerami & Baighlou, 2011). Also, successful learners are commonly laying down on developing a specific task and considering strategies in difficult language settings (Vann & Abraham, 1990). Some studies have investigated the language learning strategies used by successful learners in order to be the reference in training less successful learners (Ramsay, 1980; Vandergrift, 1999; Griffiths, 2010; Khatib, Hassanzadeh, & Rezaei, 2011; Rahayu, 2011; Nuril, 2012; Setiyadi, 2016).

In order to give a more valuable contribution to the field of English language learning strategies, the study of investigating the strategies used by successful, outstanding, or proficient learners are needed. Also, most successful learners usually have a higher learning awareness compared to less successful learners. In this case, the study of investigating the language learning strategies used by international EFL student teachers has been conducted in order to see the strategies used (most-least used) and the level of employing the strategies by the learners in the context of Indonesian higher education.

The studies about language learning strategies have gained attention from many researchers around the world. For example, studies were done by Yang (2007), Kavasoğlu (2009), and Suran and Yunus (2017). Yang (2007) investigating the use of language learning strategies for junior college students in Taiwan. The author administered the Strategy Inventory of Language Learning (SILL) questionnaire by Oxford (1990). Based on the result, the students' strategy enables the EFL teachers to incorporate the training of language learning strategies for junior college students and enable help the students to improve their English language skills.

Secondly, Kavasoğlu (2009) researched language learning strategies used by pre-service teachers of English and investigated the effect of the variable such as gender, the grade of school, and type of high schools on the language learning strategies. The author used the SILL questionnaire by Oxford (1990). The result showed all students indicated using metacognitive strategies at the highest level, and the factors influencing are gender and grade of the class. Thirdly, Suran and Yunus (2017) investigating the language learning strategies of the students in the rural secondary school in Meradong district. The author used the SILL questionnaire by Oxford (1990) and analyzed the data descriptively. The study revealed the students' language learning strategies can help the teachers in improving the effectiveness of the process of the language learning process.

In the area of Universitas Negeri Padang (UNP), the study which investigated the language learning strategies have been carried out several times with mainly examine the language learning strategies of the learners who study

English as a foreign language. For instance, a study was conducted by Jannah (2015). The study findings showed the reading strategies used by students' academic years of 2011 in the English language and literature department are at the medium level with an average Mean point (M) of 3.26. The most dominant strategy used was the cognitive strategy with Mean score is 3.46. The other studies were conducted by Hadi, Adnan, and Wahyuni (2016) and Patmawati, Amri, and Fatimah (2018). Hadi, Adnan and Wahyuni (2016) investigated listening strategies used by the English department especially for successful listeners (higher test score) and unsuccessful listeners (lower test score). The result showed the dominant strategy used by successful and unsuccessful is metacognitive. Another study by Patmawati, Amri and Fatimah (2018). The study findings show the speaking strategies used by the proficient learners (have learned Speaking 1 and Speaking 2), is in the medium level with the average Mean score is 3.43.

Most researchers studied the primary, secondary and tertiary school students' language learning strategies (Amir, 2018; Zakaria, Zakaria & Azmi, 2018; Edvardsdóttir, 2010; Kaur & Embi, 2011; Nayan & Krishnasamy, 2018; and Lan, 2005). As a result, the studies which focus on university students are not very common, especially the study about language learning strategies of the EFL (English as a foreign language) student teachers. Based on the previous studies, mostly only focused on certain language skills of language learning strategy within specific skills such as listening, speaking, reading, or writing (Jannah, 2015; Hadi, Adnan & Wahyuni, 2016; Patmawati, Amri & Fatimah, 2018; Zukang, 1994;

McMullen, 2009). To give more contribution to the study of language learning strategy, it is better to conducted the study about the most and least frequently strategies used by EFL student teachers, this study focused on seeing the strategies employed by the EFL student teachers of the international classes and can be used for being a criteria in training the less successful EFL student teachers. Thus, the comprehensive research that investigated all language learning categories is necessary.

One of the reasons that make this research different from the previous research is in this research it investigated the language learning strategies of the international EFL student teachers in all categories (memory, cognitive, compensation, metacognitive, affective, and social) and involved all skills (listening, speaking, reading, and writing). Then, this research used the original questionnaire of Strategy Inventory Language Learning (SILL) by Oxford in 1990 version 7.0 to investigate the language learning strategies used by the international EFL student teachers. The researcher focused under the title *An Analysis of Language Learning Strategies Used by EFL Student Teachers of English Language Education Program at Universitas Negeri Padang*.

