AN APPRAISAL TOWARD THE LEARNING STRATEGIES USED BY ENGLISH EDUCATION STUDENTS OF STATE UNIVERSITY OF YOGYAKARTA IN THE ACADEMIC YEAR OF 2013

A Thesis

This Thesis is Submitted as Partial Fulfilment of the Requirement for the Attainment of the Degree of *Sarjana Pendidikan* in English Language Education

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Menyatakan bahwa karya ilmiah ini adalah hasil penelitian saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, July 2015

Penulis,

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MOTTOS

Bismillahirrahmanirrahim
(In the name of Allah, the Most Beneficent, and the most merciful)

Wal ‘Asr(i)

Innal insana lafi khusr(in)

Illal adzina amanu waamilus salihati wa tawasau bil’haqqi wa tawasau bissabri(i)

(Q.S. 103: 1-3)

Alhamdulillahirobbil’aalamin
(All the praises and thanks to Allah)

Ashita wa ashita o boku no te ga todoke
(I will grab tomorrow with my own hands)

DEDICATIONS

I would dedicate my thesis to :

my father, my mother, my little sister

my grandmother

and my good friends

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Bismillahirrahmannirrahim... All praise and deepest gratitude be to my greatest Lord, the Almighty, the Merciful, and the most Beneficient, Allah SWT. Nothing much I can say but only Alhamdulillahirrabbil ‘alamin. It is a great blessing for me from my Lord that I can finish my thesis. This thanks His great kindness. *Kalla la tuti’hu wasjud waqtarib...*

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I find that my work is still far from being perfect. I gladly expect any critisms, suggestions, and ideas that will help me get even better. I hope my imperfect work will be beneficial to English language teaching and learning in specific and for readers in general.

Yogyakarta, July 2015

Yanuar Rizki P.H.

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ABSTRACT

There are two objectives in this study. The first one is to assess learning strategies used by students of English education study programme State University of Yogyakarta on their first year study. Then the second one is to present evidence and validate the first objectives. In this study the researcher involved two lecturers and five classes. This research applied the principle of mixed-method research.

The subjects of this study were 88 students of English Education Study Programme academic year 2013/2014 State University of Yogyakarta which were divided into five classes. They are Class J, K, O, F, and P for quantitative research. Then for qualitative research there were seven respondents from two different classes. The data were collected using two instruments. The first one is questionnaire which taken from Oxford's (1990) SILL (Strategy Inventory for Language Learning) version for speakers of other languages learning English. Then the second instrument is interview which is also derived from Oxford's SILL and Oxford's language learning strategy theory (1990). The data were collected by asking participants to fill in the questionnaire and having some respondents to join in a structured one-to-one interview. The quantitative data were in the form of questionnaire result which later processed by computer programme SPSS Data Editor 16.0 for windows and later presented in the form of list of tables. Then qualitative data were in the form of interview transcripts.

The findings of the study for quantitative research showed that of the two large groups of learning strategy proposed by Oxford (1990), the indirect strategies showed higher average result than the average result of direct strategies. This means that students tend to deal more with strategies which are not directly involved to the target language than strategies which directly deal with the target language. This reflects that students are being less active in working with activities which applied direct strategies. Then, the qualitative method revealed that some respondents were still not having good understanding toward learning strategies. Almost all respondents claimed they know only little about learning strategies. Thus, the finding reflected that some respondents were still unaware if they had already used learning strategies on their learning.

Keywords : **mix-method research, learning strategies**

CHAPTER I
INTRODUCTION

A. Background of the Study

Nowadays, the role of English becomes significantly more important. As an international language, English is being used widely across the world as English is considered by almost every country in the world either as a second language or foreign language. English has reached every smallest part of human life e.g. educational, business, tourism, and internet world. English becomes a worldwide language through its role as a lingua franca, meaning that English is a means of communication for people who do not share the same native language.

In this globalisation era, people interact more intensively with other people around the world. The advancement of technology makes people get easier and closer to communicate with people over the world. Indeed they need a language that can bridge a gap among them. This brings people to learn foreign language. There are many factors why people take their times to learn foreign language in today's world. The reasons are indeed various, for example seeking for job overseas, studying overseas and doing business with foreign people, etc. Finally, based on the reason above, it is clear that learning a second language is considered as a need for young men in this era.

In Indonesia, English is considered as a foreign language and is placed as one of the main subjects in the curriculum. Considering the importance of English, nowadays in our recent educational system, English is taught in the early school, from elementary school, junior high school, senior high school, and even

to university level. Moreover, many kindergarten schools have already introduced English to their young learners, especially for kindergarten schools in cities.

As it has been mentioned above, English has been introduced to elementary school level, high school level, as well as university level. In short, if we look at the fact, students in Indonesia have already learnt English for up to eight years from the elementary level to the high school level. Unfortunately, although they have learnt English for many years, it is most unfortunate to say that most students in Indonesia still have low English proficiency level. This is clearly shown by the fact that most students still having problems in using English, for examples most students are still facing difficulty in translating English-Indonesian words and vice versa, grammar and pronunciation, listening, writing and grammar.

In addition, the main concern of the problems is the way of learning. No matter how good the teaching method, how competent the teachers or how excellent the media are, if the students do not use proper strategy on their learning, then the learning will not be effective. In university grade, the problems even become more sophisticated, although the problems which mostly appear in university grade are quite similar to the problems in high school grade.

English is indeed being taught in university grade, but the purposes of learning English in university grade are different from one field study to another field. Some field studies which are concerning in English clearly have different purposes than other field studies in term of their English needs, for example English education study programme students have different English needs than Engineering or Nursing study programme students. Different from most common

people, the students of English Education study programme need to know how to use English more than just using it as a second language. They need to know many things about English in general and English teaching, from how to teach every English skill, appropriate methods, techniques in teaching, and many others. In short, they are being prepared as competent English teachers so that in future they will become a good English teacher.

English learners need to know more about learning strategy so that they can manage to use it to improve their learning in more efficient ways. According to many theories and studies from experts, learners need good language learning strategies in order their learning to be successful. Chamot (2004:18) mentions that differences between more and less proficient language learners have been found in the number and range of strategies used, in how the strategies are applied to the task, and in the appropriateness of the strategies for the task. The knowledge of learning strategy should be provided as early as possible. This is due to the fact that the senior students who have already been used to certain ways of learning; it is more difficult for them to change their way of learning and especially, their habit in learning into more effective ways. Good learning strategies enable learners to learn more effectively and efficiently.

The importance of learning strategy for English education students is indeed crucial. As it has been mentioned above in regard with given the benefit of learning strategies, learners who have already equipped with the knowledge of learning strategies need to be able equiped their future students with the same knowledge which is very useful for effective and efficient learning.

English is considered as a foreign language in Indonesia. That is why English is still only used in certain occasions. Oxford (1990:6) defines foreign language as a language that does not have immediate and social communicative functions within the community where it is learned; it is employed mostly to communicate elsewhere. The claim above is in line to what really happen in Indonesia currently. Some problems arise in this context. The first problem is that almost all English learners in Indonesia only have little chance to use English in real communication, if they do; they only use them occasionally in some activities like chatting, internet browsing, watching movies, reading English novels or magazines and so on. This means that they only have little experience in using English on a real oral communication. The second problem is that most of English teacher are non-native English. Almost of them learn English in Indonesian universities, which is a non-English speaking country. The teachers do have sufficient skills in teaching, but they share almost the same problem with most learners, they only have little time and experience to use English in a real communication. The last problem is that the characteristic of English that is a little different from most of learner's native language. This can be proved by some English sounds, vowels, diphthongs and consonants do not exist in native language; neither Indonesian nor learners' native language. Moreover, the structures of English as well as English pronunciation are also different than learner's native languages that mostly become problems.

Learners of English Education Study Programme need to know what is teaching at first because they will deal more with this term. The term teaching and learning are inseparable things. Teaching and learning are two terms which are

always come together. Learning cannot be done without teaching as well as teaching will not bring any significance without learning. This is one among major problems which are commonly found. Oxford (1990:10) states that based on the culture condition and educational system, many language students (even adults) are passive and accustomed to being spoon-fed. They like to be told what to do and they do only what is clearly essential to get a good grade. Learners mostly spent their time to learn English only in the formal classroom. And most importantly, they only doing what they are told what they have to do and only focusing to get good mark or grade. Learners can use their free time to learn English more through reading books, watching English TV programmes, browsing for online learning and etc. In short, there are a lot of ways that they can do to improve their English. But in fact, most students do not use their time appropriately for self learning. Above all, their orientation is only focused on *GPA (Grade Points Average)* rather than focusing on their self-skills or English proficiency. In conclusion, learning English to improve proficiency is not the same as getting high grade for English education study programme.

B. Identification of the Problems

As it has been mentioned above, the main problem of most English learners is how they can manage to learn English using learning strategy, so that they learn in a more effective and efficient way. Oxford (1990:1) defines learning strategies as steps taken by students to enhance their own learning. Learning strategies are especially important for language learning because they are tool for active, self-directed involvement which is essential for developing communicative

competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence. Oxford (1990:10) further claims:

> ....based on the culture condition and educational system, many language students (even adults) are passive and accustomed to being spoon-fed. They like to be told what to do and they do only what is clearly essential to get a good grade — even if they fail to develop useful skills in the process. Attitudes and behaviours like this make learning more difficult and must be changed, or else any effort to train learners to rely more on themselves and use better strategies are bound to fail....

Based on the claims above, it is clear that most of learners tend to do only to what teachers on their English classrooms have told them. Although in some recent years, regarding to the recent curriculum, the learners are being more active than they used to be in the past. But still, they are not maximizing their learning in an efficient way. Most of them prefer being told of what they have to do rather than being actively searching the necessary information. They need these information to enhance their learning and practicing the knowledge they already have. Thus, they only spend little time for practicing. This can be seen in the fact that in many of classrooms, teachers spend most of their time on talking and explaining the material rather than letting the learners be actively experimenting to look for information. Thus, learners only have little time to practice the language they learn; means that they only have few times and chances to use English.

There are many factors that cause learners to learn English less appropriately. The first is that the learners' attitude as it has been mentioned earlier in the previous part that most learners are likely to be spon-fed. The second is the environment around the learners. Mostly in Indonesia, English is used rarely in real daily communication. That causes most learners to have less chance on using English in real communication. The last problem is that learners' learning strategy. Most learners are being used to their way of thinking that the method of

English learning they have learnt is the only way to learn English. Learners tend to only use certain strategy rather than using various strategies. Moreover, most of them only know little about what learning strategies that suits them best.

This study will try to analyze learning strategies used by learners in university level based on Oxford's SILL (Strategy Inventory for Language Learning). Then it will also present how learners of English Education Study Programme apply learning strategies to their learning. The main concern of this study will be focused on the strategies that the learners use.

C. Limitation of the Problem

Based on the identification of the problems above, and due to the limited time and knowledge, the study focuses on how learning strategies are used by learners of English Education Study Programme. This study covers all strategies which the freshmen use in improving their skills in English and try to analyze the learning strategies that are mostly used by identifying which strategies are are dominant.

D. Formulation of the Problem

Based on the problem limited above, this study can be formulated as follows:

1. What learning strategies are mostly used by the learners?
2. How do students apply the learning strategies to improve their English?

E. Objectives of the Study

Based on the point mentioned above, the objectives of this study can be formulated as follows:

1. to assess learning strategies which are mostly used by the students, and
2. to analyze how these strategies help students to improve their English.

F. Significances of the Study

This study is expected to have significance for the following parties.

1. For the students of English Education Department, this study shows them what learning strategies which can be used to help them learn English.
2. For the lecturers of English education department, this study can be a reflection for further teaching and might present some beneficial information to support their teaching.
3. For the English Education Department, this study is expected to give useful information and suggestion for further educational needs to improve the quality of English education department programmes.
4. For the readers, this study might broaden the knowledge about learning strategies which can be used in learning English.
5. For other researchers, this can be a good source of information to conduct research which might be similar.

CHAPTER II
THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

In this chapter, three parts would be discussed. They are:

1. The nature of teaching and learning
2. Language learner
3. Learning strategy and Learning styles

The discussion of each will be presented below.

1. The Nature of Teaching and Learning

There are some definitions of teaching and learning. Brown (2000:7) claims teaching is guiding and facilitating learning, enabling the learner to learn and to set the conditions for learning. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

Schunk in Harmer (2001: 44) asserts that learning is an enduring change in behaviour, or in the capacity to behave in a given fashion, which results from practice or other forms of experience. In conclusion, learning is collaboration between teachers and students which involves language in the process. The process brings an enduring change in behaviour. The collaboration results in a practice and somewhat of a classroom activity which mostly occur in the process of teaching and learning. Fry (1999:9) claims that learning may involve mastering abstract principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behaviour appropriate to specific situations.

Brown (2007:8) defines seven concepts of learning. These concepts are indeed the nature of learning itself. These seven concepts of learning are mentioned as follows.

1. Learning is acquisition or getting.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behaviour.

Based on the claim mentioned above, it can be concluded that learning, in nature, is a long-term, permanent process which is irreversible and it involves memory, consciousness, information, skills, and some practices. These are some of the elements which take part in the process of learning and they are indeed interrelated each other.

2. Language Learners

Two parts will be discussed in this section, they are:

a. Learners

b. Good Language Learners

c. Autonomous Learners

The discussion of each will be presented as follows.

a. Learners

In this part, the notion of learners will be discussed. Learners in this study refers to adolescent or teenage learners as Harmer (2007: 81) mentions that there are three groups of learners according to their age, one of them is adolescencent. Penny in Harmer (2001: 38) suggests that adolescents learners are in fact overall

the best language learners. This supported bt Brown (2000: 92) states that adolescent learners are increased in some sophisticated intelectual processes; attention spans are lengthening; increased capacities of varieties sensory input; their ego, self image and self-esteem are at their pinnacle; and increasingly adultlike in their ability. Harmer (2007: 83) also asserts that most of adolescents understands the need for learning and they can be responsible enough to do what is asked of them with the right goals. Further Harmer (2007: 83) claims that adolescents need to feel good about themselves and valued as they are in searching for identity and a need for self-esteem. Based on the definition above, there are some characteristics of adolescent learners that need to be filled. The teaching and learning proses should fulfill these characteristic. Thus, learning materials have to be designed at learners' level. Also, they must be encouraged to respond to texts and situations with their own thoughts and experiences.

b. Good Language Learners

Successful learners are learners who able to determine their own learning as Rubin and Thompson in Harmer (2007:86) mention that a good learner is a learner who can find their own way (without always having guided by the teacher through learning task), who is creative, who makes intelligent guesses, who makes their own opportunities for practices, who makes errors work for them not against them, and who uses contextual clues. In short, a good learner must know what they have to do to reach their goals of learning. Rubin and Thompson in Brown (2007:132) draw some generalizations about good language learners, these are:

1. Find their own way, taking charge of their learning.
2. Organize information about language.

3. Are creative, developing a "feel" for the language by experimenting with its grammar and words.
4. Make their own opportunities for practice in using the language inside and outside the classroom.
5. Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word.
6. Use mnemonics and other memory strategies to recall what has been learned.
7. Make errors work for them and not against them.
8. Use linguistic knowledge, including knowledge of their first language, in learning a second language.
9. Use contextual cues to help them in comprehension.
10. Learn to make intelligent guesses.
11. Learn chunks of language as whole and formalized routines to help them perform "beyond their competence".
12. Learn certain tricks that help to keep conversations going.
13. Learn certain production strategies to fill in gaps on their own competence.
14. Learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

According to Rubin and Thompson in Brown (2007:132), good language learners must have those criteria mentioned above. By doing so, they have good attitude towards language learning and they use every chance to support their learning. Good language learners use every possible opportunity to practice and use various strategies to help them learn. They actively seek a way to learn everything they need to learn by knowing what to do now and next.

Rubin in Naiman (1978) mentions seven hypothesises about good language learners. These are mentioned on the list below.

1. The good language learner is a willing and accurate guesser.
2. The good language learner has strong drive to communicate, or to learn from communication. He is willing to do many things to get his message across.
3. The good language learner is often not inhibited. He is willing to appear foolish if reasonable communication results, willing to make mistakes in order to learn and to communicate, and willing to live with a certain amount of vagueness.
4. In addition to focusing on communication the good language learner is prepared to attend to form. The good language learner is constantly looking for patterns in the language.

5. The good language learner practises.
6. The good language learner monitors his own and the speech of others. That is, he is constantly attending on how well his speech is being received and whether his performance meets the standards he has learned.
7. The good language learner attends to meaning. He knows that in order to understand the message it is not sufficient to pay attention to the language or to the surface form of speech.

Based on the explanation mentioned above, it can be concluded that good language learners are creative and have good attitude toward learning by always trying to seek opportunities to practice. Also, they are self-active and have good self-esteem. They know their needs in learning and set their own goal in learning. Thus, good language learners know what to do in order to reach their goals. Above all, they learn with different styles and strategies to enhance their learning according to situation they faced.

c. Autonomous Learners

As it has been mentioned above, Rubin and Thompson in Harmer (2007:86) mentioned a good language learner is a learner who can find their own way in learning. Based on the definition of good language learners mentioned above, a good language learner is indeed, must have a characteristic of an autonomous learner, means they can manage their own learning. Breen and Mann in Benson (2001:85) suggest that autonomous learners:

1. see their relationship, to what is to be learned, to how they will learn and to the resources available as one in which they are in charge or in control;
2. are in an authentic relationship to the language they are learning have a genuine desire to learn that particular language;
3. have a robust sense of self that is unlikely to be undermined by any actual or assumed negative assessments of themselves or their work;
4. are able to step back from what they are doing and reflect upon it in order to make decisions about what they next need to do and experience;

5. are alert to charge and able to change in an adaptable, resourceful and opportunistic way;
6. have a capacity to learn that is independent of the educational processes in which they are engaged;
7. are able to make use of the environment they find themselves in strategically;
8. are able to negotiate between the strategic meeting of their own needs and responding to the needs and desires of the other group members.

Candy in Benson (2001:85) proposes some characteristics of the learner capable of autonomous learning, these are:

1. methodical and disciplined
2. logical and analytical
3. reflective and self-aware
4. demonstrate curiosity, openness and motivation
5. flexible
6. independent and interpersonally competent
7. persistent and responsible
8. venturesome and creative
9. show confidence and have a positive self-concept
10. independent and self-sufficient
11. have developed information seeking and retrieval skills
12. have knowledge about, and skill at, learning processes
13. develop and use criteria for evaluating

Based on the claims above, it can be derived that an autonomous learner needs to have those profiles. Learners need to put themselves into those criteria above. In short, autonomous learner should be able to know what to be learned, how they will learn, have a good desire, knowing what to do now and after, can adapting themselves into any situations in which they are learning, can manage to use any useful resources, have a good capacity of independent learning and knowing what is going on around them and is not self-oriented only. Autonomous learner can manage themselves to learn at any set of time and place without a need of a director such as teacher or lecturer. They can always find a good way to learn using their own ways and styles. They can also use any resource available around

them to support their learning. And most of all, they have good desire in learning by knowing what they have to do in order to reach their own goals.

d. Learning Strategies and Learning Styles

Two parts will be discussed in this section, these are:

1) Learning strategies

2) Learning styles

The discussion of each will be presented in this part.

1) Learning Strategies

This part will mainly discuss theories of learning strategy. There are some theories from some experts that will be presented in this part.

Learners need some strategies to help them achieve the goal of their learning. Learning strategies help learner to reach the learning goals in more effective and efficient way. Brown (2000:210) defines strategy as:

> ...a specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information. Strategies vary widely within an individual, while styles are more constant and predictable.

Furthermore, Brown (2000:210) also adds that successful second language learners are usually people who know how to manipulate style (as well as strategy) levels in their day-to-day encounters with the language.

Oxford (1990:1) defines learning strategies as:

> .... steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.

Oxford (1990:8) also differs the term learning with acquisition. Learning is a conscious knowledge of language rules which does not typically lead to conversational fluency, and is derived from formal instruction, as the learner must

follow the instructions, rules, or even methods that is used. Whilst she mentioned acquisition, on the other hand, acquisition occurs unconsciously and spontaneously, it does lead to conversational fluency and arises from naturalistic language use. This term is used since acquisition occurs spontaneously and unconsciously, so that the main goal is to master the language use.

Oxford (1990:9) adds features of language learning strategies as follows:

1. Contribute to the main goal, communicative competence.
2. Allow learners to become more self-directed.
3. Expand the role of teachers.
4. Are problem-oriented.
5. Are specific actions taken by the learners.
6. Involve many aspects of the learners, not just the cognitive.
7. Support learning, both directly and indirectly.
8. Are not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Are influenced by a variety of factors.

Oxford (1990:8) also adds six learning strategies which are called the *"Six Strategy Groups",* which are divided into two groups; they are direct strategies and indirect strategies. The direct strategies are (1) cognitive strategies, (2) memory strategies, (3) compensation strategies; meanwhile the indirect strategies are, (4) social strategies, (5) affective strategies, (6) metacognitive strategies. These strategies stimulate the growth of communicative competence in general as Oxford (1990:8) claims; these can be seen in the following lists.

1. *Cognitive strategies* are useful for understanding and recalling new information
2. *Memory strategies* are highly useful for understanding and recalling new information- important functions in the process of becoming competent in using the new language.

3. *Compensation strategies* aid learners in overcoming knowledge gaps and continuing to communicate authentically.
4. *Social strategies* provide increases interaction and more empathetic understanding, two qualities necessary to reach communicative competence.
5. *Affective strategies* develop the self-confidence and perseverance needed for learners to involve themselves actively in language learning, a requirement on attaining communicative competence.
6. *Metacognitive strategies* help learners to regulate their own cognition and to focus, plan, and evaluate their progress as they move toward communicative competence.

Direct strategies will involve the target language directly; on the other hand, indirect strategies support and manage language learning without directly involving the target language. The short discussion of the two types of learning strategies and the learning strategies within them will be presented below.

Oxford (1990:37) further claims that direct strategies are language learning strategies that directly involve the target language. All direct strategies require mental processing of the language, means that how these strategies work to the target language. The three groups of direct strategies do the process differently and for different purposes. Oxford further explains the functions of each strategy. Memory strategies have highly specific functions to help students store and retrieve new information. Cognitive strategies enable learners to understand and produce new language by many different means. Compensation strategies allow learners to use language despite their often large gaps in

knowledge. Furthermore, Oxford (1990:135) also explains indirect strategies that underpin the business of language learning. Indirect strategies are divided into metacognitive, affective and social. Metacognitive strategies allow learner to control their own cognition—that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating. Affective strategies help to regulate emotions, motivations, and attitudes. Social strategies help students learn through interaction with others. All of these strategies are called indirect because they support and manage language learning without directly involving the target language. Indirect strategies are useful in virtually all language learning situations and are applicable to all four language skills: listening, speaking, reading, and writing. Each of direct and indirect strategy will be presented below.

a. Memory Strategies

Memory Strategies fall into four sets: Creating Mental Linkages, Applying Images and Sounds, Reviewing Well, and Employing Actions. Memory strategies reflect very simple principles, such as arranging things in order, making associations, and reviewing. The arrangement and associations must be personally meaningful to the learner, and the material to be reviewed must have significance for the purpose of learning a new language. Lord in Oxford (1990:39) states that memory strategies help learners to cope with the problem and difficulty regarding vocabulary. They enable learners to store verbal material and then retrieve it when needed for communication. In addition, Oxford (1990:39) adds that the memory strategy of structured reviewing helps learners to move information from the fact level to the skill level, where knowledge is more procedural and automatic.

Further she explains that once the information has reached the skill level, it is more easily retrieved and less easily lost after a period of discuses. Memory strategies often involve pairing different types of material.

In language learning, giving verbal labels to pictures is commonly used, or to create visual images or pictures for words or phrases. Linking the verbal with the visual is very useful to language learning. There are four reasons for this. First, the mind's storage capacity for visual information exceeds its capacity for verbal material. Second, the most effective packaged chunks of information are transferred to long-term memory through visual images. Third, visual images may be the most potent device to aid recall of verbal material. Fourth, a large proportion of learners have a preference for visual learning. Aside from visual images, many language learners have different preferences. Many learners prefer aural (sound-oriented), kinesthetic (motion-oriented) or tactile (touch-oriented) learning style preferences and therefore they benefit their learning from linking verbal material with sound, motion or touch. The following are the definitions for each memory strategy, as clustered into appropriate strategy sets.

i) Creating Mental Linkages

Three strategies are that form the cornerstone for the rest of the memory strategies: grouping, associating/elaborating, and using context.

1. Grouping

This strategy can be described as classifying or reclassifying language material into meaningful units, either mentally or in writing, to make the material easier to remember by reducing the discrete elements. Groups can be distinguished based on their type of word (e.g., verb,

adjective, nouns, etc.), topic (e.g., animal, family, etc.), practical function, linguistic functions, similarity, opposition, and others.

2. Associating/Elaborating

   Some actions that related to this strategy such as: relating new language information to concepts already in memory, or relating one piece of information to another, to create associations in memory. These associations can be either simple or complex, mundane or strange, but they are must be meaningful to the learners.

3. Placing New Words into a Context

   This strategy involves a form of associating/elaborating, in which the new information is linked with a context. Placing a word or phrase in a meaningful sentence, conversation, or story in order to remember it is the example of this strategy.

ii) Applying Images and Sounds

Four strategies are included here: using imagery, using keywords, semantic mapping, and representing sounds in memory.

1. Using imagery

   Relating new language information to concepts in memory by means of meaningful visual imagery, either in the mind or in an actual drawing is the essence of this strategy. This strategy are very useful in remembering abstract words by associating these words with a visual symbols of a concrete object.

2. Semantic Mapping

   This strategy involves meaningful imageries, groupings and

associations; it visually shows how certain groups of words relate each other. The activity that relate to this strategy is likely: making an arrangement of words into a picture, which has a key concept at the centre or at the top, and related words and concepts linked with the key concept by means of lines of arrows.