B. Identification of the Problem

Based on the background above, the condition of the status of international EFL student teachers become the main issue of this research is investigating the language learning strategies employ by the ‘outstanding’ student teachers. The importance of investigating more in strategies preference is useful for other academic purposes, especially in processing the learning process for

other less successful classes while learning English. Mostly, people believe the international EFL student teachers have higher intelligence compared to other EFL educational classes in English language education program. This becomes the main reason for conducting this research in order to see in more detail the strategies used by proficient learners and can use as the reference in training or enhancing the less proficient learners in EFL student teachers' context.

C. Limitation of the Problem

The problem of this research is limited and focused on language learning strategies used by the international EFL student teachers of English language education program at Universitas Negeri Padang, which involved investigating all categories of language learning strategies used.

D. Research Questions

Dealing with the limitation and problem above, the researcher formulates the problem as follows :

- 1) Are the international EFL student teachers of English Language Education Program at Universitas Negeri Padang high, medium, or low 'language learning strategy' users?
- 2) What are the most and the least strategy used by international EFL student teachers of English Language Education Program at Universitas Negeri Padang?

E. Purpose of the Research

The purpose of this research are to describe the use of language learning strategies, then identifying what is the most and least strategy used by the international EFL student teachers of English language education program at Universitas Negeri Padang (UNP).

F. Significance of the Research

The result of this research hopefully can give some advantages not only theoretically but also practically go to:

1) Student teachers

The result of this research is expected to give more information about language learning strategies used by learners in the international classes of English language and literature department in UNP. This can make the learners understand kinds of English language learning strategies that can be used in identifying strengths and weaknesses. Furthermore, the result of this study can be used as a reference in training the other EFL student teachers from other classes.

2) Teacher educators or lecturers

This research is expected to add a variety of concepts of the language learning strategies used by English learners that owning advance level in learning English as a foreign language. Additionally, the result of this research may give benefits to lecturers in emphasizing which strategy more needed by the learners or the EFL student teachers.

3) Other researchers

Based on the result of this study, this research can give the comparison result of the university students' English language learning strategies. Then, other researchers may practice, choose, develop a variety of strategies to be learned based on particular purposes. Likewise, other researchers may examine, criticize or give suggestions related to the language learning strategies aspects.

G. Definition of Key Terms

To avoid misunderstanding about the title that is adapted in this research, the researcher feels necessary to describes the key terms as follows:

- 1) Analysis: The process of collecting and analyzing the information to investigating the level of using language learning strategies, and the most-least strategy used by the international EFL student teachers.
- 2) Language Learning Strategies: The tools, techniques, shortcuts, actions, and behaviors that are used consciously in order to improve the quality of language learning process become easier, as well as become unconscious when already accustomed for using those. These strategies focused on learning English. Strategies used to make the learners easy to comprehend and to understand the language. Usually, the strategies used are different from each individual.
- 3) EFL: To indicate learning English as a foreign language.
- 4) Student teachers: The term used to indicate the university students who are enrolling in the education major.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The study showed that international EFL student teachers were aware that leaning strategies were a part of their language learning process. The strategy used indicates these learners as High users for all LLS categories within the Mean score is 3.80 (3.50 or above indicate the High Level). The international EFL student teachers also indicated as High users for *Metacognitive* strategies (M=4.01) which help the learners in directing, organizing, and planning their language learning process. The respondents also indicate the least frequently used strategy is the *Affective* strategy (M=3.53) which mean the learners are lack of controlling the emotions, attitudes, and motivation in learning.

B. Suggestions

In order to support the teaching and learning process, English educators should consider the learners' LLS and administer the appropriate teaching instruction and activities based on the learners' differences and circumstances in order to make the learners more successful. For the international class educators, it is also better to improve the language learning strategies dealing with the learning task, difficulties, and learning objectives. Then for the educators of none international class, it is better to use the result of this study to become the reference in training the less successful or proficient learners. Also, it is suggested to teach the learners to use LLS to make the learners can have a better language learning process and support their learning achievement.