3. Using Keywords

   The first step is to identify a familiar word in one's own language that sounds like the new word, this is so-called the auditory link. The second step is to generate an image of some relationship between the new word and a familiar one, this is so-called visual link. Both link must be meaningful to the learner. Remembering a new word by using auditory and visual link is one example for this strategy.

4. Representing Sounds in Memory

   Remembering new language information according to its sounds is one action of this strategy. This is a broad strategy that can use any number of techniques, all of which create meaningful, sound-based association between the new material and already known material. For instance, learners can link a target language word with any other word that sounds like the target language word, use phonetic spelling and/or accent marks, or use rhymes to remember a word.

iii)Reviewing Well

This category contains just one strategy, structured reviewing. Looking at new target language information once is not enough; it must be reviewed in order to remember it.

1. Structured Reviewing

   This strategy can be defined as reviewing in carefully spaced intervals, at first close together and then more widely spaced apart. This strategy sometimes called spiralling, because the learner keeps spiralling back to what has already been learned at the same time the learner learns the new information. The goal is over learning–that is, being familiar with the information that it becomes natural and automatic.

iv) Employing Action

There are two strategies in this set, using physical response or sensation and using mechanical tricks. These strategies will appeal to learners who enjoy kinaesthetic or tactile learning.

1. Using Physical Response or Sensation

   Physically acting out a new expression, or meaningfully relating a new expression to a physical feeling or sensation are both in the cover of this strategy.

2. Using Mechanical Techniques

   Use creative but tangible techniques, especially involving moving or changing something which is concrete, in order to remember new target language information is the example of this strategy.

b. Cognitive Strategies

Cognitive strategies are essential in learning a new language. Such strategies are a varied a lot, ranging from repeating to analyzing expressions to summarizing. A common function of cognitive strategy is manipulation or transformation of the target language by the learner. Four sets of cognitive

strategies exist, practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Strategies for practicing are among the most important cognitive strategies. The practicing strategies take on special value, they are: repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining and practising. Strategies for receiving and sending messages are necessary tools. One such strategy, known as getting the idea quickly, helps learners locate the main idea through skimming or the key points of interests through scanning. This strategy implies that it is not necessary for learners to focus on every single word. Another strategy in this group, using resources, is useful for both comprehension and production. It helps learners take advantage of a variety of resources, print or non-print, to understand and produce messages in the new language. Analyzing and reasoning strategies are commonly used by language learners.

To understand what they learn better, learners need to structure all information input into manageable chunks by using strategies such as taking notes, summarizing, and highlighting. Such structure-generating strategies are also helpful in preparing to use the new language for speaking and writing. The definition of cognitive strategy will be discussed below.

i) Practicing

Of the five practicing strategies, probably the most significant one is practicing naturalistically.

1. Repeating

   Saying or doing something over and over is the essence of this strategy.

2. Formally practicing with sounds and writing systems

   Practicing sounds (pronunciation, intonation, register, etc.) in a variety of ways, but not yet in naturalistic communicative practice; or practicing the new writing systems of the target language are some example that cover this strategy.

3. Recognizing and using formulas and patterns

   Being aware and/or using routine formulas (single, unanalyzed units), such as “Hello, how are you?” and unanalyzed patterns such as “it’s time to....” are in the coverage of this strategy.

4. Recombining

   Combining known elements in new ways to produce a longer sequence, as in linking one phrase with another in a whole sentence belongs to this strategy.

5. Practising Naturalistically

   Practising the new language in natural, realistic setting, as in participating in a conversation, reading a book or article, listening to a lecture, or writing a letter in the new language are some example activities that represents this strategy.

ii) Receiving and Sending Messages

Two strategies in this set are getting the idea quickly and using resources for receiving and sending messages. The former strategy uses two specific techniques for extracting ideas, while the latter involves using a variety of resources for understanding or producing meaning.

1. Getting the Idea Quickly

This strategy helps learners to understand rapidly what they hear or read in the new language. This strategy covers using skimming to determine the main ideas or scanning to find specific details of interest.

2. Using resources for Receiving and Sending Messages

   Use print or non-print resource to understand incoming message or produce outgoing messages is the implementation of this strategy.

iii) Analyzing and Reasoning

This set of five strategies concerns logical analysis and reasoning as applied to various target language skills. Learners can use these strategies to understand the meaning of a new expression or to create a new expression.

1. Reasoning Deductively

   This is a top-down strategy leading from general to specific by using general rules and applying them to new target language situations.

2. Analyzing Expressions

   Determine the meaning of a new expression by breaking it down into parts; using the meanings of various parts to understand the meaning of the whole expression.

3. Analyzing Contrastively

   Compare elements (sounds, vocabulary, and grammar) of the new language with elements of one's own language to determine similarities and differences.

4. Translating

   This strategy can be defined as converting a target language expression into the native language or converting the native language into the

target language; using one language as the basis for understanding or producing another.

5. Transferring

   This strategy can be defined as directly applying knowledge of words, concepts, or structure from one language to another in order to understand or produce an expression in the new language.

iv) Creating Structure for Input and Output

The following three strategies are ways to create structure, which is necessary for both comprehension and production in the new language.

1. Taking Notes

   This strategy can involve raw notes, or it can comprise a more systematic form of note-taking such as shopping-list format, the T-formation, the semantic map, or the standard outline form. This strategy is likely writing down the main idea or specific points.

2. Summarizing

   Making a summary or abstract of a longer passage is a clear example of the implementation of this strategy.

3. Highlighting

   Using a variety of emphasis technique (such as underlining, starring, or color-coding) to focus on important information in a passage is the example action based on this strategy.

c. Compensation strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation

strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary. Ten compensation strategies exist, clustered into two sets: guessing intelligently in listening and reading, and overcoming limitations in speaking and writing. Guessing strategy, sometimes called interfencing, involve using a widely variety of clues—linguistic and non-linguistic—to guess the meaning when the learners do not know all the words. Good language learners mostly make educated guesses. On the other hand, less adept language learner often panic tune out, or find dictionary and try to look up every unfamiliar word. Advanced learners and even native speakers use guessing when they have not heard something well enough, when they do not know a new word, or when the meaning is hidden between the lines. Guessing is actually just a special case of the way people typically process new information—interpretating the data by using the immediate context and their own life experience. Compensation strategy allows learners to produce spoken or written expression in the new language without complete knowledge. Many compensation strategies for production are used to compensate for a lack of appropriate vocabulary, but these strategies can also be used to make up for a lack of grammatical knowledge. Compensation strategies for production help learners to keep on using the language, thus obtaining more practice.

a) Guessing intelligently

The two strategies which contribute to guessing intelligently refer to two different kinds of clues: linguistic and non-linguistic.

1. Using linguistic clues

Seek and use language-based clues in order to guess the meaning of what is heard or read in the target language. Language-based clues may come from aspects of the target language that the learners already know, from the learners' own language or from another language.

2. Using other clues

   Non language clues may come from a wide variety of sources: knowledge of context, situation, text structure, personal relationship, topic or general world knowledge. Learners should be able to seek and use clues that are not language-based in order to guess the meaning of what is heard or read in the target language, in the absence of complete knowledge of vocabulary, grammar, or other target language elements.

b) Overcoming limitations in speaking and writing

Eight strategies are used for overcoming limitations in speaking and writing. Some of these are dedicated solely to speaking, but some can be used for writing as well.

1. Switching to the mother tongue

   This strategy is likely using the mother tongue for an expression without translating it.

2. Getting help

   Asking for help by hesitating or explicitly asking for the person to provide the missing expression in the target language is the implementation of this strategy.

3. Using mime or gesture

   Learners are able to indicate the meaning in a place of expression, physical motion, such as mime or gesture that is commonly used.

4. Avoiding communication partially or totally

   This strategy may involve avoiding communication in general, avoiding certain topics, avoiding specifics expressions, or abandoning communication in mid-utterance. Learners partially or totally avoid communication when difficulties are anticipated.

5. Selecting the topic

   the explanation for this strategy can be explained as choosing the topic of conversation in order to direct communication to one's own interest and make sure the topic is one in which the learners has sufficient vocabulary and grammar to converse.

6. Adjusting or approximating the message

   Altering the message by omitting some item of information, making ideas simpler or less precise, or saying something slightly different that means almost the same thing is the implementation of this strategy.

7. Coining words

   Making up new words to communicate the desired idea is the example use of this strategy

8. Using circumlocution or synonym

   Getting the meaning across by describing the concept (circumlocution) or using a word that means the same thing (synonym) is the implementation of this strategy.

d. Metacognitive Strategy

Metacognitive means beyond, beside, or with the cognitive. Metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Metacognitive are essential for successful language learning. Many learners lose their focus because of many problems, for example unfamiliar vocabulary, confusing rules, different writing systems, seemingly inexplicable social customs, and untraditional instructional approaches. Those problems can be regained by the conscious use of metacognitive strategies such as paying attention and overwhelming/linking with already familiar material. Other metacognitive strategies help learners to arrange and plan their language learning in an efficient and effective way. The metacognitive strategy of seeking practice opportunities is especially important. Learners who are seriously interested in learning a new language must take responsibility to seek as many practice opportunities as possible, usually outside of the classroom. Sometimes, language learners have problems in realistically monitoring their errors. This problem can be coped by the use of metacognitive strategy of self monitoring and self evaluating. Detailed definitions of metacognitive strategies are given below.

a) Centering Your Learning

This set of three strategies help learners to converge their attention and energies on certain language tasks, activities, skills, or materials. Use of these strategies provides a focus for language learning.

1. Overviewing and Linking with Already Known Material

Overviewing comprehensively a key concept, principle, or set of materials in an upcoming language activity and associating it with what is already known. This strategy can be accomplished in many different ways, but it is often helpful to follow three steps: learning why the activity is being done, building the needed vocabulary, and making the association.

2. Paying Attention

   This strategy can be defined as deciding in an advance to pay attention in general to a language learning task and to ignore distracters, and/or to pay attention to specific aspects of the language or to situational details.

3. Delaying Speech Production to Focus on Listening

   This strategy can be explained as deciding in advance to delay speech production in the new language either totally or partially until listening skills are developed.

b) Arranging and Planning Your Learning

This set contains six strategies, all of which help learners to organize and plan so as to get the most out of language learning. Below are the discussions of each strategy.

1. Finding Out About Language Learning

   This strategy can be defined as making efforts to find out how language learning works by reading books and talking with other people, and then using this information to help improve one's own language learning.

2. Organizing

   This strategy can be done through understanding and using conditions related to optional learning of the new language; organizing one's schedule, physical environment and language learning notebook.

3. Setting Goals and Objectives

   This strategy covers setting aim for language learning, including long-term goal or short-term goal.

4. Identifying the Purpose of a Language Task

   This strategy can be defined as deciding the purpose of a particular language task involving language skills. This strategy is sometimes known as purposeful listening/speaking/reading/ writing.

5. Planning for Language Task

   This strategy includes four steps; describing the task or situation,

   by determining its requirements, checking one's own linguistics resources, and determining additional language elements or functions necessary for the task.

6. Seeking practice opportunities

   This simply defined as seeking out for opportunities to practice the new language.

c) Evaluating Your Learning

In this set are two related strategies, both aiding learners in checking their language performance. One strategy involves noticing and learning from errors, and the other concerns evaluating overall progress.

1. Self-Monitoring

   This strategy covers identifying errors in understanding or producing the new language, determining which ones are important, tracking the source of important errors, and trying to eliminate such errors.

2. Self-Evaluating

   This strategy can be defined as evaluating one's own progress in the new language by checking to see whether one is reading faster and understanding better than before, or whether one is understanding a greater percentage of each conversation.

e. Affective Strategies

The term affective refers to emotions, attitudes, motivations, and values. It is impossible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. According to Brown in Oxford (1990:140), the affective domain is impossible to describe within definable limits. The affective side of the learner is probably one of the very biggest influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning. Self-esteem is one of the primary affective elements. It is a self-judgement of worth or values, based on a feeling of efficacy. The sense of efficacy that underlies self-esteem is reflected in attitudes (mental dispositions, beliefs, or opinions), which influence the learners' motivation to keep on trying to learn. Attitudes are strong predictors of motivation in any area of life, especially in language learning. Self-encouragement strategies are powerful ways to improve

attitudes and motivation. A certain amount of anxiety sometimes helps learners to reach their peak performance levels, but too much anxiety blocks language learning. Anxiety-reducing strategies like laughter and deep breathing are therefore necessary. It can be concluded that self-encouragement and anxiety-reducing strategies help learners cope with ambiguity in language learning. The explanation of each strategy will be presented below.

a) Lowering Your Anxiety

Three anxiety-reducing strategies are listed here. Each has a physical component and a mental component.

1. Using Progressive Relaxation, Deep Breathing, or Meditation

   This strategy uses the technique of alternately tensing and relaxing all of the major muscle groups in the body, as well as the muscle in the neck and face, in order to relax; or technique of breathing deeply from the diaphragm; or the technique of meditating.

2. Using Music

   Listening to music is a way to relax and can help reducing anxiety.

3. Using Laughter

   This strategy applies the use of laughter to relax by watching a funny movie, reading a humorous book, listening to jokes, and so on.

b) Encouraging yourself

This set of three strategies is often forgotten by language learner, especially those who expect encouragement mainly from other people. However, the most potent encouragement may come from inside the

learners. Self-encouragement includes saying supportive things, prodding learners to take risk wisely, and providing rewards.

1. Making Positive Statements

   This strategy can be done through saying or writing positive statements to oneself in order to feel more confident in learning the new language.

2. Taking Risks Wisely

   This strategy can be defined as pushing oneself to take risk in a language learning situation, even though there is a chance of making a mistake. Risk must be tempered with good judgement.

3. Rewarding Yourself

   Giving oneself valuable reward for a particularly good performance in the new language is the essence of this strategy.

c) Taking your emotional temperature

The four strategies in this set help learners to assess their feelings, motivations, and attitudes and, in many cases, relate them to language tasks. The strategies in this set are particularly helpful for discerning negative attitudes and emotions that impede language learning progress.

1. Listening to Your Body

   This strategy related to paying attention to signals given by the body. These signals can be either positive, indicating happiness, like: interest, calmness, pleasure, etc. or negative, indicating stress like: tension, worry, fear, etc.

2. Using a Checklist

   This strategy can be explicitly defined as the use of checklist to discover feelings, attitudes, and motivations concerning language learning in general, as well as concerning specific language tasks.

3. Writing a Language Learning Diary

   This strategy includes write a diary or journal to keep track of events, and feelings.

4. Discussing Your Feelings with Someone Else

   Talking with another person (teacher, friend, relative) to discover and express feelings about language learning is the essence of this strategy.

f. Social Strategies

Language is a form of social behaviour; it is communication, and communication occurs between and among people. Learning a language that involves other people, and appropriate social strategies are very important in this process. Social strategies consist of three sets of strategies, each set comprising two strategies. The first social strategy is asking questions, one of the most basic social interactions. It helps learners get closer to the intended meaning and thus aids their understanding. It also helps learners encourage their conversation partners to provide larger quantities of input in the target language and indicates interests and involvement. In addition to asking question, cooperating in general—with peers and with more proficient users of the target language—is imperative for language learner. The second social strategy is cooperative learning, it consistently shows some significant effects, they are: higher self esteem; increased confidence and enjoyment; greater and more rapid achievement,

more respect for the teacher, the school, and the subject, use of higher level of cognitive strategies; decreased prejudice; and increased altruism and mutual concern. Empathy is aimed at understanding someone's perspective better. The last social strategy is empathy. Finally, social strategies help learners to increase their ability to empathize by developing cultural understanding and becoming aware of others' thought and feelings. The discussion of each social strategies and their definition will be presented below.

a) Asking Question

This set of strategies involves asking someone for clarification, verification, or correction.

1. Asking for Clarification or Verification

   This strategy covers asking the teacher to repeat, paraphrase, explain, slow down, or give examples; asking if a specific utterance is correct or if a rule fits particular case; paraphrasing or repeating to get feedback on whether if something is correct.

2. Asking for Correction

   This strategy simply asks someone for correction in a conversation.

   This strategy most often occurs in conversation, but may also be applied to writing.

b) Cooperating with others

This set of two strategies involves interacting with one or more people to improve language skills. These strategies are the basis of cooperative language learning, which not only increases learners' language performance, but also enhances self-worth and social acceptance.

1. Cooperating with Others

   Learners need to cooperate with other language learners to improve language skills. This strategy can be applied in partner or small group.

2. Cooperating with proficient users of the new language

   This strategy covers working with native speaker or other proficient users of the new language, usually outside of the language classroom.

c) Empathizing with others

Empathy can be developed more easily when language learners use these two strategies presented below.

a) Developing cultural understanding

   Try to empathize with another person through learning about the culture, and try to understand the other person's relation to that culture.

b) Becoming aware of others' thoughts and feeling

   This strategy covers observing the behaviours of others as a possible expression of their thoughts and feelings; and when appropriate, asking about thoughts and feelings of others.

The following are lists of figures of direct strategies based on the discussion above proposed by Oxford (1990:18); including **Memory, Cognitive and Compensation Strategies.** Each strategy will be discussed in the following figures.

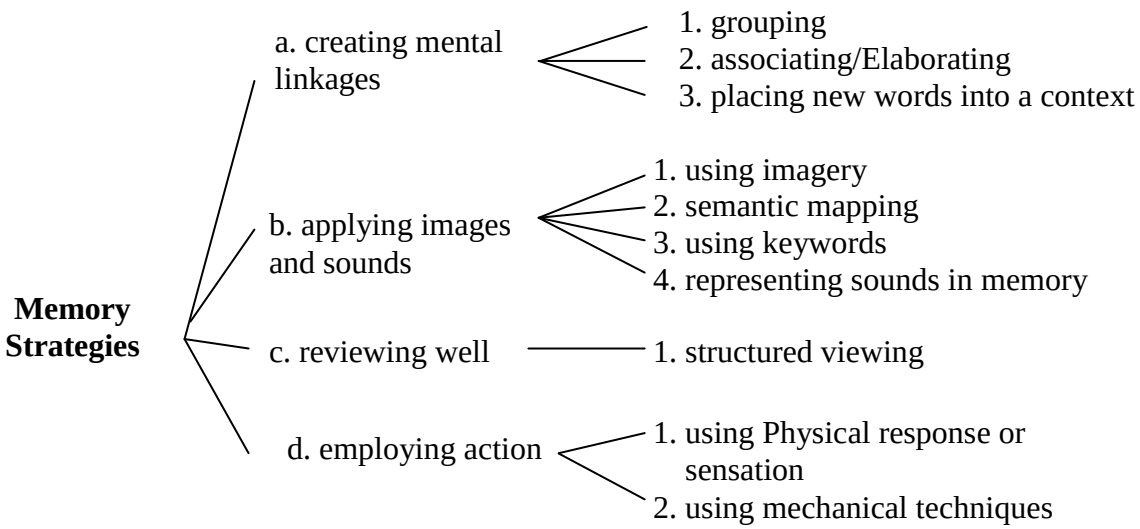

Figure 1**.** Oxford's strategy classification systems (1990), Memory Strategies

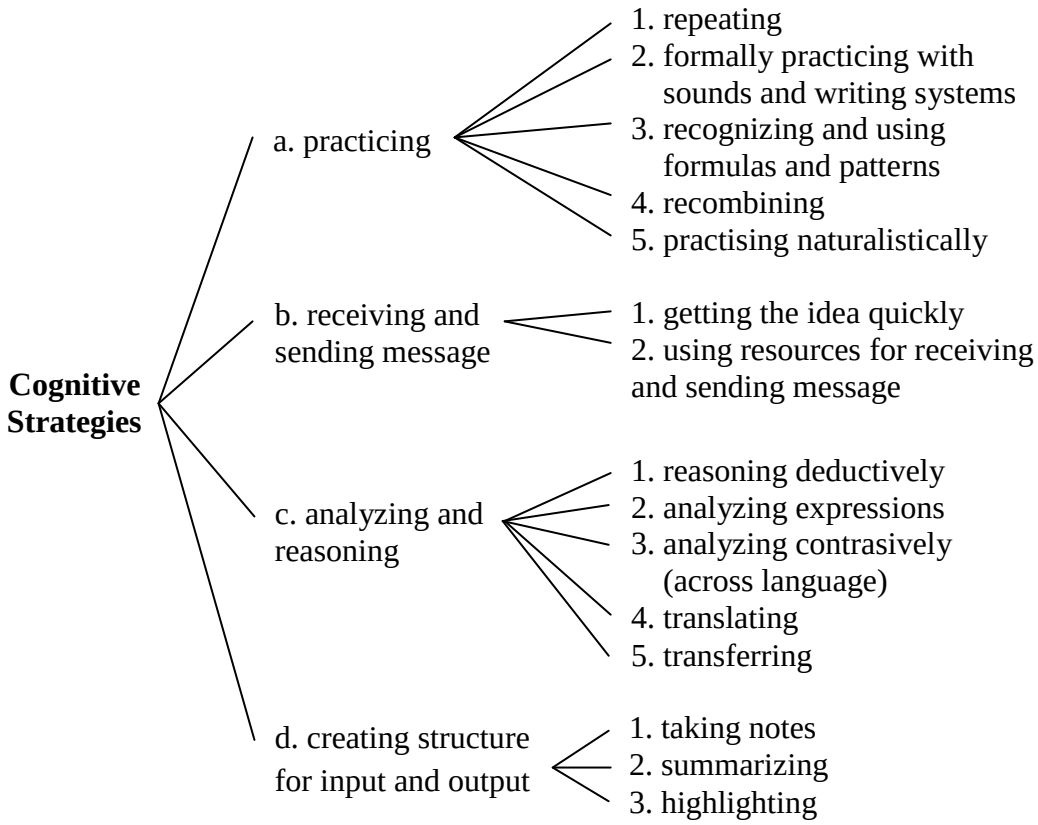

Figure 2. Oxford's strategy classification systems (1990), Cognitive Strategies

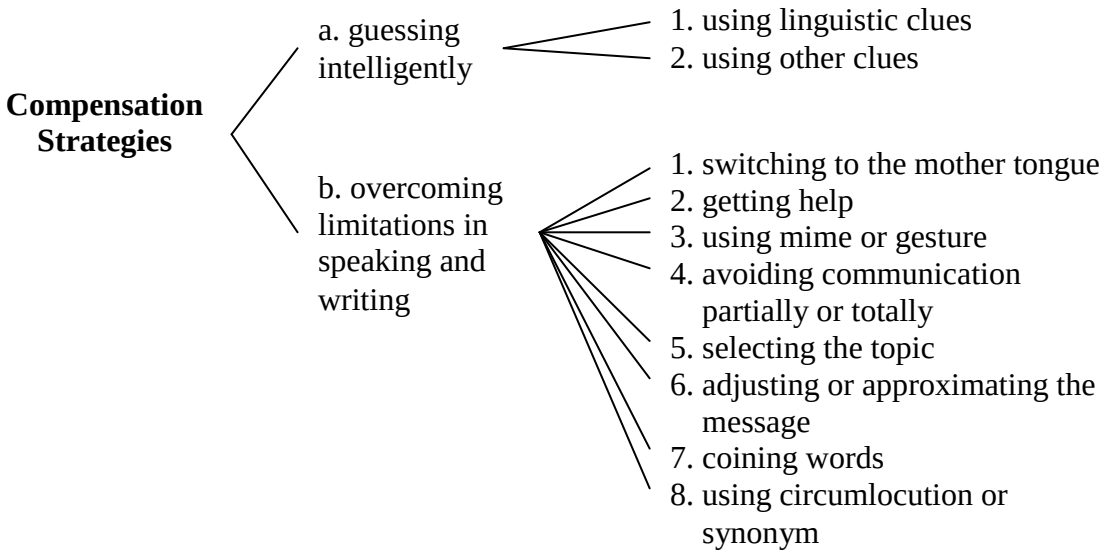

Figure 3. Oxford's strategy classification systems (1990), Compensation Strategies

The following are lists of figure of indirect strategies proposed by Oxford (1990:20); including **Metacognitive, Affective and Social Strategies.**

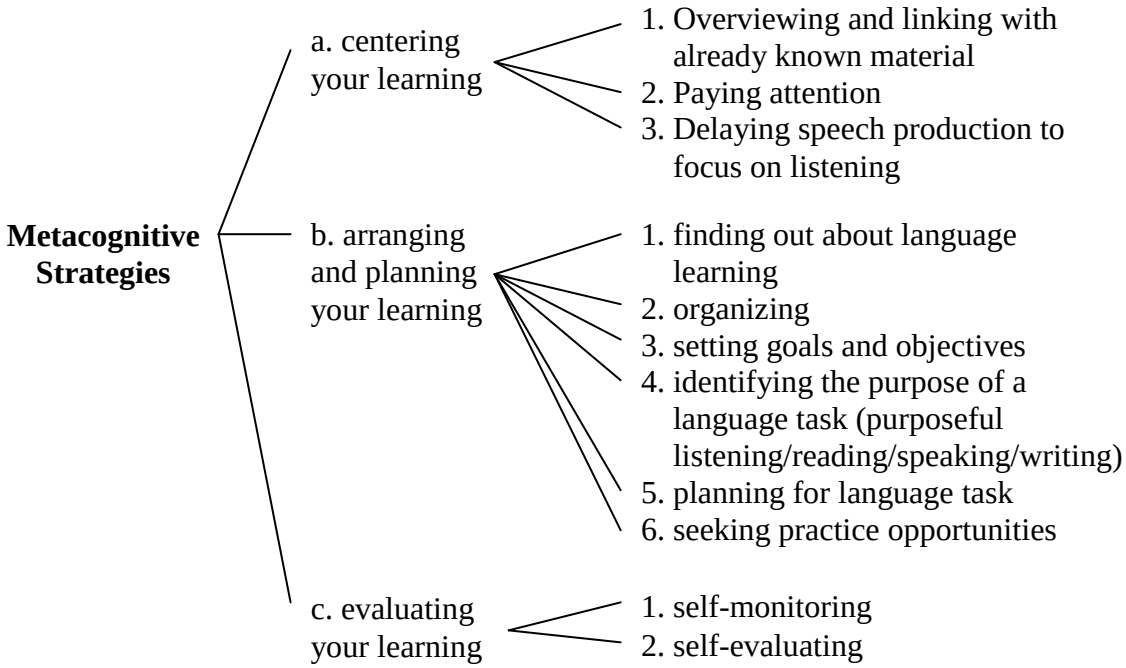

Figure 4. Oxford's strategy classification systems (1990), Metacognitive Strategies