Hopefully, the result of this study can give a more valuable contribution to the readers, experts, or researchers in order to increase the learners' awareness of language learning strategies, and increase the teaching preferences. Further research also needs to explore how successful learners and less successful learners learn English in the EFL context.

BIBLIOGRAPHY

- Amir, M. (2018). Language learning strategies used by Junior High school EFL learners. *Language and Language Teaching Journal*, 21(1), 94-103
- Braine, G. (Ed.). (2014). *Teaching English to the world: History, curriculum, and practice*. Routledge.
- Chamot, A. U. (2004). Issues in language learning strategy research and teaching. *Electronic journal of foreign language teaching*, 1(1), 14-26.
- Chamot, A. U. (2005). Language learning strategy instruction: Current issues and research. *Annual review of applied linguistics*, 25, 112-130.
- Cohen, A. D. (1990). *Language learning: Insights for learners, teachers, and researchers*. New York: Newbury House.
- Cohen, A. (2003). Strategy Training for Second Language Learners. ERIC Digest.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Dabbagh, N., & Bannan-Ritland, B. (2005). *Online learning: Concepts, strategies, and application* (pp. 68-107). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- De Houwer, J., Barnes-Holmes, D., & Moors, A. (2013). What is learning? On the nature and merits of a functional definition of learning. *Psychonomic bulletin & review*, 20(4), 631-642.

- Dörnyei, Z. (2006). Individual differences in second language acquisition. *AILA review*, 19(1), 42-68.
- Edwardsdóttir, E. (2010). *Popular and useful learning strategies in language acquisition amongst teenagers* (Doctoral dissertation).
- Ehrman, M., & Oxford, R. (1990). Adult language learning styles and strategies in an intensive training setting. *The modern language journal*, 74(3), 311-327.
- Ellis, N. C. (1994). Implicit and explicit language learning. *Implicit and explicit learning of languages*, 79-114.
- Ervin-Tripp, S. M. (1974). Is second language learning like the first. *TESOL quarterly*, 111-127.
- Foley, G. (Ed.). (2004). *Dimensions of adult learning*. McGraw-Hill Education (UK).
- Gerami, M. H., & Baighlou, S. M. G. (2011). Language learning strategies used by successful and unsuccessful Iranian EFL students. *Procedia-Social and Behavioral Sciences*, 29, 1567-1576.
- Gerber, B. L., Marek, E. A., & Cavallo, A. M. (2001). Development of an informal learning opportunities assay. *International Journal of Science Education*, 23(6), 569-583.
- Ghanbarzahi, F. A. (2013). *A survey study of language learning strategy use in the Iranian EFL context: Teachers' and learners' views* (Doctoral

dissertation, Eastern Mediterranean University (EMU)-Doğu Akdeniz Üniversitesi (DAÜ.).

Griffiths, C. (Ed.). (2008). *Lessons from good language learners*. Cambridge University Press.

Gürsoy, E. (2010). Investigating Language Learning Strategies of EFL Children for the Development of a Taxonomy. *English Language Teaching*, 3(3), 164-175.

Hadi, M. S., Adnan, A., & Wahyuni, D. (2016). The Analysis of Listening Strategies Used by the English Department Students of Faculty of Languages and Arts of Universitas Negeri Padang. *Journal of English Language Teaching*, 5(1), 201-209.

Haryanti, H. (2017, October). Out-of-Class English Language Learning Strategies Used by English Majors in Indonesia. In *International Conference on Education in Muslim Society (ICEMS 2017)*. Atlantis Press

Hastuti, T. (2014). Exploring STAIN Pekalongan Students' Strategies in Learning English Language *Jurnal Penelitian Humaniora*, 15(2), 121-130.

Hinkel, E. (Ed.). (2011). *Handbook of research in second language teaching and learning* (Vol. 2). Routledge.

Hismanoglu, M. (2000). Language learning strategies in foreign language learning and teaching. *The Internet TESL Journal*, 6(8), 12-12.

- Hong-Nam, K., & Leavell, A. G. (2006). Language learning strategy use of ESL students in an intensive English learning context. *System*, 34(3), 399-415.
- Humphrey, G. (2013). *The nature of learning: In its relation to the living system*. Routledge.
- Hurd, S., & Lewis, T. (Eds.). (2008). *Language learning strategies in independent settings* (Vol. 33). Multilingual matters.
- Husted, B. W., & Allen, D. B. (2000). Is it ethical to use ethics as strategy?. In *Business Challenging Business Ethics: New Instruments for Coping with Diversity in International Business* (pp. 21-31). Springer, Dordrecht.
- Jannah, R. (2015). An Analysis of Reading Learning Strategies Used by English Department Students, UNP. *Padang. Universitas Negeri Padang*.
- Katz, B. R., Preez, N. D., & Schutte, C. S. L. (2010). Definition and role of an innovation strategy. In *SAIIE conference proceedings* (pp. 60-74).
- Kaur, M., & Embi, M. A. (2011). The Relationship between Language Learning Strategies and Gender among Primary School Students. *Theory & Practice in Language Studies*, 1(10).
- Kavasoğlu, M. (2009). Learning strategy use of pre-service teachers of English language at Mersin University. *Procedia-Social and Behavioral Sciences*, 1(1), 993-997.

- Khamkhien, A. (2010). Factors affecting language learning strategy reported usage by Thai and Vietnamese EFL learners. *Electronic Journal of foreign Language teaching*, 7(1), 66-85.
- Khatib, M., Hassanzadeh, M., & Rezaei, S. (2011). Vocabulary Learning Strategies of Iranian Upper-Intermediate EFL Learners. *International Education Studies*, 4(2), 144-152.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Lan, R. L. (2005). *Language learning strategies profiles of EFL elementary school students in Taiwan* (Doctoral dissertation)
- Laoli, A. (2010). The Analysis of the Students' English Learning Strategies at the Third Grade of SMA Negeri 3 Gunungsitoli. *Didaktik: Jurnal Ilmiah Pendidikan, Humaniora, Sains, dan Pembelajarannya*, 4(2), 1-21.
- Lessard-Clouston, M. (1997). Language learning strategies: An overview for L2 teachers. *The internet TESL journal*, 3(12), 69-80.
- Lestari, N. O. (2015). Language learning strategies of English Education Department of FITK. *Jakarta. UIN Jakarta*.
- Long, M. H., & Doughty, C. J. (Eds.). (2011). *The handbook of language teaching* (Vol. 63). John Wiley & Sons.
- Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology*. John Wiley & Sons Inc.

- McMullen, M. G. (2009). Using language learning strategies to improve the writing skills of Saudi EFL students: Will it really work?. *System*, 37(3), 418-433.
- Mistar, J., Zuhairi, A., & Parlindungan, F. (2014). Strategies of Learning English Writing Skill by Indonesian Senior High School Students. *Arab World English Journal*, 5(1).
- Nayan, S., & Krishnasamy, H. N. (2018). A PRELIMINARY STUDY ON THE POST-SECONDARY SCHOOL STUDENTS' LANGUAGE LEARNING STRATEGIES. *e-Academia Journal*, 7(1)
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. *TESOL quarterly*, 37(4), 589-613.
- Nuril, F. A. Y. (2012). *The Application Of Language Learning Strategies And Their Relationship With English Proficiency: A Study At International Undergraduate Program Of Faculty Of Economics And Business University Of Brawijaya* (Doctoral dissertation, Universitas Brawijaya).
- Oxford, R., & Nyikos, M. (1989). Variables affecting choice of language learning strategies by university students. *The modern language journal*, 73(3), 291-300.
- Oxford, R. (1990). Language learning strategies. *New York*, 3.

- Oxford, R. L. (1996). Employing a questionnaire to assess the use of language learning strategies. *Applied language learning*, 7(1), 28-47.
- Oxford, R. L. (Ed.). (2003). *Language learning styles and strategies*. Mouton de Gruyter.
- O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G. L. O. R. I. A., Russo, R. P., & Küpper, L. (1985). Learning strategy applications with students of English as a second language. *TESOL quarterly*, 19(3), 557-584.
- O'Malley, J. M., & Chamot, A. U. (1987). The cognitive academic language learning approach: A bridge to the mainstream. *TESOL quarterly*, 21(2), 227-249.
- O'malley, J. M., O'Malley, M. J., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge university press.
- Patmawati, D., Amri, Z., & Fatimah, S. (2018). An Analysis of Speaking Learning Strategies Used by Proficient Learners of English Language and Literature Department in Universitas Negeri Padang. *Journal of English Language Teaching*, 7(1), 141-150.
- Peacock, M., & Ho, B. (2003). Student language learning strategies across eight disciplines. *International Journal of Applied Linguistics*, 13(2), 179-200.
- Rahayu, W. (2011). Strategies in Learning English Used by the Successful Learners of English at Laboratory Junior High School State University of