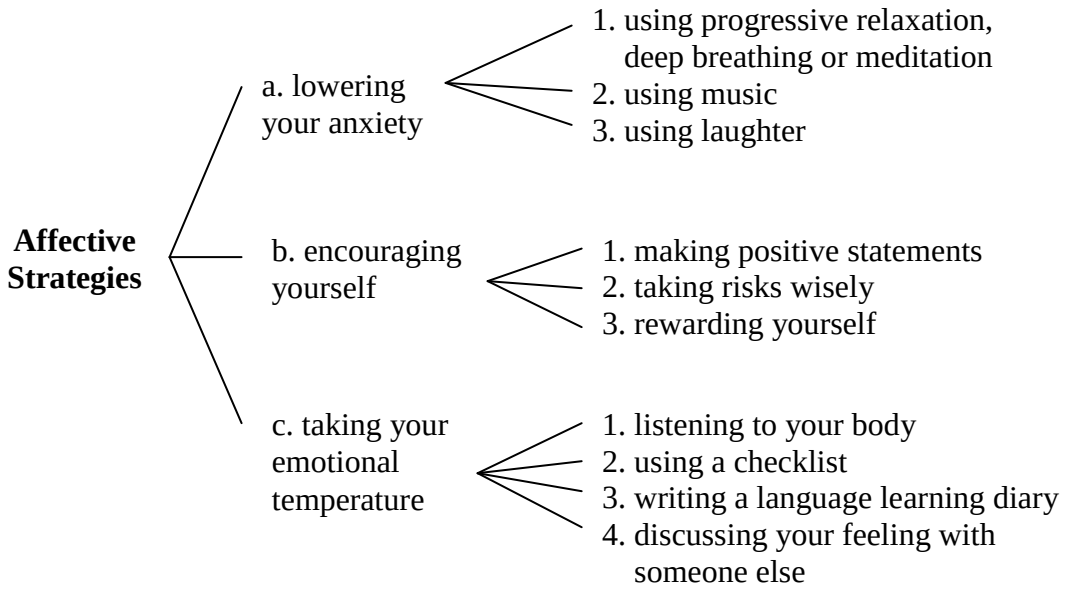

Figure 5. Oxford's strategy classification systems (1990), Affective Strategies

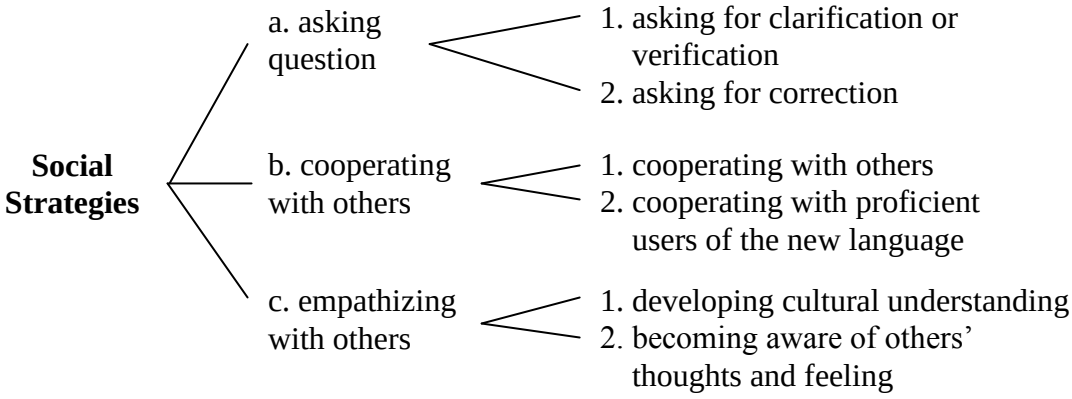

Figure 6. Oxford's strategy classification systems (1990), Social Strategies

Brown (2007:134) adds three main categories of learning strategies. *Metacognitive* is a term used in information-processing theory to indicate an "executive function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring if one's production or comprehension and evaluating learning after an activity is completed. *Cognitive* strategies are more limited to specific learning tasks and involve more direct

manipulation of the learning material itself. *Social* strategies have to do with social-mediating activity and interacting with others.

Furthermore, O'Malley *et.al*, in Harmer (2007:134) also proposes the definitions of learning strategies that will be presented on the table below.

Table 1.1 Metacognitive Strategies

Aspect	Description
Advance organiser	Making a general but comprehensive preview of the organizing concept or principle in an anticipatic learning activity.
Directed attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.
Selective attention	Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
Self-management	Understanding the conditions that help one learn and arranging for the presence of those conditions.
Functional planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
Self-monitoring	Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.
Delayed production	Consciously deciding to postpone speaking in order to learn initially through listening comprehension.
Self-evaluation	Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.

Table 1.2 Cognitive Strategies

Aspect	Description
Repetition	Imitating a language model, including overt practice and silent rehearsal.
Resourcing	Using target language reference materials.
Translation	Using the first language as a base for understanding and/or producing the second language.
Grouping	Reordering or reclassifying, and perhaps labelling, the material to be learned based on common attributes.
Note taking	Writing down the main idea, important points outline, or summary of information presented orally or in writing.
Deduction	Consciously applying rules to produce or understand the second language.
Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.
Imagery	Relating new information to visual concepts in memory

	via familiar, easily retrievable visualizations, phrases, or locations.
Auditory representation	Retention of the sound or a similar sound for word, phrase, or longer language sequence.
Keyword	Remembering a new word in the second language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) generating easily recalled images of some relationship between the new word and the familiar word.
Contextualization	Placing a word or phrase in a meaningful language sequence.
Elaboration	Relating new information to other concepts in memory.
Transfer	Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task.
Inference	Using available information to guess meaning of new items, predict outcomes, or fill in missing information.

Table 1.3 Socioaffective Strategies

Aspect	Description
Cooperation	Working with one or more peers to obtain feedback, pool information, or model a language activity.
Question for clarification	Asking a teacher or other native speaker for repetition, paraphrasing, explanation and/or examples.

Source: O'Malley in Harmer (2007:134)

2) Learning Styles

Wright in Harmer (2007:88) describes four different learner styles within a group. The *'enthusiast'* looks to the teacher as a point of reference and is concerned with the goals of learning groups. The *'oracular'* also focuses on the teacher, but is more oriented towards the satisfaction of personal goals. The *'participator'* tends to concentrate on group goals and group solidarity. And the *'rebel'* is mainly concerned with the satisfaction of his or her own goals.

Willing in Harmer (2007:88) suggests four categories of learners' styles and strategies, these are: converges, conformists, concrete learners, and communicative learners.

1. *Converges* are students who are by nature solitary, prefer to avoid groups, and who are independent and confident on their own abilities. Most importantly, they are analytic and can impose their own structures on learning. They tend to be cool and pragmatic.
2. *Conformists* are students who prefer to emphasise learning 'about language' over learning to use it. They tend to be dependent on those in authority and are perfectly happy to work in non-communicative classrooms, doing what they are told. A classroom of conformists is one which prefers to see well-organised teachers.
3. *Concrete learners* are somehow similar to conformists; they also enjoy the social aspects of learning and like to learn from direct experience. They are interested in language use and language as a communication rather than language as a system. They enjoy games and group work in class.
4. *Communicative learners* are students who oriented in language use. They are comfortable out of class and show a degree of confidence and a willingness to take risks which their colleagues may lack. They are much more interested in social interaction with other speakers of the language than they are with analysis of how the language works. They are perfectly happy to operate without the guidance of a teacher.

From the point above, it can be concluded that students have different styles and strategies in learning. There might be many differences from one and another student in term of the way they learn English. Harmer (2007:89) claims that there are differences in the ways individual brains work and people will also respond differently to the same stimuli.

There are four main skills in English, as Brown (2000:3) states that the course is a whole language course integrating the four skills of listening, speaking, reading, and writing. Each skill has its own characteristic and style, thus they share strong bond one and another. Listening and reading are receptive skills; while on the other hand, speaking and writing are productive skills. Teaching English means teaching those four skills in recent English teaching system in Indonesia. Teachers do not teach English as a whole as they did in the past, but tend to teach those skills separately but connected each other. To teach each skill is different one and another. There are many techniques and methods in teaching those skills that has been clearly and accurately explained by many experts.

B. Conceptual Framework

The concepts of learners, learning strategies, learning styles, and autonomous learners have been explored in the previous section. In this section, a conceptual framework derived from those concepts will be presented.

Learning is a process of acquiring knowledge in which learners put their effort in achieving the goals and objectives. Learning involves learning strategies and learning styles. In order the learning to be successful, learners also need to put themselves as autonomous learners, so they can use most of their time in learning themselves by finding their own strategies and styles. They can manage themselves in setting any objectives, using various resources and media, working with anyone and being creative.

In order to enhance the success of the learning, knowing the characteristic of learners is crucial. Firstly, knowing learners' strategies and styles are important for English teachers to know how their learners learn. By doing so, English

teachers can draw some generalization on how and what should be done regarding their teaching so that their teaching will fit with learner's strategies and styles. English teachers will be able to facilitate learners in learning using their own way and encourage them to learn in the best way they prefer.

Regarding the importance of learning strategies, one of main problems among most learners is that they still do not know how to learn English in effective and efficient ways. Most of them are spon-fed; prefer to do only what they have been told rather than creatively and actively finding their own way in learning. They also rarely practice using English in a real communication on their daily life; this means that they still have less experience in using English.

This study is expected to present some information for the freshmen learners to enrich their knowledge upon the learning strategies. Through presenting some information about learning strategies, it is expected that learners will learn how to learn in a more effective and efficient ways. Thus, it is expected that learners can use them to help improving their learning.

CHAPTER III
RESEARCH METHOD

A. Types of Research

This study employed mixed-method research. Reichardt and Cook (1979: 11) state that a research may require both qualitative and quantitative methods. This study would mainly employ quantitative methodology as its main focus to present information about learning strategies freshmen students, whilst the qualitative methodology would be used to support the quantitative methodology.

B. Subjects

Subjects in this study referred to the specific group that deal with this research. The subjects for this study were the second semester students of English Education Study Programme, Faculty of Languages and Arts, State University of Yogyakarta. The subject consisted of six classes. Each class consisted of approximately 20 students. It meant that the total number of the sample subject was approximately 120.

Sampling technique was implemented in this study. Krejcie and Morgan in Cohen (2000:94) propose a calculation in determining the size for a random sample. Considering the total population was 120 students, based on Krejcie and Morgan in Cohen (2000:94), the number of the sample should be 92 students. There were six classes in total and each class was considered having 20 students, then the closest number of classes that suited the minimum size of the random sampling was five classes. This total size for the random sampling was used in generating the quantitative data.

Then for the interview, some students were asked to join the interview by the help of some headclasses from two classes. There were seven students in total that joined interview.

C. Research Instruments

There were two types of instruments that would be used in this study. They were questionnaire for quantitative method and interview for qualitative method. These two instruments would be used to generate the data that necessary in this study.

1. Questionnaire

The first instrument used was questionnaire. Chamot (2004:15) states that the most frequent and efficient method for identifying students' learning strategies is through questionnaires. The questionnaire was taken from SILL proposed by Oxford (1990). The type of SILL used in this study was the SILL for non English speaker learning English. There were 50 statements that divided into six parts. Each part represented one learning strategy. The participants needed to fill the questionnaire by describing themselves represented by numbers ranging from one to five. One meant that participants were never or almost never use the learning strategy, whilst five meant that participants always or almost always use the learning strategy. The example of blank questionnaire could be seen below.

No.	Statement	1	2	3	4	5
1.	.....					
2.	.....					
....	.....					
....	.....					

Table 2.1 Example of blank questionnaire

2. Interview

The second instrument used was interview guide. This to overcome limitation of questionnaire as Chamot (2004:15) states limitations of questionnaire are that students may not remember the strategies they have used in the past, may claim to use strategies that in fact they do not use, or may not understand the strategy descriptions in the questionnaire items. The interview guide was created following the theory of learning strategies proposed by Oxford (1990). There were 39 questions in the interview guide, divided into eight parts. Part A discussed the participants' goals in learning English. Part B discussed memory strategies. Part C discussed cognitive strategies. Part D discussed compensation strategies. Part E discussed metacognitive strategies. Part F discussed affective strategies. Part G discusses about social strategies. Then the last part H discussed students' opinion toward the interview.

D. Data Collection Technique

As it had been mentioned in the previous part, data were collected using two instruments, questionnaire and interview. Quantitative data were obtained using questionnaire, while qualitative data were obtained using interview.

In collecting the data, the researcher act as the investigator. Firstly investigator consulted to the lecturers who were in charge of the classes that would be used in generating the data. The questionnaire was given in each class during their formal lecture under the authority of the lecturers who were in charge to those classes.

In collecting qualitative data using interview, interview guide were used to help investigator in collecting the data. The participants were interviewed by

given several questions about their learning English and their learning strategies based on their experience. The participants for the interview were derived from two classes. The participants were chosen randomly by the help of headclass of the two classes. The result of the interview was recording and later would be transcribed for the easiness of data analysis.

E. Data Types

There were two types of data; these were numeric data and linguistic data. These data were obtained using the instruments that had been mentioned in the previous part. Numeric data obtained through questionnaire whilst linguistic data obtained through interview.

Both numeric and linguistic data were used to present information that would answer the research question. Numeric data were in the form of the result of the questionnaire that had been processed using SPSS 16.0 Data Editor for windows. Numeric data would enlist mean, frequency, percentage and standar deviation for each part on the questionnaire, whilst linguistic data were in the form of interview transcript.

F. Data Analysis

The quantitative data were analyzed using statistical inference technique as Sturrman in Cohen (2000: 190) explains it. This technique was suited in analyzing quantitative data. The quantitative data would be processed first using SPSS Data Editor 16.0 for windows computer programme and later been analyzed. On the other hand, Sturrman in Cohen (2000: 190) explains that deep analysis technique was used in analyzing the journalistic data like interview transcripts.

G. Validity

Denzin (1994: 295) claims that truth value becomes almost circular, whilst without validity, there is no truth, and without truth, there is no claim of validity. The trustworthiness of this research would be based on the degree on the validity. As this study employs mixed-method, then the best suited validity were internal validity and external validity as Cohen (2000: 107) states that both qualitative and quantitative methods could address internal and external validity.

1. Validity in Quantitative Research

This part would mainly discussed validity for quantitative research. Newman and Benz (1998:34) state that design validity for quantitative research traditionally has been addressed through the concepts of internal and external validity.

a. Internal validity

Newman and Benz (1998: 33) define internal validity as the extent to which any causal difference in the dependent variable can be attributed to the independent variable. Further, he explains that internal validity as the extent that they are observing and measuring what they think they are. Cohen (2000:107) claims that internal validity seeks to demonstrate that the explanation of a particular event, issue, or set of data which a piece of research provides can actually be sustained by the data. He adds that the finding must accurately describe the phenomena being researched. Based on the claims above, then it could be concluded that the extent of internal validity was the research must be able to explain what was being

researched by giving accurate description toward the phenomena and presenting accurate data which supported the description.

In order to raise the degree of internal validity, the questionnaire and interview were conducted under the same environmental conditions, using the same instruments, and by the same researchers. The instruments used were also generated from trustworthy source, that the questionnaire were taken from Oxford's SILL (1990) that had been used time after time, whilst the interview questions were derived from Oxford's concepts of learning strategies and based on questionnaire itself.

b. External validity

Newman and Benz (1998: 33) further define external validity as the extent to which the results of the research study can be generalized to other settings or groups. Cohen (2000: 109) mentions that external validity refers to the degree to which the results can be generalized to the wider population, cases, or situations. Based on these claims above, external validity was the extent in which the result of the research could be generalized over broader field where the subjects of the research were addressed.

As the main goal of this study was to present information about freshmen students' learning strategies, the result of this study was expected to represent how freshmen students of English department of State University of Yogyakarta used learning strategies on their learning.

2. Validity in Qualitative Research

This part would discussed the validity for qualitative research in order to raise the degree of validity itself. Maxwell in Cohen *et al*. (2000:107) proposes five kinds of validity in qualitative methods, they are: (1) descriptive validity, (2) interpretative validity, (3) theoretical validity, (4) generalizability and, (5) evaluative validity.

a. Descriptive validity

Maxwell in Cohen *et al*. (2000:107) argues descriptive validity is the factual accuracy of the account, which is not made up, selective or distorted. On the other hand, it is akin to what actually happened (objectively factual).

In order to reach descriptive validity, there would be no change from the questionnaire that had been collected. There would also be no change from the interview's result. The data would be presented as they are without any change. There was no setting to the population. This study would only present how things work as they were and without placing any neither setting nor adjustment. By describing things that happened as they were in the process of collecting data, it was expected that the descriptive validity would be reached.

b. Interpretative validity

Maxwell in Cohen *et al*. (2000:107) argues interpretative validity as the ability of the research to catch the meaning, interpretations, terms, intentions that situations and events have for the participants/subjects themselves, in their terms.

This study was expected to appraise learning strategies used by freshmen students. Some theories were used to give a guideline in interpretating the subject. The main theory used to interpret the subject was the theory of learning strategy proposed by Oxford (1990) and later supported by some other theories from Brown (2000), O'Malley (1996) and Harmer (2007) that within the same area.

c. Theoretical validity

Maxwell in Cohen *et al*. (2000:107) argues theoretical validity as the theoretical constructions that the researcher brings to the research. Theoretical validity is the extent to which the research explains the phenomena.

The data would be analyzed following Oxford's (1990) theory that had already been mentioned in the previous part. The data analysis from the questionnaire would follow Oxford's theory.

d. Generalizability

Maxwell in Cohen *et al*. (2000:107) argues generalizability as the view that the theory generated may be useful in understanding other similar situations. This means that the results of the research were not only specified only certain field, but can also be used for other similar situation under the same circumstance.

The result of this study might present some generalizations of how freshmen students might use some learning strategies. In short, the extent of the study was expected to reveal some generalization of learning

strategies from freshmen students of English department of State University of Yogyakarta.

e. Evaluative validity

Maxwell in Cohen *et al*. (2000:107) argues evaluative validity as the application of an evaluative framework, judgemental of that which was being researched, rather than a descriptive, explanatory or interpretive one.

The judgements were formulated based on the data taken from the real situation without any changes or treatments where this study was conducted. The interpretations came from own opinion supported by some theories that have been mentioned in the previous part. The interpretations of the data were made by considering other similar research.

H. Reliability

In order to raise the degree of reliability, triangulation method was used. Denzin in Cohen *et al*. (2000:113) mentions six types of methodological triangulations, they are: (1) time triangulation, (2) space triangulation, (3) combined level of triangulation, (4) theoretical triangulation, (5) investigator triangulation and, (6) methodological triangulation. Three out of six types of triangulation which suited this study were used. They were (1) space triangulation, (2) theoretical triangulation, (3) investigator triangulation.

1. Space triangulation

The quantitative data were collected from five different classes of English education study programme at Faculty of Languages and Arts State University of Yogyakarta year 2014, whilst qualitative data were collected from seven students from two different classes.

2. **Theoretical triangulation**

   The data would be analyzed using the theories from some experts based on the theories presented in the previous part. The data would also be presented in both statistical and journalistic data analysis.

3. **Investigator triangulation**

   The data were analyzed with the help of the supervisor. The supervisor was Mrs. Ella Wulandari, M.A. as she was the second consultant. Some opinions and advices from the supervisor would be used in the data analysis process.

I. Research Procedure

The research procedure would be discussed in this section. As this study employed mixed-method, the process of the research followed Cresswell's (2003) theory. Cresswell (2003:213) proposes mixed-method procedure that divided into three sequential strategies. Of the three types, the first sequential strategy was chosen. The sequential design could be seen in the following figure.

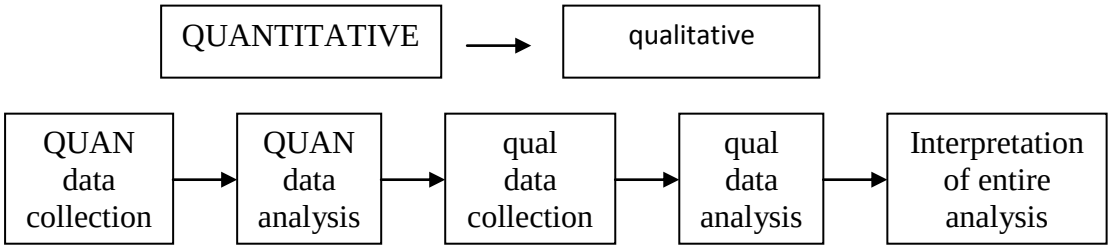

Figure 7. Sequential Explanatory Strategy

The sequential explanatory design was chosen as the priority of the research was typically given to the quantitative data. Cresswell (2003:215) mentions that the purpose of the sequential explanatory design typically is to use qualitative result

to assist in explaining and interpreting the findings of a primarily quantitative study. The result of the quantitative research would be used as the major data while the qualitative result would be used to give validation toward the quantitative result.

The procedure of this study would employ Cresswell's (2003) theory of mixed-method procedures as it has been explained in the Figure 7, they are (1) design and plan, (2) data collection for quantitative research, (3) data analysis and validation for quantitative research, (4) data collection for qualitative research, (5) data analysis and validation for qualitative research, (6) Interpretation of entire analysis, and (7) reporting.

J. Research Setting

In this part, the setting of the research are presented. They are Place of the Research and Time of the Research

1. Place of the Research

   The research was conducted in English department, Faculty of Languages and Arts, State University of Yogyakarta. There are six classes in total.

2. Time of the Research

   The research was held in March to April 2014. The first quantitative data collection was in Class K at 26th of March 2014. Then the second data collection was in Class J and Class O at 3rd of April 2014. The Third data collection was in Class F at 4th of April. The last data collection was at 8th of April 2014. Then qualitative data collection were held from 2nd to 7th of April 2014.

CHAPTER IV
FINDINGS AND DISCUSSIONS

In this chapter, the findings of the research would be discussed based on the steps that had been planned in the previous section. The first part would discuss the finding based on the action taken. The findings were from the two instruments used in this study. The first data would be quantitative data presented in the form of lists of table. The data were obtained from questionnaire from SILL taken from Oxford (1990). The second data would be qualitative data obtained from interview. The interview guide was generated following the six theory of learning strategies taken from Oxford (1990). Then the second part would present the discussion of the findings.

A. Findings

1. Findings Based on Questionnaire

The first findings would be the result of the questionnaire that had already been filled by the participants and later had been processed by the SPSS Data Editor for Windows programme. The following would be presented the summary of the questionnaire. The original summary of the questionnaire could be seen at the end of the page in Appendix 2. There are 50 statements on SILL that divided into six parts. The table describes the statistic calculation for part A to part F from 88 respondents.

The table below could be explained as follows. The first column shows the part and the number of statements based on the Oxford's SILL. The second column shows the frequency number. Next, the third column showed the percentage of the questionnaire ranging from 1 to 5. Then the next column is the

mean derived from the total score of the summary score divided by the total number of the participants. And the last column was standard deviation. Based on Oxford's classification, the range of mean could be described as follows. The first one was the highest range, which was 4.5 to 5; meant the strategy was 'always or almost always used', then the second was ranged from 3.5 to 4.4; meant the strategy was sometimes used, and the third was ranged from 2.5 to 3.4; meant the strategy 'generally not used', and the last was ranged from 1.0 to 1.4; meant that the strategy was 'never or almost never used'. Then, only strategies which had mean above 3.5 would be discussed later in discussion part.

Part A

Statement		Frequency					Percentage (%)					Mean	St. Dev
		1	2	3	4	5	1	2	3	4	5		
Part A	1.	1	5	32	33	17	1.1	5.7	36.4	37.5	19.3	3.6818	.89115
	2.	1	7	42	29	9	1.1	8.0	47.7	33.0	10.2	3.4318	.82762
	3.	6	17	27	23	15	6.8	19.3	30.7	26.1	17.0	3.2727	1.16192
	4.	8	19	27	24	10	9.1	21.6	30.7	27.3	11.4	3.1023	1.14510
	5.	12	31	23	17	5	13.6	35.2	26.1	19.3	5.7	2.6818	1.10947
	6.	29	29	19	8	3	33.0	33.0	21.6	9.1	3.4	2.1705	1.09567
	7.	6	16	30	28	8	6.8	18.2	34.1	31.8	9.1	3.1818	1.05640
	8.	1	20	43	19	5	1.1	22.7	48.9	21.6	5.7	3.0795	.84719
	9.	8	11	25	25	19	9.1	12.5	28.4	28.4	21.6	3.4091	1.21897
Mean Total												3.1124	

Table 3.1 Statistic result part A

There are nine statements in part A. According to Oxford's classification, only one number that fulfilled the average of the statement which showed the term "usually used", that has mean above 3.5. These were the statement number 1, number 2 and number 9. The highest score was the statement number 1 with mean

of 3.6818, while the lowest score was the statement number 6 with mean of 2.1705. And the last was the total mean for this part A which is 3.1124.

Part B

Statement		Frequency					Percentage (%)					Mean	St. Dev
		1	2	3	4	5	1	2	3	4	5		
Part B	10.	1	11	29	33	14	1.1	12.5	33.0	37.5	15.9	3.5455	.94576
	11.	1	6	21	37	23	1.1	6.8	23.9	42.0	26.1	3.8523	.92897
	12.	1	3	23	41	20	1.1	3.4	26.1	46.6	22.7	3.8636	.84665
	13.	2	11	34	30	11	2.3	12.5	38.6	34.1	12.5	3.4205	.94348
	14.	2	21	26	31	8	2.3	23.9	29.5	35.2	9.1	3.2500	.99712
	15.	1	5	22	25	35	1.1	5.7	25.0	28.4	39.8	4.0000	.99424
	16.	1	9	30	31	17	1.1	10.2	34.1	35.2	19.3	3.6136	.95209
	17.	2	18	36	20	12	2.3	20.5	40.9	22.7	13.6	3.2500	1.00858
	18.	3	9	33	25	18	3.4	10.2	37.5	28.4	20.5	3.5227	1.03920
	19.	3	17	26	32	10	3.4	19.3	29.5	36.4	11.4	3.3295	1.02522
	20.	5	12	39	24	8	5.7	13.6	44.3	27.3	9.1	3.2045	.98447
	21.	3	22	23	25	15	3.4	25.0	26.1	28.4	17.0	3.3068	1.12809
	22.	6	12	27	26	17	6.8	13.6	30.7	29.5	19.3	3.4091	1.15108
	23.	10	22	33	15	8	11.4	25.0	37.5	17.0	9.1	2.8750	1.11224
Mean Total												3.4602	

Table 3.2 Statistic result part B

There are 14 statements on part B. Based on the table above, some statements showed mean higher than 3.5. The statement with highest mean is the statement number 15. Then, the second highest is statement number 12, and the third highest is statement number 11. Then, statement number 16, number 10, and number 18 also have high mean above 3.5. The highest mean score for part B was the statement number 15 with mean 4.000, whilst the lowest score was the

statement number 23 with mean 2.8750. The last was the overall mean for part B that shows 3.4602.

Part C

Statement		Frequency					Percentage (%)					Mean	St. Dev
		1	2	3	4	5	1	2	3	4	5		
Part C	24.	0	6	20	32	30	0	6.8	22.7	36.4	34.1	3.9773	.92198
	25.	2	6	17	26	37	2.3	6.8	19.3	29.5	42.0	4.0227	1.05020
	26.	6	9	19	34	20	6.8	10.2	21.6	38.6	22.7	3.6023	1.15011
	27.	12	17	34	21	4	13.6	19.3	38.6	23.9	4.5	2.8636	1.07406
	28.	5	23	27	23	10	5.7	26.1	30.7	26.1	11.4	3.1136	1.09787
	29.	0	2	18	28	40	0	2.3	20.5	31.8	45.5	4.2045	.84635
Mean Total												3.6307	

Table 3.3 Statistic result part C

There are six statements on part C. Based on the table presented above, the overall score was quite high. Four statements out of six had high mean, which is higher than 3.5. Of the six statements on Part B, the highest score was the statement number 29, while the second highest statement was the statement number 25, and the third was statement number 24, then followed by statement number 26. In addition to the highest mean score, the lowest score of this Part C was the statement number 27 with mean 2.8636. The overall mean score for Part C is 3.6307.

Part D

Statement		Frequency					Percentage (%)					Mean	St. Dev
		1	2	3	4	5	1	2	3	4	5		
Part D	30.	0	5	20	42	21	0	5.7	22.7	47.7	23.9	3.8977	.83101
	31.	0	2	21	26	39	0	2.3	23.9	29.5	44.3	4.1591	.86949

	32.	**1**	**2**	**10**	**34**	**41**	**1.1**	**2.3**	**11.4**	**38.6**	**46.6**	**4.2727**	**.84046**
	33.	**0**	**1**	**8**	**26**	**53**	**0**	**1.1**	**9.1**	**29.5**	**60.2**	**4.4886**	**.71107**
	34.	**5**	**15**	**34**	**24**	**10**	**5.7**	**17.0**	**38.6**	**27.3**	**11.4**	**3.2159**	**1.04440**
	35.	**2**	**13**	**20**	**37**	**16**	**2.3**	**14.8**	**22.7**	**42.0**	**18.2**	**3.5909**	**1.02426**
	36.	**2**	**7**	**29**	**32**	**18**	**2.3**	**8.0**	**33.0**	**36.4**	**20.5**	**3.6477**	**.97131**
	37.	**2**	**8**	**32**	**24**	**22**	**2.3**	**9.1**	**36.4**	**27.3**	**25.0**	**3.6364**	**1.03036**
	38.	**0**	**2**	**17**	**33**	**36**	**0**	**2.3**	**19.3**	**37.5**	**40.9**	**4.1705**	**.81961**
Mean Total												**3.8977**	

Table 3.4 Statistic result part D

There are nine statements in part D. The overall score for part D was quite surprising. It showed very high score. Some statements have mean score above 4. These were the statements number 31, 32, 33, and 38. The highest score was the statement number 33 with mean 4.4886. The next highest statement was the statement number 32, then statement number 38. Statement number 31, 30, 35, 36, and 37 also showed high mean above 3.5. On the other hand, statement number 34 was the only statement in part D that didnot reach 3.5, and had the lowest mean score by 3.2159. Finally, the overall mean score for Part D is 3.8977.

Part E

Statement		**Frequency**					**Percentage (%)**					**Mean**	**St. Dev**
		1	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**		
(PArt E	**39.**	**2**	**9**	**21**	**29**	**27**	**2.3**	**10.2**	**23.9**	**33.0**	**30.7**	**3.7955**	**1.06306**
	40.	**0**	**6**	**31**	**31**	**20**	**0**	**6.8**	**35.2**	**35.2**	**22.7**	**3.7386**	**.89049**
	41.	**12**	**25**	**20**	**15**	**16**	**13.6**	**28.4**	**22.7**	**17.0**	**18.2**	**2.9773**	**1.32159**
	42.	**5**	**13**	**31**	**18**	**21**	**5.7**	**14.8**	**35.2**	**20.5**	**23.9**	**3.4205**	**1.17171**
	43.	**30**	**15**	**23**	**13**	**7**	**34.1**	**17.0**	**26.1**	**14.8**	**8.0**	**2.4545**	**1.31227**
	44.	**12**	**17**	**23**	**26**	**10**	**13.6**	**19.3**	**26.1**	**29.5**	**11.4**	**3.0568**	**1.22576**
Mean Total												**3.2405**	

Table 3.5 Statistic result part E

There are six statements in the Part E. There were only two statements that reached mean score above 3.5, these were statement number 39 and 40. The highest score was the statement number 39 with mean 3.7955, then statement number 40 was the second with mean 3.7386. Statement number 42 was showed mean score quite close to 3.5, with mean score 3.4205. The lowest mean score was statement number 43 with mean score 2.4545. The overall mean score for Part E was quite low, it only shows 3.2405.

Part F

Statement		Frequency					Percentage (%)					Mean	St. Dev
		1	2	3	4	5	1	2	3	4	5		
Part F	45.	0	1	21	22	44	0	1.1	23.9	25.0	50.0	4.2386	.85761
	46.	3	17	27	22	19	3.4	19.3	30.7	25.0	21.6	3.4205	1.13179
	47.	0	8	23	33	24	0	9.1	26.1	37.5	27.3	3.8295	.93737
	48.	3	23	35	19	8	3.4	26.1	39.8	21.6	9.1	3.0682	.99187
	49.	3	18	38	25	4	3.4	20.5	43.2	28.4	4.5	3.1023	.89750
	50.	7	10	25	28	18	8.0	11.4	28.4	31.8	20.5	3.4545	1.17355
Mean Total												3.5189	

Table 3.6 Statistic result part F

There are six statements in the Part F. Quite similar to the previous part, only two statements that reached mean score above 3.5. These statements were the statement number 45 and 47. Statement number 45 had the highest score in Part F with mean score 4.2386, then the second was the statement number 47 with mean 3.8295. Statement number 46 and statement number 50 showed mean score close to 3.5. The overall mean score for Part E was quite low. It only showed 3.2405, drop below 3.5. The lowest mean score was the statement number 48 with mean score 3.0682. Finally, the overall mean score for Part F is 3.5189.

As had been explained above, the tables show the result of the questionnaire, by presenting frequency, mean and standar deviation based on the questionnaire. Then, the following table presents the statements based on the questionnaire which had the highest mean scores from each part. The table could be explained as follows.

Part	Statement number	Statement	Mean
A	**1**	I think of relationships between what I already know and new things I learn in English.	**3.6818**
	2	I use new English words in a sentence so I can remember them.	**3.4318**
	9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	**3.4091**
B	**10**	I say new English words several times.	**3.5455**
	11	I try to talk like native English speakers.	**3.8523**
	12	I practice the sounds of English.	**3.8636**
	15	I watch English language TV shows spoken in English or go to movies spoken in English.	**4.0000**
	16	I read for pleasure in English.	**3.6136**
	18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	**3.5227**
C	**24**	To understand unfamiliar English words, I make guesses.	**3.9773**
	25	When I can't think of a word during a conversation in English, I use gestures.	**4.0227**
	26	I make up new words if I do not know the right ones in English.	**3.6023**
	29	If I can't think of an English word, I use a word or phrase that means the same thing.	**4.2045**
D	**30**	I try to find as many ways as I can to use my English.	**3.8977**
	31	I notice my English mistakes and use that information to help me do better.	**4.1591**
	32	I pay attention when someone is speaking in English.	**4.2727**

	33	I try to find out how to be a better learner of English.	**4.4886**
	35	I look for people I can talk to in English.	**3.5909**
	36	I look for opportunities to read as much as possible in English.	**3.6477**
	37	I have clear goals for improving my English skills.	**3.6364**
	38	I think about my progress in learning English.	**4.1705**
E	**39**	I try to relax whenever I feel afraid of using English.	**3.7955**
	40	I encourage myself to speak in English even when I am afraid of making a mistake.	**3.7386**
	42	I notice if I am tense or nervous when I am studying or using English.	**3.4205**
F	**45**	If I do not understand something in English, I ask the other person to slow down or say it again.	**4.2386**
	46	I ask English speakers to correct me when I talk.	**3.4205**
	47	I practice English with other students.	**3.8295**
	50	I try to learn about the culture of English speakers.	**3.4545**

Table 4.1 Summary of questionnaire's result

The table above reveals the statements from the questionnaire along with their mean result. Those statements were derived based on the statement numbers that showed the highest score on each part where they belong to. As it has been mentioned in the previous part, based on Oxford (1990) classification, only number with mean score 3.5 or higher that chosen.

2. Findings Based on Interview

The second findings were based on the result of the interview. There were seven respondents who joined the interview from 3 different classes. The respondents consisted of four male and three female. The interview was conducted following the interview guide that could be seen in Appendix 3. The interview had also been transcribed for the easiness of analyzing. The interview transcripts could be seen in Appendix 4. The result of the interview also had been summarized and listed into tables which could be seen in Appendix 5. There were 39 questions divided into eight parts on the interview guide, from part A to part H. Part A dealt with general questions toward respondents' English learning. Then part B to part G dealt with learning strategy; each part represented one group of learning strategy. The last part, part H was concerned with respondents' attitude toward interview. The following was the result of the interview presented into a list of table.

No	Learning Strategy	Finding						
		1	2	3	4	5	6	7
	Memory Strategy							
1.	grouping word	**S**	**N**	**N**	**O**	**S**	**N**	**N**
2.	using new English word in sentence to remember	**S**	**N**	**R**	**S**	**S**	**N**	**N**
3.	using keyword	**S**	**N**	**S**	**O**	**O**	**R**	**S**
4.	using imagery	**S**	**S**	**O**	**S**	**O**	**N**	**S**
	Cognitive Strategy							
1.	using repetition	**O**	**A**	**O**	**O**	**S**	**O**	**N**
2.	watching English TV shows	**O**	**O**	**O**	**O**	**O**	**O**	**S**
3.	reading English books	**S**	**S**	**S**	**O**	**R**	**R**	**S**
4.	avoiding translating word-by-word	**O**	**A**	**O**	**O**	**N**	**O**	**O**
5.	practicing English	**O**	**S**	**O**	**O**	**S**	**S**	**S**
6.	highlighting word	**S**	**O**	**O**	**O**	**N**	**N**	**N**

(table continued)

No	Learning Strategy	1	2	3	4	5	6	7
	Compensation Strategy							
1.	making guesses of unfamiliar English word	**S**	**O**	**O**	**R**	**S**	**R**	**S**
2.	using gestures or mother tongue to help expressing words	**O**	**O**	**S**	**O**	**O**	**S**	**O**
3.	using synonym words	**O**	**R**	**O**	**S**	**S**	**O**	**S**
4.	reading/Listening without looking up every word	**N**	**O**	**O**	**O**	**S**	**O**	**O**
5.	guessing what others will say next	**S**	**N**	**O**	**O**	**N**	**O**	**O**
	Metacognitive Strategy							
1.	trying to find as many as ways to learn English	**N**	**O**	**O**	**O**	**A**	**A**	**O**
2.	paying attention when listening to others	**O**	**O**	**O**	**O**	**A**	**A**	**O**
3.	trying new ways in learning English	**N**	**N**	**S**	**N**	**S**	**S**	**N**
4.	always trying to find opportunities for learning	**S**	**S**	**S**	**S**	**S**	**S**	**S**
5.	have clear goals for improving English	**S**	**N**	**N**	**O**	**O**	**A**	**O**
6.	having self-reflection / thinking own progress	**S**	**O**	**S**	**O**	**S**	**S**	**R**
	Affective Strategy							
1.	overcoming anxiety	**O**	**O**	**O**	**O**	**O**	**O**	**O**
2.	relaxing	**O**	**O**	**A**	**O**	**A**	**O**	**O**
3.	taking risk wisely and encouraging self	**S**	**O**	**S**	**S**	**S**	**S**	**O**
4.	rewarding self	**N**	**S**	**S**	**S**	**S**	**S**	**R**
5.	sharing with others	**S**	**O**	**O**	**O**	**N**	**O**	**S**
	Social Strategy							
1.	cooperating with others	**O**	**O**	**O**	**S**	**S**	**S**	**S**
2.	peer correction / asking others for correction	**S**	**S**	**S**	**S**	**S**	**O**	**S**
3.	cooperating with more proficient users of English	**R**	**R**	**S**	**S**	**S**	**R**	**R**
4.	developing cultural understanding	**S**	**R**	**R**	**O**	**S**	**N**	**S**
5.	asking for clarification or verification	**O**	**O**	**O**	**O**	**O**	**O**	**O**

Table 5.1 Summary of interview result

Note :
A : always
O : often
S : sometimes
R : rarely
N : never / not do

The table above can be described as follows. The **'Learning Strategy'** column shows the strategy which were asked in interview. The statements above were derived from the interview guide that had been mentioned in the previous part. Each statement listed above represented one learning strategy. The second column **'Finding'** shows the result of the interview in which they were coded into certain codes which had also been mentioned at the end of the table. The column **'numbers'** ranging from 1 to 7 represents the respondents. Number 1 represented student 1, and so on that could be seen in Appendix 5.

The following part would discuss the finding from the interview in overall rather than in detailed. The detailed explanation from this part would be discussed later in discussion part.

First of all, **memory strategy** seemed **less often** used by respondents. This could be proofed that **'S'** code appeared mostly, which means that most respondents stated they only used the strategy in memory strategy **sometimes.** Then, other statement based on the table which appeared most is **'N'**, which could be stated that the respondents **'never'** do the strategy. Only few strategies from few students indicated the code **'O'**, which means that respondents used these strategies **often**. In overall, **memory strategy** could be claimed as **'rarely'** used by the respondents.

The second part was **cognitive strategy**. Based on the data above, this set of strategy seemed regularly used by the respondent. This claim could be proven by most respondents stated they often used **cognitive strategies** that represented by **'O'** which means **'often'** on most strategies. Then, the next claim was some respondents stated that they only **'sometimes'** used some strategies. This claim

could be proven by the code **'S'** which means **'sometimes'** that appear in some strategies from some respondents. Then, few respondents also stated they **'never'** used certain strategies. In overall, **'cognitive strategy'** could be claimed as **'almost often'** used by respondents.

The third part was compensation strategy. Based on the data above, it could be claimed that compensation strategy was quite popular among respondents and was **quite often** used. This could be proofed by most respondents stated they **often** used most compensation strategies; as the result of the interview showed most respondents stated they **'often'** do most of strategies in compensation strategies by the indicator **'O'** listed on the table. Some other respondents stated they **'sometimes'** do some other strategies by the mark **'S'** on the table. Only few respondents stated they **'rarely'** do or **'never'** do some strategies. In overall, it could be claimed that **'compensation strategy'** was **'almost often used'** by respondents.

The fourth part was metacognitive strategy. This set of strategy was quite interesting as based on the result of the interview; **respondents' answers were quite varied from one to other strategies**. Some respondents stated they **'always'** do some strategies. This could be proven by the mark **'A'** on the table. Some others also stated that they **'often'** do some strategies represented by the mark **'O'** on the table. Some other respondents also stated they only **'sometimes'** do some strategies which represented by the mark **'S'** that listed on the table. Few respondents stated they **'never'** do few strategies through the mark **'N'**. Based on the data above, this strategy could be claimed as **'almost often used'** by respondents.

The next strategy was affective strategy. It could be stated that respondents seemed **quite familiar** with this strategy. This claim could be proven by most respondents stated they **'often doing'** most strategies which represented by the mark **'O'** on the table. Some other respondents stated they only **'sometimes doing'** some strategies that represented by mark **'S'**. Two respondents stated they **'always doing'** on one strategy, marked by **'A'**. Quite interesting that one strategy **'often used'** by all respondents, marked by **'O'** on the first strategy. In overall, this strategy, it could be claimed that respondents **'quite often'** using affective strategy.

The last strategy was social strategy. Based on the data above, respondents were **less often used** social strategy. This claim could be proven by most respondents stated they only **'sometimes doing'** most strategies' that represented by **'S'** on the table. While some other stated they **'often used'** few strategies. Only one strategy **'often used'** by all respondents, which was the last strategy, proofed by all mark were **'O'**.

These were some explanation of the finding from interview in overall by the explanation of some general fact found in the interview that represented by the table above. Thus, based on the data above general claim also had been derived. The deeper explanation would be presented in the next part.

B. Discussions

In this part, the discussion for the findings that had been mentioned in the previous part would be presented. The discussion would be presented on each part of learning strategies that had been explained before. It would cover findings from quantitative, hence from questionnaire result which was explained in the previous part and would be supported by qualitative data, hence from interview result. Moreover some theories and research results from other similar studies would also been included to support the finding.

1. Part A Memory Strategies

The first part would discuss memory strategy. As it had been mentioned in the previous part, based on the questionnaire result there were some strategies that had mean score higher than the other strategies on memory strategy sets. The following table would present these strategies.

Part	Statement number	Statement	Mean
A	**1**	I think of relationships between what I already know and new things I learn in English.	**3.6818**
	2	I use new English words in a sentence so I can remember them.	**3.4318**
	9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	**3.4091**

Table 6.1 Memory strategies result

Based on the table above, these are the three statements in memory strategy that had highest mean result from the result of the questionnaire. The first statement stated **'I think of the relationship between what I already know and new things I learn in English'** represented **'associating/elaborating'** strategy in memory strategy. Oxford (1990:60) states that associating/elaborating involves

associating new laguages information with familiar concepts in memory. Further, Oxford (1990:60) also explains that naturally, these associations are likely to strengthen comprehension as well as making the material easier to remember. Based on the theory above and in relation to the result of the questionnaire, the most possible reason why most respondents used this strategy was to strengthen their comprehension as well as making the material, hence English learning like vocabulary and so on, become easier to remember. Based on the result of the questionnaire that had been mentioned in the previous part, this statement has **3.6818** mean score which means strategy under this statement was **'usually used'** according to Oxford's classification, where **32** respondents or **36.4%** of the total 88 respondents stated this strategy was **'somewhat true of me'**, while **33** respondents or **37.5%** of the total 88 respondents stated **'usually true of me'**. This could be claimed that most of respondents indeed using **'associating/ elaborating'** strategy.

The second statement stated **'I use new English words in a sentence so I can remember them'** represented **'placing new word into context'** strategy. Oxford (1990:60) states this strategy involves placing new words or expressions that have been heard or read into a meaningful context as a way of remembering the words. From the questionnaire result, this statement has **3.4318** mean score which means **'sometimes used'**, where **42** respondents or **47.7%** of the total 88 respondents claimed this statement as **'somewhat true of me'**. Whereas other **29** respondents or **33%** of the total respondents stated **'usually true of me'**. Most respondents were already familiar in using this strategy. This was supported by the finding from the interview that **three** among **seven** respondents claimed that

they sometimes used this strategy, **one** stated that he rarely used this strategy, and the other **three** claimed that they never used this strategy.

In regard to how this srategy is used, the following excerpts from the interview transcripts will explain how the respondents used this strategy.

excerpt 1, 1st interview, recording 1, student 1, part B

.....

I : Setelah anda mengingat kata-kata tersebut, apakah anda langsung menggunakannya dalam real komunikasi? cenderung langsung dipakai dalam spoken language atau written language? (*after you remembering these words (new words in English), do you use it directly in real communication? Do you prefer use it in spoken language or written language?*)

S : Nah biasanya bentuk tertulis dulu, baru spoken. (*nah, I usually use it in written form first then spoken.*)

.....

I : interviewer **S : respondent**

From the excerpt above, it could be proven that **student 1** did use this strategy by using any new English words into context in written language first and then later spoken language once he remembered and knew these new words. The next proof could be seen in the next excerpt.

excerpt 2, 4th interview, recording 4, student 4, part B

.....

S : Oh iya kadang aku juga gitu waktu nonton film terus nemuin kata baru yang asing ya aku coba catet kata-kata itu, terus nanti aku cari artinya di kamus, aku cek juga mana yang verb, mana yang adjective, mana yang noun dalam penggunaannya. (*Oh ya, sometimes I did it when I watch movies then find unfamiliar new word I take a note of these words, then later I find the meaning on dictionary, I also checked which one is verb, adjective, or noun in use*.)

I : Nah terus ketika anda telah mempelajari kata baru itu apa yang anda lakukan? Apakah langsung dicoba menggunakannya ke dalam kalimat? (*Nah, once you have learnt these new words what do you do?*)

S : Kalo biasanya sih aku coba pake ketika menulis, misal menulis artikel. Tapi ya lebih ke written language, soalnya kalo spoken takut salah. hehe.. (*I sometimes use it in writing, like writing an article. But I prefer use it on written language, as I am quite afraid of making mistakes when use it on spoken. hehe..*)

.....

I : interviewer **S : respondent**

Based on the excerpt above, it can be concluded that student 4 also used this strategy that could be seen through her response that she tried to use the new words she found during her trial in writing an article after she checked these words in dictionary. Then the last proof could be seen in the next recording 5 from student 5.

excerpt 3, 5th interview, recording 5, student 5, part B

.....

I : Nah ketika anda mempelajari kata baru, apa kata baru tersebut langsung coba digunakan dalam percakapan? (*nah, once you have learnt new words (in English), do yoy use these words directly in a conversation?)*

S : Biasanya sih aku langsung coba kalo pas timing nya lagi pas, aku coba pake kata-kata yang aku pelajari dari film-film ato lagu-lagu yang sering aku dengerin setelah aku cek dulu artinya di kamus. (*I sometimes try to use (these new words) when the timing allows me, I try to use the words I have learnt from movies or songs I used to hear once I checked the meaning on dictionary.*)

.....

I : interviewer **S : respondent**

The excerpt above also shows that this strategy indeed was being used by the respondents. Student 5 used new words he had learnt from movies and songs of his favourite. Then he checked the meaning of these new words in dictionary, and once any chance let him, he would try to use these new words.

The last statement in memory strategy that had highest mean score stated **'I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign'**. This strategy refers to **'using keyword'** strategy as Oxford (1990:62) states that it combines sounds and images so that learners can more easily remember what they hear or read in the new language Further Oxford (1990:62) also explains that this strategy has two steps, first learners indentify a familiar word in one's own language or another language that sounds like the new word, then second **generate a visual image of the new**

word and the familiar one interacting in some way. Based on the result of the questionnaire, this statement has mean score of **3.4091**, means **'sometimes used'**, where **25** respondents or **28.4%** from the total of 88 respondents stated this statement was **'somewhat true of me',** and also **25** respondents or **28.4%** other respondents stated this strategy **'usually true of me'**. Other respondents of **19** respondents or **21.6%** from the total 88 respondents stated this strategy was **'always or almost always true of me'**. Based on these facts, it could be stated that most respondents were quite familiar using this strategy. From the understanding of the statement and relate it with Oxford's definition, then relate the statement with strategy of **'using keyword'**, then some supporting finding can be derived from the interview result. Based on the interview result, **two** of the seven respondents claimed that they **often** used strategy of **'using keyword'**. **Three** others claimed that they **sometimes** used this strategy. **One** stated that he **rarely** used this strategy and another **one** stated that she **never** used this strategy.

The following will be presented two excerpts from the respondents who stated they often used the strategy of **'using keyword'**.

excerpt 4, 4th interview, recording 4, student 4, part B

.....

I : Pernah nggak make istilah atau kata tertentu untuk mengingat kata-kata lainnya? Ya misal 'family', kan ada kata father, mother, brother, uncle, etc. Nah dari kata 'family' bisa membantu anda mengingat kata-kata lainnya gitu. (*Have you ever use a certain term or a certain word to remember other word? Ya for example 'family', there are words like father, mother, brother, uncle, etc. Nah from the word 'family', it can help you to remember other word.*)

S : Oh kalo itu sih lumayan sering, contohnya aku pake istilah house untuk mengingat apa-apa aja yang ada di dalem rumah, misal kamar, barang-barang, terus ya gitu kak. (*Oh, I quite often use that one, for example I use the term 'house' to remember everything inside the house, say like rooms, things in the house, and something like that.*)

.....

I : interviewer **S : respondent**

From the excerpt above, it could be stated that student 4 used this strategy by using the term **'house'** to remember various things inside a house. Student 4 stated that she quite often used this strategy. This could also be proven that she could give an example of an example of the real use of this strategy. The next proof could be seen in the next excerpt from 5th interview of student 5.

excerpt 5, 5th interview, recording 5, student 5, part B

.....

I : Terus pernah denger istilah keyword nggak? (*then, have you ever heard the term keyword?*)

S : Semacem kata kunci gitu kan? Pernah sih, kebetulan juga aku sering make, biar lebih gampang nginget nya. Misal aku pake kata 'handphone', nah dari situ kan banyak kata-kata yang berhubungan tuh, misalnya signal, infrared, communication gitu mas. (*Kinda key for other word, isn't it? I did ever heard it, I use it quite often for the easiness of remembering. Say for example I use the word 'handphone', nah from that word there are so many words that relate to it, for example signal, infrared, communication, that's it.*)

.....