Malang: A Case Study. *SKRIPSI Jurusan Sastra Inggris-Fakultas Sastra UM.*

Ramsay, R. M. (1980). Language-learning approach styles of adult multilinguals and successful language learners. *Annals of the New York Academy of Sciences*

Rubin, J. (1975). What the "good language learner" can teach us. *TESOL quarterly*, 41-51.

Rubin, Joan (1987). Learner strategies: theoretical assumptions, research history and typology. In A. Wenden & Joan Rubin (eds), 15-19.

Rubin, J. (2005). The expert language learner: A review of good language learner studies and learner strategies. In *Expertise in second language learning and teaching* (pp. 37-63). Palgrave Macmillan, London.

Rukstad, D. J., & Collis, D. (2008). Can You Say What Your Strategy Is?. *Harvard Business Review*, 86, 82-90.

Schmeck, R. R. (Ed.). (2013). *Learning strategies and learning styles*. Springer Science & Business Media

Stern, H. H. (1975). What can we learn from the good language learner?. *Canadian Modern language review*, 31(4), 304-319.

Stern, H. H. (1992). *Issues and options in language teaching*. Oxford Univ Pr.

- Suran, R. D. A., & Yunus, M. M. (2017, May). A survey on students' learning styles and strategies in a rural secondary school in Meradong district. In *International Conference on Education (ICE2) 2018: Education and Innovation in Science in the Digital Era* (pp. 767-778).
- Syahputra, I. (2015). Strategi pembelajaran bahasa Inggris sebagai bahasa asing dalam meningkatkan kemampuan berbahasa siswa. *Kutubkhanah*, 17(1), 127-145.
- Tavil, Z. M. (2009). Parental attitudes towards English education for kindergarten students in Turkey. *Kastamonu Eğitim Dergisi*, 17(1), 331-340.
- Trang, T. T. T., & Baldauf Jr, R. B. (2007). Demotivation: Understanding resistance to English language learning-the case of Vietnamese students. *The journal of Asia TEFL*, 4(1), 79-105.
- Tucker, G. R. (2001). Age of beginning instruction. *Tesol Quarterly*, 35(4), 597-598.
- Vandergrift, L. (1999). Facilitating second language listening comprehension: Acquiring successful strategies.
- Vann, R. J., & Abraham, R. G. (1990). Strategies of unsuccessful language learners. *TESOL quarterly*, 24(2), 177-198.
- Warahmah, M., Ras, F., & Nababan, H. M. (2017). A Study on Language Learning Strategies Used By The Second Year Students of English Study Program of FKIP Universitas Riau in Learning English. *Journal Online*

Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau,
Vol 4 (2), 1-9.

Yang, M. N. (2007). Language learning strategies for junior college students in Taiwan: Investigating ethnicity and proficiency. *Asian EFL Journal*, 9(2), 35-57.

Yilmaz, C. (2010). The relationship between language learning strategies, gender, proficiency and self-efficacy beliefs: a study of ELT learners in Turkey. *Procedia-Social and Behavioral Sciences*, 2(2), 682-687.

Zafar, S., & Meenakshi, K. (2012). A study on the relationship between extroversion-introversion and risk-taking in the context of second language acquisition. *International Journal of Research Studies in Language Learning*, 1(1), 33-40.

Zakaria, N. Y. K., Zakaria, S. N., & Azmi, N. E. (2018). Language Learning Strategies Used by Secondary Schools Students in Enhancing Speaking Skills. *Creative Education*, 9(14), 2357-2366.

Zhao, N. (2009). Metacognitive Strategy Training and Vocabulary Learning of Chinese College Students. *English Language Teaching*, 2(4), 123-129.

Zukang, J. (1994). Learning strategies and their relationship to learning achievement in listening comprehension,[J]. *Foreign Language Teaching and Research*, 1(008).