I : interviewer **S : respondent**

Similar to the previous respondent, student 5 proved that he used this strategy by giving an example from the real use of this strategy. He picked the word 'hand phone' which means cell phone in English to remember some other words like signal, infrared, and communication.

Based on the finding above, it could be concluded that of the nine statements in part A, there are three statements resulting in highest mean score among others. They are statements number (**1**) 'I think of relationships between what I already know and new things I learn in English', statement number (**2**) 'I use new English words in a sentence so I can remember them', and statement number (**9**) 'I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign'. This result is in line with Khalil (2002). According to his findings, in university level, these statements also

have significant variation in use, which means based on the result of the SILL assessment, mean score's result of strategies are high as the variation score resulting in high score. According to Khalil (2002), it shows that statements in memory strategy which have highest significant variation in use are statement number (**1**), (**2**), (**3**), (**4**), (**6**), (**7**), and (**9**). In conclusion, the finding of this study for Oxford's SILL part A is in line with Khalil (2002).

2. Part B Cognitive Strategies

The second part would discuss cognitive strategy. As it had been explained in the previous part, based on the result of the interview there were six statements having mean score exceeded 3.5 in part B. The highest mean score was **4.0000** and the overall mean score for part B was **3.4602**. The following table would present strategies with the highest mean score in part B.

Part	Statement number	Statement	Mean
B	**10**	I say new English words several times.	**3.5455**
	11	I try to talk like native English speakers.	**3.8523**
	12	I practice the sounds of English.	**3.8636**
	15	I watch English language TV shows spoken in English or go to movies spoken in English.	**4.0000**
	16	I read for pleasure in English.	**3.6136**
	18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	**3.5227**

Table 6.2 Cognitive strategies result

Based on the table above, there are six statements of 14 statements in cognitive strategy have mean score higher than other statements. Three statements would be discussed in detail by presenting relevant theories and proof from findings. They were the statement number 10, 15, and 16.

Firstly, statement number 10 would be discussed. It stated **'I say new English words several times**' represented strategy of **'repeating'** as Oxford (1990:70) mentions that repeating can be used in highly innovative ways, is actually essential for all languge skills, and virtually always includes some degree of meaningful understanding. Further, Oxford (1990:70) also adds that repetition might involve saying or writing the same thing several times. One example of the real use for this strategy was to repeat new words being learnt for several times from time to time in a certain period to help remembering that new words. Based on the finding from questionnaire, this strategy has mean result of **3.5455** which means **'usually used'**, where **29** respondents or **33%** from the total of 88 respondents stated this statement was **'somewhat true of me'**, **33** other respondents or **37.5%** stated **'usually true of me'**, whilst **14** other respondents or **15.9%** stated **'always or almost always true of me'**. From these findings based on the interview, it could be stated that most respondents had already been familiar with this strategy. In other words, respondents quite often used this strategy. This was supported by the finding from the interview that **four** among **seven** respondents claimed that they often used this strategy, **one** stated that she always used this strategy, **one** stated that she sometimes using this strategy and another **one** claimed that he never used this strategy.

To show how this srategy is used by respondents, the following excerpts is presented as follows.

excerpt 6, 1st interview, recording 1, student 1, part C

.....

I : Dalam belajar vocabulary, pernah denger istilah repeating? *(in learning vocabulary, have you ever heard of repeating?*)
S : Pengulangan? (*'mentions the meaning of repeating')*

I : Drilling? pernah denger? (*drilling? have you ever heard?*)
S : iya. (*yes*)
I : Misal contoh anda belajar kata 'haunted', terus diulang-ulang untuk mengingat kata itu. (*Say for example you learn the word 'haunted', then you repeat it to remember that word.*)
S : Iya. itu sering saya lakukan. (*Yes, I often do it.*)
I : Seberapa sering anda lakukan? (*How often?*)
S : Hampir setiap kali saya mendengar kata baru. (*Almost every time I heard a new word.*)
I : Diulang-ulang dengan mengatakan atau bagaimana? (*Repeating by uttering the word or else?*)
S : Diulang-ulang dalam memori untuk mengingat-ingat. (*Repeating in memory to remember.*)
.....
I : interviewer **S : respondent**

Based on the excerpt above, student 1 clearly stated that he often used **'repeating'** strategy by repeating any new word he learnt and repeat it on his memory to help him remember that new word. Student 1 gave an example that **'repeating'** or drilling **could also be done in memory instead of uttering new words**. Another proof of the use of this strategy could also being seen in the following excerpts.

excerpt 7, 2nd interview, recording 2, student 2, part C
.....
I : Pernah denger istilah drilling? have you ever heard of it? (*have you ever heard of drilling?*)
S : Itu ya kak yang mengulang-ulang kata? (*is that likely repeating words?*)
I : Ya seperti itu. (*Ya, something like that.)*
S : Iya sering kak. malah itu yang paling sering digunakan. Dari dulu saya memang cenderung pake itu kak. Soalnya udah biasa. (*I often use it, even I mostly prefer use it as I have familiar with it.*)
.....
I : interviewer **S : respondent**

From the excerpt above, student 2 clearly stated that she had already been familiar and quite often used this strategy. This could be proven that she knew the

term **'drilling'** and could mention what to do with it once she was being asked. The following excerpt will give more examples.

excerpt 8, 3rd interview, recording 3, student 3, part C

.....

I : Ok next question. Do you know anything about drilling? Pernah denger drilling nggak? (*Have you ever heard of drilling?*)

S : Drilling? yang mengulang-ulang gitu kan? yang kaya pas di kelas pronunciation waktu semester 1 kemarin kan? kalo itu sih cukup sering ya menggunakannya. (*Drilling? ('mentions the meaning of drilling') something like what we did in pronunciation on semester 1, isn't it? I quite often use it.*)

I : How do you use it? I mean do you only repeating the word for several times or else? Jadi tu drillingnya gimana? Apa cuma diulang-ulang gitu? (*So how do you do the drilling? Is that you just repeating the word?*)

S : Biasanya sih kata-kata yang mirip bunyinya, like tin-thin, tick-thick, pin-fin, etc. ya seperti waktu pronunciation class dulu gitu yang tadi sudah saya bilang. (*I sometimes do it with words that have similar sounds, like tin-thin, tick-thick, pin-fin, etc. Just like what we did in pronunciation class at the past as I said before.*)

.....

I : interviewer **S : respondent**

Based on the excerpt above, student 3 mentions another way in using **'repeating'** strategy instead of only repeating a word. He mentioned that he used the knowledge he got from pronunciation class in the past, on his English learning. By remembering and repeating words that have similar sound, he could remember a couple of words at once rather that drilling a single word at one time.

The second statement in cognitive strategy having highest mean was statement number 15 stated **'I watch English language TV shows spoken in English or go to movies spoken in English'**. This statement represented two different strategies, they are **'practising naturalistically'** and **'using resources for receiving and sending messages'**. Oxford (1990:74) defines the first strategy as a strategy which is center on using the language for actual communication. In addition, Oxford also mentions that this strategy can be applied to all four skills.

Oxford (1990:81) defines the second strategy as involving the use of resources to find out the meaning of what is heard or read in the new language, or to produce messages in the new language. Further, Oxford (1990:81) also adds that nonprints resources including tapes, TV, videocasettes, radio, etc. can help learners prepare for speaking activity. Based on the questionnaire result mentioned in the previous part, this strategy results in highest mean of all other strategies in cognitive strategy by having mean score **4.0000** which means **'usually used'**, where **35** respondents or **39.8%** from the total 88 respondents stated this statement was **'always or almost always true of me'** which was close to half of the total respondents. Other **25** respondents or **28.4%** stated **'usually true of me'** and **22** respondents or **25.0%** stated **'somewhat true of me'**. Based on the result from questionnaire, it could be stated that most of respondents were quite familiar with this strategy and this seemed to be **the strategy mostly used by respondents than other cognitive strategies**. It was clear that TV shows or movies were very close with and easy to reach by learners. Almost all respondents from interview stated they did watch TV shows or movies from many different sources. This is supported by the finding from the interview that **six** among **seven** respondents claimed they often used this strategy and another **one** stated that she sometimes used this strategy.

In regard to how this srategy is used, two excerpts from the interview transcripts are presented to illustrate how the respondents used this strategy.

excerpt 9, 2nd interview, recording 2, student 2, part C

.....

I : Do you often watch English movies or TV shows which use English? suka nonton film Inggris? biasanya channel apa? (*Do you like watch English movies? What channel you usually watch?*)

S : Suka kak, suka banget. biasanya channel favorit ya national geographic, discovery channel, oprah show, tapi seringnya nonton film dari komputer. Film action atau drama gitu. (*I like it mostly, I usually watch national geographic, discovery channel, oprah show, but I prefer to watch movies from my computer. Like action movies or drama.*)

.....

I : interviewer S : respondent

Student 2 seemed quite often and liked to watch both English programmes TV shows and English movies. She could mention some English channels indicate that she was quite familiar with English TV programmes. Thus, this means that she had resources and technology with her to support her English learning. Another example for can also be seen from the following excerpts.

excerpt 10, 3rd interview, recording 3, student 3, part C

.....

I : Do you like English movies? Sering liat film-film barat nggak? ato acara-acara yang make Inggris gitu? (*Do you often watch western movies? or programmes which are using English?*)

S : Ya jelas suka donk, favorit saya emang film-film barat. (*Ofcourse I like them, my favorite are western movies.*)

I : Bisa sebutin judul film yang paling disuka? Terus selain film ada acara favorit lainnya nggak? (*Can you mention some tittle of movies you like? Is there any other favorite programme?*)

S : Kalo judul film sih ya Pirrates of Carribean, Lord of the Ring, Need for Speed, banyak deh pokoknya. Terus kalo acara favorit lainnya tu National Geographic, BBC news, Oprah Winfrey Shows, Discovery Channel, mmm.. apa lagi yah?? pokoknya banyak deh kan kebetulan dirumah ada TV kabel, jadi lumayan sering liat channel luar negeri. (*I have many tittles like Pirrates of Carribean, Lord of the Ring, Need for Speed, and many of them. Then for other favorite programme I like National Geographic, BBC news, Oprah Winfrey Shows, Discovery Channel, mmm.. what else? Certainty, I have many of them, I have TV cable at home so I can watch them quite often.*)

.....

I : interviewer S : respondent

Rather similar with the previous respondents, student 3 also seemed to be quite familiar with this strategy. The way he mentioned some movies and TV programmes he liked most indicates that he quite often used media and resources to help him learned English. Based on the questionnaire, other respondents also

stated quite similar answer. These two excerpts gave clear example for the use of this strategy by using medias and resources to support learning.

The last statement in cognitive strategy that would be discussed was the statement number 16 stated **'I read for pleasure in English'**. This strategy was quite similar to the previous statement that had already discussed above and also under the coverage of two strategies, they are **'practising naturalistically'** and **'using resources for receiving and sending messages'**. The definition from Oxford (1990) for each strategy had already been given above. It means that this part would only given the findings based on both questionnaire and interview. Based on questionnaire result, the mean score for this statement is **3.6136**, where **31** respondents or **35.2%** from all respondents claimed this statement as **'usually true of me'**, **30** respondents or **34.1%** claimed **'somewhat true of me'** and **17** other respondents or **19.3%** claimed **'always or almost always true of me'**. Oxford (1990:76) states that practising naturalistically also means using the language in an authentic wayfor reading comprehension. The most common medium for reading material is, ofcourse, print. Sources for printed materials were unlimited and they were easy to come by, thus they were available anywhere with comparatively low cost. This means that reading was relatively close with learners' daily learning. This was supported by the finding from the interview that **four** among **seven** respondents claimed that they sometimes used this strategy, **one** stated that she often used this strategy, and other **two** claimed that they rarely using this strategy.

In regard to how this srategy is used, the following excerpts from the interview transcripts will explain how the respondents used this strategy.

excerpt 11, 2nd interview, recording 2, student 2, part C

.....

I : Do you often read English books like novels, journals, magazine, comic, etc.?
S : Mmm.. suka kak, terutama yang romantic novel, seperti romeo juliet yang versi asli gitu. tapi ya nggak sering banget sih. susah mbagi waktunya. (*mmm.. I like it, especially romantic novels, like the original version of romeo and juliet. but not so often (reading novels). Because it is difficult managing the time.*)

.....

I : interviewer **S : respondent**

From the interview above, student 2 stated that she liked reading novels but not very often due to her study in college. This indicated that she indeed doing the strategy reading for pleasure which could be proven by her favorite novel. The next excerpt would also shown how respondents use this strategy.

excerpt 12, 4th interview, recording 4, student 4, part C

.....

I : Terus apakah anda suka membaca buku-buku dalam bahasa Inggris? Buku, majalah, novel atau apa gitu? (*Then, do you like reading English books? Books, magazines, novels, or else?*)
S : Kalo aku seringnya baca artikel di internet, ya buat referensi waktu aku nulis artikel. Kadang juga baca novel pas ada waktu senggang, itu aja novel yang tipis-tipis aja. Soalnya males baca novel-novel yang tebel, biasanya baru nyampe tengah udah bosen. (*I often read article in internet, ya for my reference when I write an article. I sometimes read novel when I get a free time, only for short novels. Because I don't like reading too long novels, I usually get bored once in the middle of reading them.*)

.....

I : interviewer **S : respondent**

Student 4 seemed to like writing article. This means that she needed a lot of source of reference. She also mentioned that she liked to read article in internet for her reference. She also liked to read novels, although she preferred on short novels rather that longer one. This proof indicated that student 2 indeed doing the strategies of practicing naturalistically through reading and using resources for receiving and sending messages. The two excerpts clearly showed how these strategies were used by respondents.

In conclusion, the result of part B shows that among 14 statements, there are six statements which have high result. They are statement number (**10**), (**11**), (**12**), (**15**), (**16**), and (**18**). The statement number (**15**) shows highest result than other statements in part B. This result was in line with Khalil (2002). Based on his study, he found that of the 14 statements in part B, 10 statements shows high variation in use in the level of university students. They are statement number (**11**), (**12**), (**13**), (**14**), (**15**), (**16**), (**17**), (**18**), (**20**), (**22**). This means that the result of this study is similar to that of those in Khalil (2002).

3. Part C Compensation Strategies

The third part was compensation strategy. Based on questionnaire result as mentioned in the previous part, there are four statements with highest mean score in this part. They could be seen in the table below. The overall mean for part C is **3.6307**, means that strategies under this part were **'usually used'**.

Part	Statement number	Statement	Mean
C	**24**	To understand unfamiliar English words, I make guesses.	**3.9773**
	25	When I can't think of a word during a conversation in English, I use gestures.	**4.0227**
	26	I make up new words if I do not know the right ones in English.	**3.6023**
	29	If I can't think of an English word, I use a word or phrase that means the same thing.	**4.2045**

Table 5.3 Compensation strategies result

There are six statements in part C; four statements have high mean score. Then, three of them would be discussed by presenting finding from interview to support the finding from questionnaire. They are statement number 24, 25 and 29.

The first statement discussed was statement number 24 which stated **'to understand unfamiliar English words, I make guesses'** represented **strategy group of 'guessing intelligently'**, consisted of two strategies; they are **'using linguistic clues'** and **'using other clues'**. Oxford (1990:90) defined guessing as any knowledge that previously gained by learners of the target language, learners' own language, or some other language can provide some linguistic clues to the meaning of what is heard or read. Further, Oxford mentions some specific definition for the first strategy mentioned above; suffixes, prefixes and word order are useful linguistic cluesfor guessing meaning. Oxford (1990:91) also adds that linguistic clues are te bedrock of many correct guesses about the meaning of written passages. In addition, Oxford (1990:92) also defines the second strategy as an additional clues coming purely from knowledge of the language, there are also clues from other sources, they are clues that related to language but go beyond and others come from a variety of other sources which are not related to language. Based on questionnaire result, statement number 24 shows mean score of **3.9773**, where **32** respondents or **36.4%** of the total **88** respondents claimed this statement as **'usually true of me'**, then **30** other respondents or **34.1%** stated **'always or almost always true of me'**, and **20** others or **22.7%** stated **'somewhat true of me'**. From these findings, then it could be claimed that most respondents were quite familiar with **'guessing strategy'** and **almost often** use it. In line with Oxford's definition, learners' did not necessarily comprehending all the details, means that they could understand a lot of language in reading or listening comprehension. This was supported by the finding from the interview that **two** among **seven** respondents stated that they often used this strategy; **three** stated

that they sometimes used this strategy; **two** others claimed that they rarely using this strategy.

The following will be presented some excerpts which are taken from the interview transcript to show proves on how this strategy used by respondents.

excerpt 13, 2nd interview, recording 2, student 2, part D

.....

I : nah tadi kan mba bilang suka baca novel, kalo misal pas baca novel terus nemuin kata yang asing dan nggak tau artinya itu terus gimana? tanpa buka kamus buat cari artinya, mba terus ngapain? (*Nah, you just saying that you like reading novel, say once you find a new unfamiliar word and you don't know the meaning during your reading then what? Without look up a dictionary what do you do?*)

S : biasanya sih diliat konteksnya dan dari kalimat didepannya sama kalimat sesudahnya. terus dikira-kira artinya apa. ya nebak-nebak gitu kak. *(I usually look up the context and sentences preceding and proceding. Then guessing the meaning.)*

.....

I : interviewer **S : respondent**

From the excerpt above, student 2 make guesses by looking up the context and surrounding sentences. This was a good example for the use of guessing strategy in reading. It was clear that student 2 had familiar with this strategy and knew how to use it well. The following excerpt also gave another example.

excerpt 14, 3rd interview, recording 3, student 3, part D

.....

I : When you having practice, you find a new word in English then what do you do? Jadi tu misal pas lagi baca buku, terus nemuin kosakata baru, terus gimana? (*When you reading a book, then you find a new word, then what?*)

S : Kalo aku sih biasanya coba dipahami dulu dengan liat kata-kata di sekitarnya. Kalo masih bingung ya coba liat di kamus kalo pas pegang kamus, kalo nggak ya dicatet dulu baru nanti diliat artinya di kamus. (*I usually try to understand the word by looking at srorounding words. If I still cant understand then I open a dictionary when I able to, if not then I make note and look up the meaning in dictionary later.*)

.....

I : interviewer **S : respondent**

From the excerpt above, it shows that student 3 had quite the same way in using this strategy with student 2 in reading skill. By looking up surrounding words, then he guessed meaning of a word he did not understand. If he cannot, then he tried to look up its meaning in dictionary. Student 3 shows how to make a good guess. The two excerpts above show the way of two respondents use guessing strategy. Both claims that they use this strategy prefer on reading skill.

The second statement in compensation strategy discussed was statement number 25, stated that **'When I can't think of a word during a conversation in English, I use gestures'**. This statement represents strategy of **'using mime or gesture'**. Oxford (1990:95) defines this strategy as the way how learners use physical motion, such as mime or gesture, in place of an expression during a conversation to indicate the meaning. This strategy, in other words, could be stated as replacing words or sentences with mime or gestures (body movement) to make other people understand what we were going to say. From the questionnaire result, this statement shows mean score of **4.0227**, where **37** respondents or **42%** of the total respondents stated **'always or almost always true of me'**, **26** others or **29.5%** stated **'usually true of me'**, and **17** others or **19.3%** stated **'somewhat true of me'**. Based on these finding, it shows that most respondents **quite often** used this strategy. This was supported by the finding from the interview that **five** among **seven** respondents stated that they often used this strategy; **two** others claimed that they sometimes used this strategy. The following would be presented some example of excerpts taken from the interview transcript to illustrate how respondents use this strategy.

excerpt 15, 4th interview, recording 4, student 4, part D

.....

I : Terus pas misal anda lagi maju speaking, ato pas lagi ngobrol sama temen, terus mau ngomong kata tertentu tapi nggak tau Inggrisnya apa, terus gimana? Apa yang anda lakuin? (*once you perform in front of your class in speaking class or once you having conversation with friends, then you try to say a word but you don't know that word in English, then what? What do you do?*)

S : Biasanya sih aku pake gesture, gerak-gerakin tangan gitu kak yang penting lawan bicara paham yang aku maksud. (*I usually using gesture, by moving hands and the like, most importantly others understand what I mean.*)

.....

I : interviewer S : respondent

From the excerpt above, it shows a clear example on how respondents used this strategy. Student 4 tried to make others understand what she meant through body movement, in which she mentioned by moving her hands, as she could not say it in words. This strategy helps respondents to make others understand what she meant. The next excerpt would provide another example.

excerpt 16, 5th interview, recording 5, student 5, part D

.....

I : Nah kalo pas lagi ngomong Inggris, misal kaya di makul speaking nih, anda mau ngomong kata tapi lupa atau nggak tau Inggrisnya apa, itu tu terus gimana ngungkapinnya? (*Nah once you speak in English, say in speaking class, then you want to say a certain word but you don't know that word in English, then how do you express it?*)

S : Kalo itu baru aja kemaren terjadi malah mas, pas maju speaking. Waktu itu aku lagi jelasin tentang gudeg, nah aku coba bilang gudeg itu terbuat dari nangka muda, tapi nggak tau inggrisnya apa. Ya spontan aja aku jelasin buah nangka, rasanya manis, buahnya kuning, buahnya gede tapi isinya kecil-kecil, baunya wangi, ya gitu-gitu lah sambil tangan ku gini-gini, nggambar diudara bentuk nangka. (*I've just experienced it the other day, in speaking class when I perform. That time I tried to explain about 'gudeg', nah I tried to say that 'gudeg' was made of young jackfruit, but didn't know the meaning of 'nangka muda'. Spontantly I explained jackfruit has sweet taste, yellow in color, it is big but many small ripes inside, smells good, and the like while I moved my hands 'this way', 'that way', drawing in air the shape of jackfruit.*)

.....

I : interviewer S : respondent

Based on the excerpt above, it could be stated that student 5 had good experience in using this strategy and he could use it well. He made others

understand the word 'jackfruit' through the description and hands' movement as he could not state it in word. The two excerpts showed good example how respondents used the strategy of **'using mime or gesture'**.

The last statement in compensation strategy that would be discussed was statement number 29, it stated **'If I can't think of an English word, I use a word or phrase that means the same thing'**, represented the strategy of **'using a circumlocution or synonym'**. Oxford (1990:97) states that learners uses a circumlococutions (a roundabout expression involving several words to describe or to explain a single concept) or synonym (a word having exactly the same meaning as another word in the same language) to convey the intended meaning. This statement shows highest mean than other strategies in compensation strategy. The mean score for this strategy was **4.2045**, means that this statement was **'usually used'** according to Oxford's classification. **40** respondents or **45.5%** of the total 88 respondents, almost half of them, claimed this statement was **'always or almost always true of me'**. **28** other respondents or **31.8%** stated **'usually true of me'** and **18** others or **20.5%** stated **'somewhat true of me'**. From the questionnaire finding, it could be claimed that almost all respondents **quite often** did this statement. This was supported by the finding from the interview that **three** among **seven** respondents claimed they often used this strategy, **three** other respondents claimed sometimes used this strategy, another **one** stated that he rarely using this strategy. The following would be presented two excerpts from interview results to illustrate how this strategy used by respondents.

excerpt 17, 3rd interview, recording 3, student 3, part D

.....

I : Kalo pas lagi ngomong Inggris terus tiba-tiba tu nggak tau kata yang mau diomongin tu gimana? (*Once you speak in English and suddenly you don't know a certain word, then what do you do?*)
S : Biasanya sih spontan aja ya kak, kadang ya pake kata ganti. Kalo nggak nemu kata gantinya ya dijelasin langsung aja apa yang mau diomongin. (*I usually spontaneously using synonym word. If I can't them I directly explain that word I want to say.*)
.....
I : Nah kalo misalnya itu terjadi pas waktu writing gimana? Pas nulis paragraf, tau-tau tu ada kata yang nggak ngerti apa Inggrisnya itu gimana? (*nah if that happen on your writing, then what? When you write a pharagraph, then you find that you don't know a certain word you want to write?*)
S : Ya biasanya sih jarang terjadi, soalnya lebih milih pake kata-kata yang gampang dan udah familiar aja. Kalo misalnya gitu ya pake kata ganti aja, atau mungkin ditulis langsung penjelasan kata-nya. (*Ya it rarely happen, as I prefer to choose easy and familiar words I have known. If that's so, then I just need to use synonym words, or maybe directly write explaination for that word.*)
.....
I : interviewer **S : respondent**

From the excerpt above, it clearly shows how student 3 used this strategy in both speaking and writing skills. He spontaneously switched any word he did not know with another one or explain that word in blue if he could not find any synonym word. He also did this in writing, by preferring to avoid difficult words he did not know but easy and familiar words he had known. Still, if he had been unable to express what he was going to write, then he used synonym or write the explanation to describe a certain concept. The next excerpt would provide another example.

excerpt 18, 6th interview, recording 6, student 6, part D
.....
I : Ketika anda sedang bicara tapi tiba-tiba anda nggak tau apa Inggrisnya kata yang mau diucapin, apa yang anda lakuin? (*When you speak and you don't know an English term for certain word you want to say, then what do you do?*)
S : Cari kata lain yang artinya sama mas. (*Find another word with the same meaning.*)
I : Pake sinonim gitu? (*Using synonym?*)
S : Iya gitu mas. (*Yes, I do*)
.....

I : Kalo tadi kan dalam speaking, nah kalo pas writing gimana? Pas mau nulis paragraf, ditengah-tengah tau-tau ada kata yang nggak tau atau lupa Inggrisnya apa, terus gimana? (*You just tell me what you did in speaking, what about writing? Once you write a pharagraph and you don't know or maybe you forget a certain word in the middle of writing, what will you do?)*
S : Ya itu tadi mas, pake sinonim. Kalo nggak ya dijelasin aja langsung apa yang mau ditulis. (*Ya, as I said, using synonym. If it is possible, then I just explain what I'm going to write.*)
.....
I : interviewer S : respondent

From the two excerpts above, it can be stated that student 6 used this strategy in both speaking and writing skills, quite similar with the previous respondent. The two excerpts showed how this strategy was applied to both speaking and writing skills.

In conclusion, there are four statements in part C which have the highest mean score, they are statement number (**24**) 'To understand unfamiliar English words, I make guesses', (**25**) 'When I can't think of a word during a conversation in English, I use gestures', (**26**) 'I make up new words if I do not know the right ones in English', and (**29**) 'If I can't think of an English word, I use a word or phrase that means the same thing'. The highest mean score based on the finding is statement number (**29**). Comparing to other studies, similar result of this study also found in Khalil (2002). According Khalil's study on Oxford's SILL assesment part C, it showed that there are three statements which have high variation in use in the level of university students. They are statement number (**24**), (**28**), and (**29**). The highest variation in use, according to his finding is statement number (**29**).

4. Part D Metacognitive Strategies

The fourth part was metacognitive strategy. The result of the questionnaire shows quite high mean score in some statements. The highest score was statement number 33 with mean score of **4.4886**, while the overall mean score for part D is **3.8977**. The following table shows the summary of part D.

Part	Statement number	Statement	Mean
D	**30**	I try to find as many ways as I can to use my English.	**3.8977**
	31	I notice my English mistakes and use that information to help me do better.	**4.1591**
	32	I pay attention when someone is speaking in English.	**4.2727**
	33	I try to find out how to be a better learner of English.	**4.4886**
	35	I look for people I can talk to in English.	**3.5909**
	36	I look for opportunities to read as much as possible in English.	**3.6477**
	37	I have clear goals for improving my English skills.	**3.6364**
	38	I think about my progress in learning English.	**4.1705**

Table 5.4 Metacognitive strategies result

There were nine statements in part D, four statements were resulting in mean score exceeding 4.0000, and they were statements number 31, 32, 33, and 38. From these four statements with highest mean score, two of them would be discussed in this part. They were statement number 32 and 38. The main reason why statement number 31 and 33 would not be discussed was considering to the nature of learning. It was in the nature of all learners learned from mistakes they made and tried not to do the same thing. Although statement number 33 showing highest mean score among all others statement in part D, but this statement was completely clear that all learners, ofcourse, always attempted to be better learners.

Firstly, as it had been mentioned above, statement number 32 would be discussed in this part. It stated **'I pay attention when someone is speaking in English'**. This statement represented strategy of **'paying attention'**. Oxford (1990:154) explains that this strategy involves two modes, directed attention and selective attention. Directed attention (almost equivalent to concentration) means deciding generally or globally to pay attention to the task and avoid irrelevant distracters. In contrast, selective attention involves deciding in advance to notice particular details. Oxford (1990:154) also adds that both of these attention models are important for listening. Based on questionnaire result, the mean score for this statement was **4.2727**, means that this statement was under the category of **'usually used'** according to Oxford's classification. **41** respondents or **46.6%** of the total 88 respondents, almost half of them, claimed this statement was **'always or almost always true of me'**. Other **34** respondents or **38.6%** stated **'usually true of me'**. This means, according to questionnaire, almost all respondents **quite often** used the strategy under this statement. This was supported by the finding from the interview that **two** among **seven** respondents claimed that they always used this strategy and **five** others stated that they often used this strategy.

In regard to how this strategy is used, the following excerpts from the interview transcripts will explain how the respondents used this strategy.

excerpt 19, 5th interview, recording 5, student 5, part E

.....

I : Bagaimana cara anda agar lebih memahami apa yang orang lain katakan ketika orang lain berbicara dengan anda atau anda sedang listening to a conversation? Nah ada kiat-kiat khusus nggak biar mudah memahaminya? (*How do you understand better on what others say when they speak or when you listening to a conversation?*)

S : Fokus dan konsentrasi, jadi ya mending aku diem dulu buat fokus ndengerin apa yang lagi diomongin sama lawan bicara kita atau yang ada di recording. (*I*

focus and contentrate, so I better just keep silent to focus listening what is said by my speaking partner or what is the recording tells us.)

.....

I : interviewer S : respondent

From the excerpt above it could be stated that student 5 remained keep silent to stay focused and concentrated when others talked to him or when he listened to a recording. This helped him to undestand what he heard better. Next example would be presented in the following excerpt.

excerpt 20, 6th interview, recording 6, student 6, part E

.....

I : Ketika anda mendengarkan orang lain berbicara, bagaimana cara anda agar anda lebih memahami apa yang orang lain ucapkan? (*When you listen to others speaking, how do you understand what they speak better?*)

S : Ya itu tadi mas, kan udah diajarin untuk fokus ke kata-kata yang pentingnya, misalnya pas perkenalan, kan uda diajarin ekspresinya, nah tinggal fokus aja ke ekspresinya, setelah topiknya udah diketahui sebelumnya. (*Ya, as just I've said, we have learnt about expressions, just focus on the expression, after we know its topic.*)

.....

I : interviewer S : respondent

From the excerpt above, student 5 prefers focused on important words or keywords to understand what others said. He also indentified topics and expressions used to help him understand it better. These two excerpts give good example how this strategy used by respondents.

Secondly, the next statement discussed in this part was statement number 38, stated **'I think about my progress in learning English'**. This statement represented set strategies of evaluating your learning, which were consisted of two strategies. They were **self-monitoring** and **self-evaluating**. Oxford (1990:161) states that **self monitoring** strategy does not as much on using the language as it does on students' conscious decision to monitor (notice and correct) their own

errors in any of the language skills. While, on the other hand, Oxford (1990:162) mentions that **self-evaluating** strategy involves gauging either general language progress or progress in any of the four skills. The result of the questionnaire shows mean score for this statement of **4.1705**. This statement, according to Oxford's classification, belongs to category of **'usually used'**. In addition, **36** of 88 total respondents or **40.9%** stated that this statement was **'always or almost always true of me'**. Other **33** respondents or **37.5%** stated **'usually true of me'** and other **17** respondents or **19.3%** stated **'somewhat true of me'**. Based on these fact, it could be claimed that strategies under this statement, which were **self-monitoring** and **self-evaluating**, was **'quite often used'** by most respondents. This was supported by the finding from the interview that **two** among **seven** respondents stated they often used this strategy, other **four** respondents claimed that they sometimes used this strategy, and another **one** respondent stated that she rarely using this strategy.

The following will be presented excerpts to give example how this strategy used by some respondents.

excerpt 21, 2nd interview, recording 2, student 2, part E

.....

I : Do you reflect your learning? sering nggak sih introspeksi diri? ya merenungin pencapaian belajar apa udah tercapai, masalah dan kesulitan dalam belajar gitu? (*Do you often have self-reflection? Ya maybe you thinking whether you have reached your goal or not, problems in learning, or anything?*)

S : Ya sering kak, biasanya kalo lagi sendirian di kos ya gitu, mikirin kesulitan dalam belajar gimana caranya biar kedepannya nggak seperti itu. (*Ya I often do it, usually when I am in boarding house by myself, thinking of learning difficulty and what should I do so that I am not doing the same in the future.*)

.....

I : interviewer **S : respondent**

From the excerpt above, it could be stated that student 2 reflecting herself on learning difficulties. This reflected the use of strategy **'self-evaluating'** on her learning. Another example could be seen in the following excerpt.

excerpt 22, 4th interview, recording 4, student 4, part E

.....

I : Do you reflect yourself? Jadi tu sering nggak anda merefleksi diri, ya mungkin tentang masalah belajar, apa tujuan sudah tercapai, atau mungkin juga yang lain? (*So, do you often having self-reflection, ya maybe about learning problems, or your goal whether it has been reached, or anything else?*)

S : Kalo aku seringnya ya mikir masalah dalam belajar, terus juga kadang pas dikos aku merenungin kemampuan aku udah sampai mana, terus apa yang udah aku capai. Ya paling cuma gitu kak. (*I often thinking of learning difficulties, and sometimes when I am on my boarding house, I reflect myself how far I have developed my skill, then what I have achieve. Something like that.*)

.....

I : interviewer S : respondent

Based on the excerpt above, student 4 also showed how she used **'self-evaluating'** by reflecting herself on learning difficulties and learning achievement. The excerpts above showed how learners reflect themselves on learning difficulty and learning progress. The metacognitive strategies in Oxford's work (1990) include strategies for evaluating one's progress, planning for language tasks, consciously searching for practice opportunities, paying attention, and monitoring errors.

From these discussion, it could be concluded that in part D, there are six among seven statements which have high mean score higher than 3.4 which fall under the category of 'usually used' based on Oxford's classification. The only statement which is not exceeding 3.4 is statement number 34 with mean score of **3.2159**. This finding is similar to Khalil (2002). According to his research, the only statement with lowest variation in use is statement number **(34)**. The overall finding of this study for part D is in line with Khalil (2002).

5. Part E Affective strategies

The fifth part was affective strategy. Based on questionnaire result, the overall mean score for this part was **3.2405**. Part E has the lowest overall mean score among six parts. There were six statements in part E. The highest mean score in this part was statement number 39 with mean score of **3.7955**. Only two statements had mean score above 3.5. The following table showed three among six statements with highest mean score in part E.

Part	Statement number	Statement	Mean
E	**39**	I try to relax whenever I feel afraid of using English.	**3.7955**
	40	I encourage myself to speak in English even when I am afraid of making a mistake.	**3.7386**
	42	I notice if I am tense or nervous when I am studying or using English.	**3.4205**

Table 5.5 Affective strategies result

The first statement discussed in this part was statement number 39, stated **'I try to relax whenever I feel afraid of using English'**. This statement was under the set strategy of **'lowering anxiety'** which represented strategy of **'using progressive relaxation, deep breathing, or meditation'**. Oxford (1990:163) explains that a technique that is effective as anxiety reducer. Thus, Oxford (1990:163) also adds that progressive relaxation involves alternately tensing and relaxing all the major muscle groups, one at a time, deep breathing brings greater calmness almost immediately, and meditation to help reducing anxiety by centering one's thought. The result of the questionnaire showed mean score of **3.7955**, where according to Oxford's classification belong to the category of **'usually used'**. This is supported by the finding from the interview for question

'when you feel so anxious or nervous of using English, what will you do?' that showed that all of **seven** respondents stated they often used this strategy. Then question **'do you often comfort yourself once you feel anxiety when practicing English?'** showed that **five** of seven respondents stated often used this strategy and **two** others stated always using this strategy. In addition, **29** of 88 total respondents or **33.0%** stated that this statement was **'usually true of me'**. Other **27** respondents or **30.7%** stated **'always or almost always true of me'** and other **21** respondents or **23.9%** stated **'somewhat true of me'**. The interview showed that all respondents stated when they got nervous or anxiety during practice, especially in speaking, they overcome it by taking deep breath, relaxing, reducing stress by moving their body or their hands, avoiding looking at audiences' eyes, and so on. This does mean that **all respondents often** used this strategy on their practice.

The following would be presented some excerpt from interview result to show some examples how this strategy is used by respondents

excerpt 23, 3rd interview, recording 3, student 3, part E

.....

I : When you feel so anxious or nervous of using English, what will you do? Jadi tu kalo pas misal lagi ngomong didepan temen-temen terus kok tiba-tiba ngerasa gugup itu terus gimana? (*When you feel so anxious or nervous of using English, what will you do? So if you get nervous when you speak in front of your friend, then what do you do?*)

S : Biasanya sih kan udah persiapan dulu yah, ya kalo pas didepan mendadak gugup ya coba positive thinking aja, "I can do it.. I can do it.." tarik nafas dalem-dalem, sama nggak ngeliat mata audience, ya liat di atas kepala audience. (*I usually prepared everything before, ya if that's happen, I try to be positive thinking that "I can do it.. I can do it.." Pull deep breath, and not to see audiences' eyes, ya looking above their heads (to avoid nervousness)*)

.....

I : interviewer **S : respondent**

From excerpt above, it can be concluded that student 3 try to prepare everything beforehand to avoid getting nervous. And once he almost got nervous, he tried to be positive thinking and pull deep breath to reduce stress so he could overcome his nervousness. The next excerpt would also show another example.

excerpt 24, 5th interview, recording 5, student 5, part E

.....

I : Tadi kan udah nyebutin relaxing diri kalo pas lagi nervous, nah relaxing diri itu gimana maksudnya? Apa yang biasanya anda lakuin buat relaxing diri? (*You just mention about relaxing self when you get nervous, nah what do you mean by that? What you usually do to relax yourself?*)

S : Gimana yah? Itu.. ya misalnya tarik nafas dalem-dalem terus keluarin lewat mulut, tenangin diri biar nggak makin gugup, terus ya mikir aja yang lain bisa aku juga pasti bisa. (*mmm, how do I say. Ya for example I pull deep breath then flow it over mouth, relaxing self not to get even nervous, then thinking that others can do it so I can also do the same.*)

.....

I : interviewer S : respondent

The excerpt above showed how student 5 used this strategy. Similar to the previous respondent, student 5 overcome his anxiety by pulling deep breath, relaxing and positive thinking. The last example for this strategy could be seen in the following excerpt.

excerpt 24, 7th interview, recording 7, student 7, part E

.....

I : Ok pertanyaan selanjutnya, ketika anda tiba-tiba ngerasa nggak pede atau nervous waktu mau menggunakan Inggris, mungkin pas mau ngomong didepan kelas atau pas mau ngobrol sama orang lain, kiat apa yang anda lakukan untuk mengatasi masalah itu? (*Ok next question, when you suddenly get nervous when you trying to use English, probably when you practice in front of your class or when you having conversation with others, what do you do to overcome it*?)

S : Kalo aku sih pede aja ya kak, soalnya baru belajar wajar aja kan kalo salah. Walaupun salah ya aku tetep coba aja kak, asal nggak bikin kesalahan yang terlalu malu-maluin aja sih. (*I just be confident myself, because I think it is normal making mistakes in learning. I just keep trying even I make mistakes, as long as I don't do foolish mistakes.*)

I : Bagaimana cara anda buat nenangin diri waktu ngerasa nervous? (*How do you relax yourself when you feel nervous?*)

S : Kalo pas lagi ngerasa nervous ya aku coba buat tetep tenang, tarik nafas dalem-dalem terus coba sebisa mungkin buat ngerasa rileks biar nggak gugup sama blunder. (*When I feel nervous, I try to stay calm, pull deep breath and try as I can to relax so I don't get nervous and confused.*)

.....

I : interviewer S : respondent

Similar to the other two examples above, student 7 also used almost the same strategy as the other two respondents did, these were positive thinking, relaxing, and pulling deep breath. From the three examples above, it can be concluded that all respondents seened to use quite similar way in overcoming their anxiety, especially during their practice on speaking skills. Then, it can be concluded that this strategy was **often** used by respondents.

In conclusion, of the six statements in part E only three statement having high mean score, they are statements number (**39**), (**40**), and (**42**). The result can also be found in Khalil (2002). According to Khalil (2002) for Oxford's SILL assesment part E, the statement numbers with highest mean score in part E are statement number (**39**) and (**40**). This does mean that the result of this research is in line with Khalil (2002).

6. Part F Social strategies

The last part was Social strategy. From questionnaire result that has been mentioned above, there were six statements in part F. The overall mean score for part F was **3.5189**. Of the six statements, four statements had highest mean score result, although two statements did not reach 3.5 in mean score. The following table would show these statements.

Part	Statement number	Statement	Mean
F	**45**	If I do not understand something in English, I	**4.2386**

		ask the other person to slow down or say it again.	
	46	I ask English speakers to correct me when I talk.	**3.4205**
	47	I practice English with other students.	**3.8295**
	50	I try to learn about the culture of English speakers.	**3.4545**

Table 5.6 Social strategies result

From the table above, it can be concluded that the highest mean score in part F was statement number 45 with mean score of **4.2386**, and then followed by statement number 47. These two statements would be discussed in this part.

The first statement discussed was statement number 45, it stated **'If I do not understand something in English, I ask the other person to slow down or say it again'**. This statement represented strategy of **asking for clarification or verification** as Oxford (1990:169) explains that asking for clarification in listening involves asking the more proficient speaker to slow down, paraphrase, repeat, explain, or otherwise clarify what he or she has said. This strategy was mainly used in listening. The mean score for this strategy was **4.2386**, means that this statement was **'usually used'** according to Oxford's classification. In addition, **44** of 88 total respondents or **50.0%**, exactly half of all respondents, stated that this statement was **'always or almost always true of me'**. Other **22** respondents or **25.0%** stated **'usually true of me'** and other **21** respondents or **23.9%** stated **'somewhat true of me'**. Additionally, the interview result reflected that all respondents mentioned that they **often** used this strategy.

In regard to how this strategy is used, the following excerpts from the interview transcripts will explain how the respondents used this strategy.

excerpt 25, 2nd interview, recording 2, student 2, part F

.....

I : When someone speaking and you try to listen to that one but you are somehow do not understand some part of that one's speaking, what will you do? jadi tu kalo pas dengerin orang lagi ngomong Inggris, terus ada yang nggak paham, terus gimana? (*So once you are listening to others speaking English, then you don't understand a certain part, what do you do?*)

S : ya langsung bilang "sorry", terus minta diulang, "could you repeat, please" gitu kak biar lebih paham maksudnya. (*Ya just say "sorry", then ask to repeat, "could you repeat, please", so I can understand what others say better.*)

.....

I : interviewer S : respondent

From the excerpt above, it could be claimed that student 2 had understood this skill better and applied it on daily practice. This could be proven that she mentioned common expression used in relation to this strategy as **'sorry, could you repeat please'**. In line to Oxford's claim, this skill mainly used in listening skill integrated with speaking skill. Another example would be given below.

excerpt 26, 3rd interview, recording 3, student 3, part F

.....

I : When someone speaking and you try to listen to that one but you are somehow do not understand some part of that one's speaking, what will you do? Jadi tu kalo pas ada orang lagi ngomong terus kita nggak tau apa yang dia omongin terus apa yang dilakuin? (*So once other people speaking to you and you don't know what he or she says, then what do you do?*)

S : Kalo aku sih ya langsung aja kak, "mmm.. sorry, can you repeat please?" atau kadang tanya langsung maksudnya apa, "what do you mean.." (*I just directly say "mmm, sorry, could you repeat, please" or just ask directly what he or she means by saying "what do you mean?"*)

.....

I : interviewer S : respondent

Similar to the previous respondent, student 3 also responded by answering that he directly used common expression to ask for clarification or verification, in this case **'mmm.. sorry, can you repeat please?'** and **'*what do you mean?'***. These two examples reflected how this strategy used by respondents. From the

interview result, all respondents stated almost similar answer as the two examples mentioned above regarding to this strategy.

The second and the last statement discussed was statement number 47, stated **'I practice English with other students'**. The statement represented strategy of **cooperating with peers** under the strategy set of **cooperating with others**. Oxford (1990:171) states that this strategy involves a concerted effort to work together with others learners on an activity with a common goal or rewards. Based on questionnaire result, this statement showed mean score of **3.8295**, means that the strategy under this statement was **'usually used'** according to Oxford's classification. Finding showed that **33** among 88 total respondents or **37.5%** stated this statement was **'usually true of me'**. **24** others respondents or **27.3%** stated **'always or almost always true of me'** and other **23** respondents or **26.1%** stated **'somewhat true of me'**. In addition, finding from interview result showed that **three** of total seven respondents claimed that they **often** used this strategy and the rest **four** respondents stated that they **sometimes** used this strategy.

In regard to how this strategy is used, the following excerpts from the interview transcripts will explain how the respondents used this strategy.

excerpt 27, 3rd interview, recording 3, student 3, part G

.....

I : How many times in a certain time do you try to use English to speak with friends? maksudnya seberapa sering mba pake Inggris buat ngobrol sama temen? (*I mean how often you use English to speak with friends?*)

S : ya hampir setiap hari kak, terutama kalo dikampus. (*Ya almost everyday, especially at campus.*)

I : dikampus ya? cuma pas kuliah di kelas atau gimana? (At campus, isn't it? Only during class or else?)

S : ya yang paling sering ya di kelas, soalnya kalo di luar cuma dikit temen yang bisa diajak ngobrol Inggris. Kadang juga iseng-iseng ngumpul dimana gitu disekitar kampus sama temen-temen ngobrol pake Inggris, itu ya sebisanya, maklum lah kak, kan masih semester 2. hehe... (*mostly at class, as only few*

friends I can talk to with English outside campus. Sometimes we gather together in a certain place around campus with friends and talk using English, yah, as far we can, we're still in second semester though. hehe..)

.....

I : interviewer **S : respondent**

Based on the excerpt above, student 3 mentioned that he mostly spent his time using English at his campus. He might feels that it is easier for him to have practice with his close friends so that he do not need to feel uneasy and aware of making mistakes as he and his friends share same feeling. Probably the atmosphere in campus, where he found that it is easier for him speaking in English rather that outside campus makes him spent more time to have practice in campus that outside.

excerpt 28, 6th interview, recording 6, student 6, part G

.....

I : Seberapa sering anda practice Inggris sama temen? Ya iseng ngobrol-ngobrol pake Inggris sama temen gitu? Mungkin dalam seminggu berapa kali gitu? (*How often you practice English with friend? Ya maybe just have conversation with friend for fun? Maybe in a week, how many times you have it?*)

S : Mmm.. kalo dikampus ya hampir setiap haris sih, tapi kalo di luar kampus ya jarang mas, soalnya susah nyari timing nya, juga susah nyari temen yang bisa diajak ngomong pake Inggris diluar kampus. (*Mmm.. I almost do it everyday in campus, but outside I rarely do it, as it is difficult to find any timing, thus finding friends who I can talk to is also difficult.*)

.....

I : interviewer **S : respondent**

From the last excerpt above, it could be concluded that student 6 find it is easier to have practice of using English in campus rather than outside. She mentioned that it is difficult to have English practice outside campus due to timing and friends, which indicated the atmosphere around campus made he feel easy rather that outside as she might find that it is easier to speak with close friends who share the same feeling rather that friends outside campus.

In conclusion, of the six statements in part F, two statements have the highest mean score. These was statement number (**45)** which is also having the highest mean score in part F, stated 'If I do not understand something in English, I ask the other person to slow down or say it again' and statement number (**47**), stated 'I practice English with other students'. Similar finding is also found in Khalil (2002) which according to his study, of the six statements in social strategy, statement number (**45**) has high result in term of variation in use at university student level which means this strategy is mostly used by respondents.

C. Summary

There are two research questions to be answered that had been mentioned in the earlier part. This part would mainly discuss how the finding would answer the research questions that have been mentioned in the previous part.

This study has assessed the learning strategy use for freshmen students on second semester of English education study programme State University of Yogyakarta through Oxford's SILL (Strategy Inventory for Language Learning). It was found that among the six strategy groups, the highest learning strategy use based on the result of the questionnaire was **metacognitive strategy** with mean score of **3.8977**. This, based on Oxford's classification, fell into the category of 'usually used'. The next highest strategy use was **compensation strategy** with mean score of **3.6307**. The next strategy was **social strategy** with mean score of **3.5189**. Then the next was **cognitive strategy** with mean score of **3.4602**. And the next was **affective strategy** with mean score of **3.2405**. Then the last strategy was **memory strategy** with mean score of **3.1124**. Based on the result of this study it can be concluded that only 3 strategy groups which fell into the category **'usually**

used' based on Oxford's classification. They were **metacognitive strategy**, **compensation strategy,** and **social strategy**. While the three other strategy groups fell into the category **'sometimes used'**, they were **cognitive strategy**, **affective strategy**, and **memory strategy**. From the finding above, it could be concluded that that indirect strategy groups being used more often that direct strategy groups by the respondents.

The qualitative research found that respondents use each learning strategy in different rate. Memory strategy could be claimed as 'rarely used' by the respondents. Then cognitive strategy could be claimed as 'almost often' used. Compensation strategy fell into category of 'almost often used' by respondents. And next metacognitive strategy is in the category of 'almost often used'. Then affective strategy is under the category of 'quite often' used. Finally, social strategy was 'rarely used'by respondents.

CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, three parts are presented. They are conclusions, implications, and suggestions. The discussion of each part is presented as follows.

A. Conclusions

As it has been mentioned above, the first research question is 'what learning strategies are mostly used by the students?'. This question will be answered by presenting the finding based on the two instruments used that have been mentioned in the previous part. The first instrument is a questionnaire adapted from Oxford's SILL (Strategy Inventory Language Learning), which is the result later to be processed through computer programme SPSS 16.0 for windows. This results in some tables that had been presented and been discussed in the earlier chapter. The finding would be based on the result of the processed data from questionnaire that had been presented into a table. There are six groups of learning strategies in SILL that are divided into 50 statements. Each statement represents a certain learning strategy. The finding was on the mean score of each statement. The higher mean score means a strategy represented by the statement is more often used by respondents.

Based on the finding, there are some learning strategies which are more dominant on each group. The first part is part A which represented **'memory strategy'**. There are nine statements in part A. Based on the finding, the strategies which is most dominant in part A is **associating/elaborating**, **placing new words into context**, and **using keyword**. The second part is part B which represents **'cognitive strategy'**. There are 14 statements in part B. The most dominant

strategy in part B is **using resources for receiving and sending messages**, **formally practicing with sounds and writing systems**, **recognizing & using formulas and pattern**, **practising naturalistically**, and **repeating**. The third part is part C which represented **'compensation strategy'**. There are six statements in part C. Based on the finding, the most dominant strategy in part C is **using a circumlocution or synonym**, **using mime or gesture**, **guessing intelligently**, and **switching to the mother tongue**. The fourth part is part D which represented **'metacognitive strategy'**. There are nine statements in part D and almost all statements in part D results in good mean score. This means that almost all strategies in metacognitive strategy are mostly used by respondents. The most dominant strategy in part D is **finding out about language learning**, **paying attention**, **self-monitoring and self-evaluating**, and **seeking practice opportunities**. The fifth part is part E which represented **'affective strategy'**. There are six statements in part E. The most dominant strategy in part E is **lowering anxiety** and **encouraging yourself**. The last part is part F which represented **'social strategy'**. There are six statements in part F. The most dominant strategy in part F is **asking for clarification or verification** and **cooperating with peers**.

The second research question is 'How do students apply the learning strategies to improve their English?'. This can be answered by the interview result. Based on the interview result, some information is obtained on how respondents use learning strategies on their learning. First of all, almost all respondents stated they know only little information about learning strategy. Some respondents were also unaware that they had already used learning strategy

before. There were seven respondents joining the interview. Most respondents stated that they prefered to follow what their lecturers told them what to do, for example doing tasks and reading course book. The findings also show that media have strong influence on respondents' English learning. All respondents stated they used various media like TV programme, internet browsing, music, and books to help them improve their English. On the other hand, the findings disclosed that almost all respondents mostly spent their time using English at campus and they spent only little time outside. The findings reveal that there are some factors affecting this. The first one is the campus atmosphere. The condition in campus made learners feel free to use English without any pressure as they share their feeling with their classmates. The second is learning peers or capable friends. Learners can easily find many friends to practice at campus than outside. Then the last one is learners' passion. At campus, learners were demanded to use English more, but outside campus there were no demand of using English.

B. Implications

The implications of the study can be describes as follows.

1. Based on the finding from this study, of the two large groups of learning strategies, the indirect strategy group results in higher average mean score than the direct strategy group. This implies that learners tend to deal with strategies which were not directly involved to the target language. Thus, the findings show that the mean score of direct strategy group is in the category of "sometimes used". This implies that learners still need more guidance from teachers and self motivation to their learning. It also

implies that learners still have fewer activities which are applying direct strategy.

2. The second conclusion is many respondents claim they know only a little about learning strategies, but the fact shows they have already applied some strategies to their learning. This implies that most students still need more information about learning strategies. They also need to know where they can access any information regarding to learning strategies and how to apply these strategies to their learning. The findings further imply that most respondents are still not aware the importance of learning strategies. Most respondents do not use various activities where learning strategies are applied, but they prefer monotonous learning activities which they regularly do.

C. Suggestions

Suggestions from this study will be described as follows.

1. To learners

As it has been mentioned above, learners need more understanding of learning strategies. These included, what kinds of learning strategies are suitable for them, how they apply these strategies on their learning, who can assist them to deal with a certain learning strategy, and where to get more information about learning strategies that they need. This hopefully will make them able to apply these strategies on their learning to make their learning more effective. Also, learners need more time to deal actively with English, where real communication is

applied. It is reflected from interview that learners have good understanding toward English, but they still need more and more practice.

2. **To teachers or lecturers**

   Teachers or lecturers need to provide more vary activities which deal with learning strategies in classroom as many as possible. Thus, teachers also need to provide more tasks and activities outside classroom which applying learning strategies. This will enable learners to have more experience with learning strategies.

3. **To other researchers**

   There are some limitations in this study. Further research is still needed. For further research with similar topic, it is suggested that researchers also consider the different strategy used between male and female learners. Also, it is suggested that further research will add more participants, not only from English department, but also from other departments in State University of Yogyakarta. Thus, it is also suggested that further research will employ more participants for both qualitative and quantitative methods in order the data can be more generalised.

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APPENDIX 1 (Questionnaire from SILL)

Directions :

1. There are 6 parts (A, B, C, D, E and F) on this questionnaire.
2. Put a tick (√) on the number in the right part of the table that describes you best.

tick 1 if : **never or almost never true of me**
tick 2 if : **usually not true of me**
tick 3 if : **somewhat true of me**
tick 4 if : **usually true of me**
tick 5 if : **always or almost always true of me**

Part A		**1**	**2**	**3**	**4**	**5**
1.	I think of relationships between what I already know and new things I learn in English. (associating)					
2.	I use new English words in a sentence so I can remember them.					
3.	I connect the sounds of a new English word and an image or picture of the word to help me remember the word. (imagery)					
4.	I connect the sound of a new English word by making a mental picture of a situation in which the word might be used. (representing word)					
5.	I use rhymes to remember new English words. (sounds in memory)					
6.	I use flashcards to remember new English words.(mechanical technique)					
7.	I physically act out new English words. (physical responses)					
8.	I review English lesson often. (reviewing)					
9.	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign. (keyword)					

Part B		**1**	**2**	**3**	**4**	**5**
10.	I say new English words several times. (repeating)					
11.	I try to talk like native English speakers. (recognizing & using formula)					
12.	I practice the sounds of English. (formally practicing)					
13.	I use the English words I know in different ways. (recombining)					
14.	I start conversation in English. (practicing naturalistically)					
15.	I watch English language TV shows spoken in English or go to movies spoken in English. (using resources for receiving and sending messages)					
16.	I read for pleasure in English. (practicing naturatistically)					
17.	I write notes, messages, letters, or reports in English. (taking note)					
18.	I first skim an English passage (read over the passage quickly) then go back and read carefully. (getting the idea quickly)					
19.	I look for words on my own language that are similar to new words in English. (analyzing contrasively)					
20.	I try to find pattern in English. (transferring)					
21.	I find the meaning of an Englishword by dividing into parts that I understand. (analyzing expressions)					
22.	I try not to translate word-for-word. (translating)					
23.	I make summaries of information that I hear or I read in English.					

	(summarizing)					
Part C		**1**	**2**	**3**	**4**	**5**
24.	To understand unfamiliar English words, I make guesses.					
25.	When I can't think of a word during a conversation in English, I use gestures.					
26.	I make up new words if I do not know the right ones in English.					
27.	I read English without looking up every new words.					
28.	I try to guess what the other person will say next in English.					
29.	If I can't think of an English word, I use a word or phrase that means the same thing.					

Part D		**1**	**2**	**3**	**4**	**5**
30.	I try to find as many ways as I can to use my English.					
31.	I notice my English mistakes and use that information to help me do better.					
32.	I pay attention when someone is speaking in English.					
33.	I try to find out how to be a better learner of English.					
34.	I plan my schedule so I will have enough time to study English.					
35.	I look for people I can talk to in English.					
36.	I look for opportunities to read as much as possible in English.					
37.	I have clear goals for improving my English skills.					
38.	I think about my progress in learning English.					

Part E		**1**	**2**	**3**	**4**	**5**
39.	I try to relax whenever I feel afraid of using English.					
40.	I encourage myself to speak in English even when I am afraid of making a mistake.					
41.	I give myself a reward or treat when I do well in English.					
42.	I notice if I am tense or nervous when I am studying or using English.					
43.	I write down my feelings in a language learning diary.					
44.	I talk to someone else about how I feel when I am learning English.					

Part F		**1**	**2**	**3**	**4**	**5**
45.	If I do not understand something in English, I ask the other person to slow down or say it again.					
46.	I ask English speakers to correct me when I talk.					
47.	I practice English with other students.					
48.	I ask for help from English speakers.					
49.	I ask questions in English.					
50.	I try to learn about the culture of English speakers.					

APPENDIX 2 (The Original Result of Questionnaire)

Class : J

Question Number		Student Number																
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**
A	**1.**	5	3	2	3	3	3	3	3	5	3	3	3	4	4	3	2	5
	2.	5	3	3	3	4	4	4	2	3	3	4	5	3	3	2	4	4
	3.	3	2	3	1	4	4	4	1	1	5	4	5	5	3	4	3	1
	4.	1	4	2	1	4	4	4	1	1	2	2	4	4	2	3	4	3
	5.	2	2	2	3	5	5	3	3	3	4	2	5	2	3	4	2	1
	6.	2	2	1	1	2	3	3	2	1	1	3	1	3	2	3	3	5
	7.	3	1	4	3	3	4	4	2	3	4	3	4	3	2	3	4	5
	8.	3	4	2	3	3	3	4	3	3	3	4	5	2	3	3	3	3
	9.	2	3	5	2	4	4	3	1	2	3	4	5	2	3	5	4	5
B	**10.**	4	1	3	3	3	4	2	3	3	3	4	5	3	3	3	5	5
	11.	4	3	5	2	4	4	2	3	5	2	4	4	3	3	3	4	5
	12.	4	4	5	4	4	4	3	3	5	4	4	5	4	4	3	4	5
	13.	4	2	4	3	4	3	2	4	4	3	3	4	3	4	5	2	3
	14.	3	4	5	4	4	4	2	2	4	4	3	5	2	4	4	3	5
	15.	3	5	5	3	4	4	4	4	5	4	5	5	5	3	5	3	5
	16.	3	2	3	5	4	4	4	3	5	5	4	3	4	3	3	3	5
	17.	4	2	3	5	3	4	3	3	5	3	3	4	2	2	2	5	2
	18.	5	4	3	5	4	3	3	3	3	3	3	5	5	2	3	5	5
	19.	4	3	3	3	4	3	4	2	3	4	3	5	4	4	3	2	5
	20.	3	4	3	3	3	3	3	3	2	3	3	5	1	4	2	2	5
	21.	5	5	2	1	4	3	2	3	2	2	4	5	3	4	2	2	3
	22.	2	3	4	1	4	4	2	3	5	3	4	3	2	3	4	4	2
	23.	2	2	1	1	4	3	4	2	5	3	3	1	1	4	1	2	5
C	**24.**	3	4	5	2	3	4	4	5	5	5	4	2	2	4	3	4	2
	25.	5	4	5	4	5	5	4	5	5	3	4	3	2	4	1	5	5
	26.	4	3	4	4	4	5	3	5	5	4	4	5	3	5	2	1	4
	27.	2	2	3	3	4	4	2	3	1	4	3	2	1	2	3	4	5
	28.	4	2	3	3	3	5	3	5	5	4	3	4	2	2	4	3	1
	29.	5	5	4	5	5	5	5	5	5	4	4	3	4	5	3	5	2
D	**30.**	3	4	4	3	5	5	4	4	5	4	4	4	3	5	3	3	2
	31.	4	4	3	5	5	4	5	4	5	5	5	5	3	5	3	4	5
	32.	5	1	5	5	5	5	5	3	5	4	4	5	4	4	3	3	5
	33.	4	5	5	5	5	5	5	4	4	5	5	5	5	5	2	5	5
	34.	5	3	5	3	4	4	4	3	4	3	4	5	4	3	4	3	5
	35.	4	3	5	3	4	4	4	3	2	4	4	5	2	3	5	3	1
	36.	4	4	4	3	5	4	5	3	2	4	3	5	3	4	3	4	1
	37.	3	2	5	4	4	4	4	2	3	3	5	5	3	3	3	5	5
	38.	3	4	4	5	5	4	5	5	4	4	4	5	4	4	5	5	5
E	**39.**	4	5	4	4	5	5	5	3	5	4	3	5	5	5	5	4	1
	40.	3	5	5	3	5	4	4	3	5	4	4	5	4	4	3	3	5
	41.	3	2	3	2	5	4	3	5	1	2	5	5	4	3	5	5	5
	42.	3	1	3	3	4	4	3	5	2	5	3	5	2	3	3	5	1
	43.	3	3	1	5	5	3	3	3	1	1	2	2	3	1	3	4	1
	44.	3	2	2	4	5	4	4	3	3	4	3	4	1	2	2	5	1
F	**45.**	4	4	5	3	5	5	4	5	5	4	3	5	3	5	3	4	5
	46.	4	3	2	3	5	4	4	3	4	3	4	1	4	3	3	2	5
	47.	3	5	5	4	5	4	4	5	3	4	3	5	5	4	2	4	5
	48.	2	3	2	2	5	5	4	3	3	2	3	1	2	2	2	3	3
	49.	3	1	3	3	5	5	4	2	3	3	3	4	1	3	2	4	5
	50.	4	4	2	1	5	4	4	3	1	3	2	1	1	2	1	4	1

Total population : 19

Class : K

Question Number		Student Number																
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**
A	**1.**	4	4	3	3	5	3	3	3	4	5	4	4	3	4	4	4	3
	2.	4	3	5	4	2	3	3	3	3	4	3	4	3	3	3	3	3
	3.	2	2	5	3	4	4	2	3	2	5	4	4	2	4	2	3	2
	4.	1	3	5	3	2	4	2	4	3	5	4	3	3	2	3	3	3
	5.	1	4	2	4	4	1	1	4	1	4	2	3	2	3	2	1	2
	6.	4	2	1	2	5	1	1	4	2	4	1	2	1	1	4	2	2
	7.	1	4	3	3	2	1	4	2	2	4	3	3	1	4	4	4	4
	8.	3	3	2	2	5	3	3	3	2	3	5	2	2	3	4	3	2
	9.	4	4	5	3	5	1	3	5	3	5	3	3	3	1	4	3	3
B	**10.**	4	3	4	4	4	2	3	3	4	5	4	3	3	5	3	3	3
	11.	4	4	3	4	5	4	4	3	3	4	4	2	4	4	4	4	4
	12.	1	4	2	3	4	3	3	3	3	4	4	3	4	2	4	4	4
	13.	1	3	5	4	5	4	3	3	3	4	2	3	4	4	3	3	4
	14.	3	2	4	3	2	2	3	3	2	3	3	3	2	3	2	4	2
	15.	5	2	5	5	4	1	3	5	2	5	5	3	3	2	4	5	3
	16.	4	4	3	3	4	5	4	5	2	5	5	2	4	5	4	4	2
	17.	2	3	2	3	5	3	3	3	2	5	5	2	4	5	3	3	3
	18.	4	3	3	3	3	4	4	5	1	5	4	3	4	3	4	4	4
	19.	5	4	2	4	3	1	2	2	1	3	2	4	4	4	4	3	4
	20.	3	4	3	3	1	3	2	3	1	4	3	4	3	3	3	3	3
	21.	4	3	5	4	4	3	4	5	1	4	2	3	3	2	4	3	2
	22.	4	3	5	4	5	5	3	2	2	4	3	2	5	3	4	4	4
	23.	2	3	3	3	2	3	2	3	1	5	2	3	4	2	3	4	3
C	**24.**	5	2	5	3	2	3	5	4	3	5	4	5	5	4	5	4	3
	25.	5	3	2	3	4	1	2	5	2	5	3	5	5	3	3	5	4
	26.	3	5	2	4	3	1	5	4	1	4	1	5	5	3	3	4	3
	27.	3	1	3	3	1	4	3	2	2	4	2	4	5	2	3	4	2
	28.	1	2	5	4	5	2	3	3	1	4	2	3	4	1	4	2	3
	29.	3	5	5	4	4	4	5	5	3	5	4	5	5	5	4	5	4
D	**30.**	3	4	4	4	2	3	4	3	3	5	4	4	3	4	4	5	3
	31.	5	3	5	4	4	4	4	5	4	5	5	3	3	4	5	5	4
	32.	5	5	4	4	4	4	3	4	4	5	5	3	4	2	4	4	4
	33.	5	5	3	4	4	5	3	5	4	5	5	3	4	3	5	4	4
	34.	2	3	3	4	5	5	2	3	2	5	2	2	3	2	4	3	3
	35.	5	4	4	3	2	4	2	4	2	5	4	4	2	2	4	4	3
	36.	1	3	2	3	5	4	2	4	3	5	5	3	3	5	4	4	3
	37.	1	4	4	3	2	5	2	3	2	4	5	3	4	5	5	3	4
	38.	5	5	3	4	3	5	3	5	2	4	5	4	5	4	4	4	4
E	**39.**	4	4	2	4	3	2	3	4	5	4	5	4	4	3	4	5	3
	40.	4	4	3	4	4	3	3	4	4	5	4	4	5	2	4	3	3
	41.	1	1	2	4	5	2	3	4	3	5	3	5	3	1	5	5	2
	42.	3	3	5	4	4	2	3	3	2	5	4	4	4	2	4	5	3
	43.	1	1	1	3	2	3	2	3	1	5	4	3	4	1	2	3	2
	44.	1	4	1	3	4	2	3	2	2	5	4	3	3	1	4	5	4
F	**45.**	5	5	5	3	4	3	3	3	5	5	5	4	5	3	5	5	3
	46.	5	3	3	4	4	2	3	4	2	3	5	3	2	3	3	3	3
	47.	3	4	3	3	4	2	3	3	4	4	5	4	3	3	5	4	4
	48.	3	4	3	4	4	2	3	4	3	3	4	5	2	2	3	4	3
	49.	3	3	3	3	2	2	3	2	3	3	4	2	2	2	4	3	3
	50.	3	2	5	3	2	2	4	2	3	3	5	4	3	2	3	3	3

Total population : 19

Class : O

Question Number		Student Number																			
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
A	**1.**	4	5	4	4	4	4	5	2	4	4	4	4	4	4	5	5	5	3	5	4
	2.	4	4	3	3	3	5	4	4	3	4	3	3	4	4	3	4	4	5	4	4
	3.	4	3	3	2	1	5	4	3	4	5	2	5	5	5	2	4	5	3	5	4
	4.	3	4	4	2	1	3	4	4	3	5	4	4	3	3	2	3	5	2	4	4
	5.	3	3	2	2	2	4	4	5	1	3	1	3	2	4	3	3	4	2	4	3
	6.	4	3	1	2	1	1	3	2	1	3	1	2	2	1	2	3	5	2	3	3
	7.	4	4	3	2	3	1	4	3	2	3	2	3	3	5	5	4	5	5	4	3
	8.	4	4	3	3	3	5	5	3	1	3	2	2	3	4	2	3	4	3	4	3
	9.	3	4	4	2	2	4	3	5	5	3	4	2	4	1	1	4	5	4	4	5
B	**10.**	5	4	4	2	3	4	4	5	4	4	2	4	5	3	2	3	4	5	4	4
	11.	4	4	4	2	3	3	4	5	5	5	5	5	3	4	5	3	4	5	3	5
	12.	4	4	4	3	3	5	4	5	5	3	4	5	3	4	5	4	5	5	4	5
	13.	4	4	4	3	3	5	4	5	5	3	5	4	4	4	3	4	3	5	4	5
	14.	3	4	5	2	4	4	5	5	4	3	2	3	4	4	1	4	3	4	4	4
	15.	3	4	4	5	5	4	3	5	5	4	5	4	5	5	4	5	4	5	2	5
	16.	4	5	4	5	2	4	3	4	4	4	2	4	4	4	3	5	4	4	5	3
	17.	3	3	3	4	3	5	3	2	3	2	1	3	5	3	4	4	4	4	4	3
	18.	2	3	3	3	2	4	3	3	3	5	3	3	5	5	2	4	5	4	4	3
	19.	2	5	2	2	3	3	5	5	4	4	4	4	5	3	5	4	3	4	4	3
	20.	5	5	3	2	3	4	4	3	4	2	4	4	4	3	3	4	4	3	5	3
	21.	5	4	3	2	5	4	4	3	3	4	4	3	5	2	5	5	4	3	4	2
	22.	4	3	3	4	5	2	4	3	1	4	4	3	4	5	5	5	4	3	3	4
	23.	2	3	3	2	3	3	3	4	3	3	2	3	3	5	5	5	4	4	3	4
C	**24.**	5	4	4	5	3	3	4	5	3	3	5	4	4	5	4	4	4	5	5	4
	25.	5	3	5	4	5	4	5	5	3	3	5	5	5	5	4	4	5	5	4	4
	26.	5	3	4	5	1	5	5	3	4	4	5	3	4	5	4	4	4	5	4	4
	27.	3	3	3	3	3	3	4	1	4	1	3	2	4	4	1	4	4	4	2	3
	28.	3	2	3	2	3	2	3	3	4	3	4	2	3	4	5	4	4	4	5	4
	29.	5	4	5	5	3	4	3	5	3	3	5	5	4	5	5	4	5	4	5	4
D	**30.**	5	4	5	2	4	5	4	4	4	5	4	4	4	5	5	5	4	5	5	4
	31.	5	4	3	5	3	5	5	4	3	3	4	5	4	3	5	5	5	5	5	3
	32.	5	4	5	2	3	5	4	5	5	5	4	5	4	4	5	5	5	5	5	5
	33.	5	4	5	3	5	5	4	3	5	5	5	5	4	5	5	5	5	5	5	4
	34.	4	4	3	1	3	4	3	3	5	3	1	5	3	5	4	3	4	4	4	3
	35.	5	4	2	2	3	4	4	4	5	5	1	5	3	4	5	4	5	4	4	4
	36.	4	4	3	2	3	5	3	5	5	4	3	5	4	4	3	5	3	5	4	3
	37.	5	3	3	3	3	4	4	3	5	3	3	5	3	4	5	5	4	4	5	4
	38.	4	4	3	3	4	5	5	3	5	5	5	5	4	4	4	5	5	4	5	5
E	**39.**	5	4	5	2	3	2	4	5	4	5	4	3	5	5	5	4	5	5	5	4
	40.	5	3	3	2	3	5	4	5	3	4	5	4	4	5	4	4	4	5	5	4
	41.	3	2	1	2	5	2	3	1	3	2	1	1	4	3	2	5	3	5	4	4
	42.	5	4	3	2	3	4	3	1	3	3	5	2	4	3	3	5	3	3	5	3
	43.	5	3	3	4	1	5	3	1	3	3	1	2	5	1	4	1	4	3	1	1
	44.	5	4	3	2	2	3	3	1	4	4	3	2	2	4	4	4	5	4	5	1
F	**45.**	5	5	5	3	5	5	5	5	4	5	4	4	4	5	4	5	5	5	5	3
	46.	5	4	2	3	4	5	3	2	4	5	5	4	3	5	2	5	5	3	5	3
	47.	5	5	4	2	2	4	5	4	4	5	5	4	3	5	4	5	5	3	4	4
	48.	3	3	3	3	2	2	3	3	4	5	1	3	4	4	3	5	4	4	4	4
	49.	3	4	3	2	3	3	4	3	3	4	1	4	4	3	2	4	4	4	5	3
	50.	3	2	5	4	2	4	4	5	3	5	3	3	5	4	4	4	5	4	5	4

Total population : 21

Class : F

Question	Student Number

Number		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
A	**1.**	1	3	3	2	3	3	3	3	5	5	4	5	4	4	2	4
	2.	3	3	3	3	3	2	3	2	3	2	3	3	3	3	3	5
	3.	2	3	4	4	4	2	4	3	4	3	3	1	3	3	3	5
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	5.	1	3	2	2	1	3	2	1	2	4	2	1	4	4	3	5
	6.	1	3	2	1	1	1	2	1	4	1	2	1	4	2	2	4
	7.	4	3	3	5	2	4	3	3	4	2	3	2	3	5	3	5
	8.	3	3	2	2	2	4	3	2	2	3	2	3	4	4	2	3
	9.	3	3	2	3	1	3	5	3	5	5	3	4	3	5	3	4
B	**10.**	2	3	3	4	2	2	5	3	2	3	4	3	2	4	2	5
	11.	5	4	2	5	3	3	5	4	5	4	3	4	3	5	3	5
	12.	4	4	3	5	3	4	3	4	5	3	3	4	4	5	2	4
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	15.	4	3	4	3	3	3	5	3	4	4	3	5	3	5	3	5
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C	**24.**	4	5	4	4	3	4	4	3	5	5	5	5	3	5	4	4
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Total population : 16

Class : P

Question Number	Student Number																	
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**

A	**1.**	4	3	4	5	4	5	3	3	4	4	3	3	3	4	5	4	3	3
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	5.	2	3	3	2	2	2	2	4	4	2	2	2	3	3	2	2	3	3
	6.	2	3	1	3	3	2	1	1	2	1	3	1	3	2	2	2	2	3
	7.	4	3	2	3	4	2	2	3	3	1	2	2	4	4	4	4	4	4
	8.	2	3	3	4	4	3	3	3	2	4	3	3	4	3	4	3	3	3
	9.	2	4	4	3	3	4	2	5	5	1	5	4	1	4	4	4	4	2
B	**10.**	4	3	4	3	4	4	5	3	4	4	4	5	3	4	4	5	4	4
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	15.	5	5	4	4	5	4	3	5	2	4	3	5	3	4	5	3	4	4
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C	**24.**	3	4	4	4	5	3	4	3	3	3	5	4	5	5	5	5	3	4
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	29.	3	3	4	3	5	3	4	2	5	4	5	4	3	4	5	5	3	3
D	**30.**	4	4	4	4	5	2	3	3	5	3	4	3	4	5	4	5	4	4
	31.	4	3	3	4	5	2	3	4	4	5	5	4	5	5	5	5	4	4
	32.	4	4	4	4	5	3	4	4	5	5	5	4	5	5	5	5	4	4
	33.	4	4	4	4	5	4	4	4	5	5	5	5	5	5	5	4	4	4
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	37.	4	4	3	5	5	2	4	3	4	4	4	4	5	3	5	4	3	3
	38.	4	3	3	5	5	5	3	3	3	5	4	5	3	3	5	5	3	3
E	**39.**	2	4	3	4	2	3	3	3	4	4	3	4	5	3	3	5	3	3
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	41.	1	3	2	4	4	2	2	2	2	3	2	2	3	4	4	4	2	2
	42.	3	3	4	5	4	2	4	4	2	1	2	3	5	4	5	5	2	2
	43.	1	2	1	4	2	2	4	1	1	1	4	1	3	2	4	3	2	2
	44.	1	2	3	2	4	2	3	4	1	3	3	3	5	5	4	4	3	3
F	**45.**	3	3	4	5	5	5	3	3	4	4	5	4	5	5	4	5	3	3
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	48.	3	3	2	3	3	2	1	3	3	5	2	2	5	5	4	3	2	2
	49.	4	4	3	2	4	3	3	3	3	4	3	2	4	4	4	4	2	2
	50.	5	4	4	3	4	3	3	4	4	4	4	3	4	4	5	5	3	3

Total population : 18

APPENDIX 3 (Interview Guide)

Questions for interview

Part A : Goal of learning English

1. What is your goal in learning English in general?
2. Do you set your own goal?
3. Do you try to set your goal into short-term goal and long-term goal?
4. What is your attempt to reach your goal?
5. What ways will you take to achieve that goal?
6. Do you know anything about learning strategies? Are you trying to use them, or at least some of them in your English learning?

Part B : Memory strategy

1. When learning new words in English, are you trying to group some new words in a certain group so that you will feel easier at remembering them? For example do you group them into verb, adjectives, noun, etc.? Or do you group them into a certain category like animal, place, family, activity, thing, etc.?
2. Once you learn a new word, do you always use them in a context? I mean do you always try to use them in a real communication? Give me example please.
3. What do you know about keyword? Do you often use keywords to help you remember a new word? For example you use the keyword 'family' to remember some words like me, father, mother, sister, cousin, daughter, grandfather, uncle, etc.
4. Do you use imagery to remember a new word? I mean are you always trying to remember the new word without translating it into your mother tongue?

Part C : Cognitive Strategy

1. Once you learn a new word, do you often to repeat the word several times in order to help you remember the word?
2. Do you often watch English movies or TV shows which use English?
3. Do you often read English books like novels, journals, magazine, comic, etc.?
4. When you hear someone speaking in English, do you translate what the one said word-by-word or do you try to summarize what the one said and try to conclude it using your own word?
5. How often do you try to practice using English? What kinds of activities that you use to help you practice your English?

6. When you see, hear or read a new word in English, do you often take a note or highlighting the word and later you try to find the meaning of the word?

Part D : Compensation Strategy

1. What will you do if you find a word you don't understand? Do you try to guess its meaning by yourself? For example, you try to guess the meaning by relating the word with a certain topic you know where you find the word.
2. Once you want to speak in English but you don't know the word that represents what you are going to say it, do you often use gesture/body language to help others understand what you are trying to say? Or maybe you use your mother tongue to express the word?
3. In relation to the previous question, when you want to say or write a certain word you don't know in English, what will you do? Do you often use synonym or try to explain the meaning of the word? Explain your answer please.
4. When you read a passage in English, do you look at every single word? Or when you are listening to a conversation in English, do you try to listen to a single word? Why are they so? Explain please.
5. When you hear an English conversation, what do you do? Do you often trying to guess what the person speaking will say next in English? Does that help you understand the context easier?

Part E : Metacognitive Strategy

1. What activities do you often do in which you mostly use English in doing so? Do you use many different activities to help you practicing your English? What are they?
2. When you listen to a certain conversation or someone speaking, do you really pay attention to it? What will you do then to help you understand it better?
3. Do you always try to find new ways to learn English? What are they? Could you explain some? How do you use them?
4. Do you always try to find any opportunities to use English? What are they?
5. Do you set your own goal in learning English? How do you set your own goal? Could you explain it?
6. Do you often reflect yourself on :
    a. your achievement in learning English?
    b. your problem and difficulty in learning?
    c. your performance practicing English?

d. some mistakes you commonly do?
e. your way of learning?
f. your own goals?

Part F : Affective Strategy

1. When you feel so anxious or nervous of using English, what will you do?
2. Do you often comfort yourself once you feel anxiety when practicing English? What ways that you usually do? Explain it.
3. Do you often take some risk in learning English? Do you try to encourage yourself when you are practicing English once you feel anxiety of making mistakes?
4. Do you often reward yourself when you do well in learning English? In what ways?
5. Do you often share your feeling in learning English? With whom? What things do you often talk to them? Explain it.

Part G : Social Strategy

1. How many times in a certain time do you try to practice your English with friends? Once a week? twice? almost everyday?
2. When you practice English with your friends, do you often have peer correction of any mistake both of you and your friends made?
3. How many times in a certain time do you try to practice your English with someone that you think has better proficient in English better than you do? Does it Once a week? Or does it almost everyday? Or do you have any other answer?
4. Do you know anything about English culture? When you use English, are you considering English culture as well? Can you mention some of them?
5. When someone speaking and you try to listen to that one but you are somehow do not understand some part of that one's speaking, what will you do? Please explain.

Part H : Conclusion

1. After all of those questions, do you have something to say?
2. What do you think of this interview? Do you think it is useful? In what way?

APPENDIX 4 (Interview Transcript Recording 1 (male))

.....Part A.....

I : What is your goal in learning English in general?

S : To develop good communication skill using English. Saya ingin menjadi guru.

I : You have your own goal, do you set it by yourself? Or just following your teacher. Jadi setelah anda masuk jurusan bahasa Inggris, apakah anda men-set tujuan anda atau mengikuti secara umum gambaran umum yang ada?

S : Secara umum dalam artian materi saya ngikutin dosen. Tapi saya punya tujuan sendiri.

I : Dari tujuan yang ada, apakah anda menstimulasi antara tujuan jangka pendek dan jangka panjang?

S : Ada. dalam artian?

I : Jadi untuk mempelajari bahasa Inggris kan ada tujuan nya. Maybe for the long-term goal you want to master communicative skill. Do you set you own short term goal like this week I want to master some vocabulary, and next week pronunciation?

S : I set it depend on courses material.

I : Depend on material? Would you please tell me more?

S : Bergantung pada tujuan tiap pertemuan materi perkuliahan, dalam artian minggu ini kita dituntut untuk menguasai grammar level tertentu. misal si semester satu kita mendapat mata kuliah pronunciation, jadi saya anggap tujuan jangka pendek saya semester satu untuk menguasai pronunciation.

I : Dalam mencapai tujuan anda, usaha apa yang dilakukan? Belajar di luar atau bagaimana?

S : Do more practises

I : What practises?

S : Mengerjakan tugas-tugas umum, menggunakan media, nonton film, dengerin lagu, belajar komunikasi sama temen, pergi ke tempat-tempat umum kaya tempat wisata buat nyari turis asing untuk belajar native English sama native.

I : Dalam belajar bahasa Inggris, pernah denger learning strategy tidak? Ever heard about it?

S : Apakah ini sama dengan syllabus? rencana belajar?

I : Similar but in different way. Syllabus is that something that has been established before, but learning strategy is something that you use in learning English.

S : I don't think so. I'm just doing practises and try to apply our skill.

I : Maybe you are using learning strategy, but you don't aware of it.

S : Yes, probably.

I : Let's continue to the next part.

.....Part B.....

I : The first question is when learning new words English, are you trying to group some word in a certain group? Jadi kalo mau mengingat vocabulary baru, apakah anda mengroup kata-kata tersebut ke dalam suatu group? Apakah anda sering menggunakan?

S : Kalo saya lebih mengelompokan ke dalam kata-kata yang terdengar mirip atau memiliki kemiripan. Untuk belajar membedakan pronounce nya juga. Paling sesekali aja saya menggunakannya, ya pas ketemu sama kata yang mirip-mirip bunyinya aja.

I : Setelah anda mengingat kata-kata tersebut, apakah anda langsung menggunakannya dalam real komunikasi? Cenderung langsung dipakai dalam spoken language atau written language?

S : Nah biasanya bentuk tertulis dulu, baru spoken.

I : Pernah denger istilah keyword?

S : Kata kunci? Iya.

I : Have you ever try to use it?

S : No. I don't think so.

I : No? Keyword... contoh misal kata 'beautiful', nanti ada kata 'beautifully', 'beauty', etc. jadi kata kunci/keyword 'beautiful' untuk mempelajari kata-kata tersebut.

S : Oh, iya pernah. kalo itu pernah.

I : Jadi intinya anda pernah melakukan tapi tidak menyadarinya?

S : Iya ya ya... Saya mulai paham.

I : Pernah denger istilah imagery?

S : No...

I : Pictures?

S : Yes.

I : Kalo anda ditanya kata 'bapak' / 'ayah', in English.. when you hear the word 'father', do you imagine what is 'father' or you translate it into Indonesian? Jadi kalo anda mendengar 'father', anda membayangkan bapak atau anda mengartikan dulu ke dalam bahasa Indonesia?

S : Langsung membayangkan.

I : Ketika anda mendengar kata dalam bahasa Inggris, apakah anda mencoba membayangkan artinya atau mencoba mentranslate ke dalam bahasa Indonesia?

S : Translate dulu, kalo imagery itu yang sudah familiar artinya.

.....Part C.....

I : Dalam belajar vocabulary, pernah denger istilah repeating?

S : Pengulangan?

I : Drilling? pernah denger?

S : Iya.

I : Misal contoh anda belajar kata ‘haunted’, terus diulang-ulang untuk mengingat kata itu.

S : Iya. itu sering saya lakukan.

I : Seberapa sering anda lakukan?

S : Hampir setiap kali saya mendengar kata baru.

I : Diulang-ulang dengan mengatakan atau bagaimana?

S : Diulang-ulang dalam memori untuk mengingat-ingat.

I : To improve your English, do you like watching English movies, reading books, or novels, magazines?

S : Yes I like to do it. Especially watching movies. Kalo membaca kadang-kadang aja.

I : Have you ever read English novels, magazines or comic?

S : Um.. Jakarta post maybe. But not so often.

I : When you hear someone speaking in English, do you translate it sentence by sentence into Indonesian or try to summarize it without translating it first? Jadi ketika seseorang bicara dalam bahasa Inggris, apakah anda mencoba mengartikan kata per kata atau mencoba menyimpulkan?

S : Lebih ke yang ke dua sih, jadi mencoba menyimpulkan artinya sendiri, tidak kata per kata. soalnya kalo kata per kata kadang kurang tepat. Ada kalimat yang tidak bisa diartikan kata per kata, jadi didengerin dulu baru disimpulkan.

I : In relation to your practice using English, you must have many kinds of activities. Well, when I ask you how often you practice your English, then what is your answer?

S : Almost everyday but not full.

I : How many hours you spent using English everyday?

S : I think four hours a day.

I : What kinds of activities you use using English?

ah yes, doing homework, watching movie, listening the music, membaca...

I : Alright, the last question is... When you learn a new word, do you take a note? Say when you read a book and find a new word, do you often take a note or highlighting the word?

S : Yes, sometimes I do.

.....Part D.....

I : First question is, when you find a new word and you don’t know the meaning, then what do you do? Misal ketika anda tes TOEFL, dan anda menemukan kata baru, apa yang anda lakukan?

S : Menyesuaikan konteks kalimatnya. MeMasangkan kata baru itu dengan kalimat yang ada.

I : Making on guess namanya.

S : Ah yes.

I : Kalo yang terjadi tu gini, ketika anda speaking, kita mau ngomong kata tapi anda tidak tahu kata bahasa Inggris, terus bagaimana? apa yang anda lakukan ketika hal itu terjadi?

S : Disini dalam hal spontan atau bagaimana?

I : Ya spontan, ketika anda maju speaking, anda perform. Otomatis kan anda ndak membaca. ketika anda mau ngomong, anda ndak tau ekspresinya dalam bahasa Inggris. nah itu bagaimana?

S : Itu lawan bicara kita?

I : Bukan, tapi anda. lalu anda bagaimana?

S : Gunain kosa kata lain kalo mampu. kalo ndak biasanya ya.... itu... anu... aaaa.... aaaa... pake gesture gitu lah.

I : Pernah tidak saking ndak bisanya terus anda akhirnya ngomong pake bahasa Indonesia?

S : Pernah, sering. sering malahan.

I : Bagaimana kalo hal itu terjadi dalam writing? Ketika anda mau menulis, tapi anda ndak tau katanya.

S : Mengubah kalimatnya.

I : Maksudnya mengubah kalimatnya gimana?

S : Mengubah tapi dalam artian konteks yang sama.

I : Pernah pake sinonim atau kata ganti?

S : Ya pernah dong, sering.

I : Ketika anda membaca suatu passage in English, do you try to understand it word by word? Or you try find out the context?

S : Translate word by word first then find the context.

I : Ketika mata kuliah listening gimana? anda mendengar conversation atau orang ngobrol pas listening itu gimana? Anda mendengarkan kata per kata atau coba simpulkan konteksnya?

S : Kata per kata. terus disimpulkan konteksnya. Kuncinya itu kata per kata nya.

I : Ketika anda mendengarkan orang ngomong dalam Inggris, pernah tidak anda mencoba untuk mengira-ira apa yang orang itu akan katakan berikutnya? Sehingga membantu anda memahami konteksnya.

S : Memprediksi? Ya pernah tapi tidak terlalu sering.

.....Part E.....

I : Tadi kan udah menjelaskan banyak tentang activities, nah activities favorit anda apa?

S : Watching movies and listening music.

I : Masih tentang listening, ada ndak sih kiat-kiat anda untuk mempermudah anda memahami conversation? Apa yang anda lakukan biar lebih paham apa yang disampaikan?

S : Ya kalo pas ngomong sama temen ndak tahu ya minta diulang. Kalo pas listening ya minta diulang recordingnya. pertama uda ada gambaran umum, nah yang kedua lebih fokus.

I : Terus gini, sebelumnya kan dibahas learning activities, pernah ndak sih mencoba cara-cara yang mungkin baru dalam belajar?

S : Eksplorasi cara belajar gitu? Belum pernah. lebih suka cara yang udah ada.

I : Masih berkaitan dengan practices, pastinya kan anda selalu mencoba mencari waktu buat belajar. nah seringnya menghabiskan dimana?

S : Di rumah..... eh, di kos.

I : Dengan siapa seringnya? Untuk conversation?

S : Kalo untuk conversation ya seringnya di kelas, soalnya kalo di luar kan cuma satu dua teman yang bisa. Kalo di kelas kan banyak teman yang bisa. Juga membiasakan diri.

I : Pernah dengar istilah reflection? Having reflection? Tau artinya reflection?

S : Pemantulan?

I : Bukan, dalam konteks ini reflection artinya bukan pemantulan. Kalo introspeksi diri?

S : Oh iya pernah.

I : Pernah ndak anda merenungi diri anda? Having reflection on yourself?

S : Terutama progres belajar. pronunciation juga. Kok yang lain tambah pinter gitu.

I : Pernah ndak membayangkan pencapaian apa aja yang udah anda capai. Jadi anda membayangkan pencapaian anda?

S : Ya begitu, tapi saya bingung menjelaskannya.

I : Terus kalo tentang reflecting problem difficulty?

S : Ya itu saya lakukan. Tapi mungkin saya tidak bisa menjelaskan contohnya.

I : In short, you are reflecting yourself. Intinya kalo ditanya dalam hal apa anda paling sering reflecting self itu apa?

S : Pronunciation.

.....Part F.....

I : Next part, this part is related to affective strategy. Pertanyaan pertama. Ketika anda maju speaking, apa yang anda rasakan waktu itu?

S : Grogi atau nervous.

I : Ketika anda nervous, apa kiat yang anda lakukan?

S : Biasanya saya dari awal nggak bikin konsep yang rigid lho mas. Saya kalo bicara ngalir aja berdasarkan konsep yang udah disiapin.

I : Intinya prepare gitu?

S : Iya prepare, tapi bukan prepare dalam artian yang kaku. Bikin apa yang mau saya baca.

I : Cuma catetan kecil atau ato gimana?

S : Iya, bukan bikin persiapan apa yang mau saya bilang. Tapi nanti mau penerapannya gimana ya didepan kelas.

I : Pernah denger istilah refleksi? Eeerrr.. bukan, relaksasi.... Jadi lagi grogi-groginya, terus tarik nafas dalam-dalam seperti itu.

S : Iya kalo itu sih sering mas. Biasanya kalo speaking.

I : Terus pernah denger risk taking? There is an old saying that a good language learner is the one who takes risks wisely.

S : Indonesian please.

I : Gini, pernah denger istilah taking risk? Coba-coba hal yang anda belum tau salah ato betul. Misal coba pronunce kata tapi belum tau pronunciation yang benar, ato coba pake kata baru?

S : Jarang sih mas, cuma ya kadang-kadang aja kalo pas denger istilah atau ekspresi baru, terus pengen nyoba make. Itu pun yang udah bener-bener tau.

I : Pernah nggak rewarding self? Misal anda sudah belajar seminggu ini, terus pengen lah memanjakan diri. Nonton film atau main kemana gitu.

S : Mmm... ga pernah mas.

I : Pernah gak curhat tentang pengalaman selama belajar bahasa Inggris? Biasanya curhat sama siapa?

S : Pernah, paling sering sih sama temen.

.....Part G.....

I : Sering gak coba praktek pake bahasa Inggris sama temen diluar jam kuliah? Kira-kira berapa jam seminggu?

S : Lumayan sering. ya kira-kira 3-4 jam seminggu. Itu juga sama temen yang udah bener-bener bisa.

I : Pernah denger istilah peer correction?

S : Pernah, itu kan yang saling mengoreksi?

I : Iya bener.

S : Biasanya sih kalo pas lagi nyoba-nyoba ngobrol sama temen ya pas ada yang bikin kesalahan pas kita tau ya langsung dibilang, eh kamu salah, harusnya gini.....

I : Seberapa sering sih nyoba make bahasa Inggris sama orang yg dianggap lebih pinter bahasa Inggrisnya? Sama dosen ato native gitu?

S : Hmmm, kalo sama dosen sih jelas hampir setiap kuliah, tapi kalo sama native ya kadang-kadang 2-3 kali sebulan. Itu juga nggak mesti.

I : Do you know anything about English culture?

S : English kingdom. ya beberapa tentang kebudayaan English gitu. Tempat-tempat terkenal. terutama sepakbolanya.

I : When someone speaking and you don't get the idea, then what do you do? Ketika orang lain ngomong terus anda ndak paham itu tu gimana? Apa yang anda lakuin?

S : Minta penjelasan. biasanya sih minta diulang "sorry, repeat please", "what do you mean".

I : Oh OK.

.....Part H.....

I : Nah itu adalah pertanyaan terakhir. Sebelum itu, ada nggak sih sesuatu yang mau ditambahin? Do you have something to say?

S : Ummm, I don't think so. Gak tau harus bilang apa. hehe....

I : Terus menurut anda, apakah interview ini berguna?

S : Ya pasti berguna. Contohnya kan tadinya saya ndak tau istilah-istilah learning strategy, sekarang jadi agak tau gitu. Tadi kan udah disebutin beberapa.

I : OK makasih. Have a nice day.

S : Sama-sama mas.

.....

Note :

I : interviewer

S : respondent

APPENDIX 4 (Interview Transcript Recording 2 (female))

.....Part A.....

I : What is your goal in learning English in general? Jadi tujuan umum anda belajar bahasa Inggris itu untuk apa?

S : Ya karena saya sangat suka bahasa Inggris, jadi saya pengen banget mempelajarinya.

I : Anda pasti punya target kan dalam belajar bahasa Inggris? Nah, dari tujuan yang ada, apakah anda menstimulasi antara tujuan jangka pendek dan jangka panjang?

S : Mmm.. nggak juga sih mas, ya paling cuma ngikutin apa yang ada dikampus aja. Tergantung dosennya, paling ya ngikut silabus.

I : Selama ini apa yang udah anda lakuin dan bagaimana cara anda untuk mencapai target?

S : Belajar English dari buku-buku, ikut course, sering liat film sama cari-cari di internet.

I : Pernah denger nggak istilah learning strategy? have you ever heard of it?

S : Pernah sih, tapi nggak tau pastinya. ya cuma baca-baca aja dari buku.

I : Pernah coba pake dalam belajar?

S : Mmm.. nggak terlalu paham artinya, jadi ya mungkin pernah cuma nggak sadar.

.....Part B.....

I : Pernah denger istilah grouping?

S: Nggak pernah.

I : When learning new words in English, are you trying to group some new words in a certain group? Do you group them into verb, adjectives, noun, etc.? Jadi tu dalam belajar kata-kata baru apakah anda kelompokkan kata-kata biar lebih mudah dipahami?

S : Nggak pernah, paling ya cuma diinget-inget aja kata-katanya.

I : Nah ketika anda tu belajar kata-kata baru, biasanya langsung coba pake kata baru itu nggak dalam kalimat?

S : Maksudnya?

I : Ya misal anda belajar kata baru, terus paham artinya, pernah nggak sih langsung dicoba dipake ke dalam kalimat gitu? Misal pas speaking gitu?

S : Mmm.. Nggak pernah. paling ya cuma pake kata-kata yang udah bener-bener tau artinya. kalo kata-kata baru yang belum tau artinya ya diinget-inget sampe bener-bener tau maknanya.

I : Have you ever heard the term keyword? Pernah denger istilah keyword?

S : Itu apa kak?

I : Jadi belum pernah denger?

S : Belum...

I : Jadi gini pernah nggak make sebuah kata untuk mengingat kata lainnya? Misal kata ‘family’, nah kata itu untuk nginget-inget kata lain kaya sister, father, son, mother, etc....

S : Nggak pernah... Paling ya nginget-inget kata yang pas nggak sengaja ketemu. Misalnya pas baca novel terus ada kata yang nggak tau, ya terus diinget-inget artinya. Yang paling sering ya pas kalo kuliah gitu. Pas nemuin kata-kata yang nggak tau artinya ya gitu deh.

I : Terus kalo istilah imagery?

S : Image? Gambar gitu kak?

I : Iya. Jadi kalo anda mendengar kata, apakah anda langsung membayangkan arti katanya dalam mother tongue anda atau anda membayangkan image atau gambaran kata itu di dalam imajinasi anda?

S : Biasanya sih langsung membayangkan image-nya kak. Ya itu sih kalo kata-kata yang udah familiar ya.

.....Part C.....

I : Pernah denger istilah drilling? Have you ever heard of it?

S : Itu ya kak yang mengulang-ulang kata?

I : Ya seperti itu.

S : Iya sering kak. malah itu yang paling sering digunakan. Dari dulu saya memang cenderung pake itu kak. soalnya udah biasa.

I : Do you often watch English movies or TV shows which use English? suka nonton film Inggris? Biasanya channel apa?

S : Suka kak, suka banget. Biasanya channel favorit ya national geographic, discovery channel, oprah show, tapi seringnya nonton film dari komputer. Film action atau drama gitu.

I : Do you often read English books like novels, journals, magazine, comic, etc.?

S : Mmm.. Suka kak, terutama yang romantic novel, seperti romeo juliet yang versi asli gitu. tapi ya nggak sering banget sih. Susah mbagi waktunya.

I : When someone speaking, do you translate what the one said word-by-word or do you try to summarize what the one said and try to conclude it using your own word? Jadi kalo pas denger orang lain ngomong Inggris tu apa langsung diartikan kata per kata atau didengerin dulu terus disimpulin artinya?

S : Didengerin dulu baru disimpulin kak, soalnya kalo diartiin kata per kata susah, biasanya juga cepet banget waktunya. Apa lagi kalo pas listening.

I : Sering nggak practice English diluar kelas? Dalam seminggu biasanya berapa kali?

S : Nggak terlalu sering sih kak, soalnya ya itu, sibuk kuliah. Paling seminggu 2-3 kali.

I : When you see, hear or read a new word in English, do you often take a note or highlighting the word and later you try to find the meaning of the word? Jadi tu kalo pas lagi nonton film ato pas dengerin lagu terus denger kata baru atau pas lagi baca novel terus nemuin kata baru itu terus gimana?

S : Biasanya sih ditandain pake stabilo atau digaris bawah pake pensil gitu kak. Kalo film ya biasanya langsung dicari artinya dikamus. Atau kalo nggak ya dicatet di kertas ato apa lah yang pas waktu itu nemu untuk nulis, baru dicari artinya nanti.

.....Part D.....

I : Nah tadi kan mba bilang suka baca novel, kalo misal pas baca novel terus nemuin kata yang asing dan nggak tau artinya itu terus gimana? Tanpa buka kamus buat cari artinya, mba terus ngapain?

S : Biasanya sih diliat konteksnya dan dari kalimat didepannya sama kalimat sesudahnya. terus dikira-kira artinya apa. Ya nebak-nebak gitu kak.

I : Kalo pas mba lagi ngomong Inggris, terus mau ngomong suatu kata tapi tau-tau mba nggak tau kata itu Inggris nya apa itu gimana?

S : Maksudnya gimana kak?

I : Ya mba lagi ngomomg Inggris, terus tau-tau mau ngomong kata apa gitu yang mba nggak tau Inggris nya apa, tapi udah terlanjur mau ngomong kata itu tu terus gimana?

S : Ooohh.. biasanya sih ya pake gesture kak.

I : Pernah nggak saking kepepetnya terus pake mother tongue?

S : Ya biasanya kalo udah bener-bener bingung ya pake bahasa Indonesia. hehe...

I : Pernah nggak pas mbak mau nulis itu tau-tau mbak nggak tau istilah Inggris nya apa yang mau ditulis?

S : Maksudnya?

I : Ya mbak mau nulis paragraf, terus ada satu atau dua kata yang nggak tau istilah Inggris nya apa gitu.

S : Nggak pernah kak, soalnya ya semua udah aku rencanain dulu draftnya. selalu usahain cari kata yang gampang. sebisa mungkin ya pake kata-kata yang udah dipahami aja. ya main safe gitu kak. hehe...

I : Pas mbak lagi mbaca passage ni, which one you prefer, try to translate the passage word by word or read the passage first then summarize the meaning? Jadi tu waktu pas baca passage, lebih sering memahaminya kata per kata atau dibaca keseluruhan dulu baru disimpulin?

S : Seringnya sih dibaca dulu baru disimpulin, kalo kata per kata makan waktu, susah juga kadang kan jadi malah nggak nyambung.

I : Kalo pas listening atau pas ndengering orang ngomomg gimana? Didengerin dulu baru disimpulin atau kata per kata?

S : Sama aja kak, didengerin dulu baru disimpulin dia ngomong apa.

I : Terus kalo misal denger orang lain ngomong atau pas lagi dengerin recording waktu mata kuliah listening, mba pernah nggak sih ngira-ngira apa yang selanjutnya diomongin orang yang lagi ngomong itu?

S : Mmm... kayaknya nggak pernak kak, ya fokus aja sama listening nya. itu orang ngomong apa. fokus ndengerin apa yang diomongin gitu.

.....Part E.....

I : Do you use many different activities to help you practicing your English? What are they?

S : Ya bisanya sih reading novel kak, majalah juga kadang-kadang kaya Jakarta post, majalah fashion gitu, terus watching movies, news, sama listening music yang paling sering.

I : Pertanyaan selanjutnya, kalo pas dengering orang ngomong ato dengerin recording tu ada kiat-kiat khusus nggak biar lebih paham apa yang diomongin?

S : Ya fokus listening aja kak. konsentrasi dengerin apa yang lagi diomongin.

I : Do you always try to find new ways to learn English? biasanya itu lebih sering belajar pake cara yang udah biasa dilakuin atau sering nyoba-nyoba cari cara baru buat belajar?

S : Kalo aku sih seringnya pake cara yang sekarang dan udah biasa dipake aja kak, biar lebih familiar gitu. Soalnya kalo cara baru takut tambah bingung jadinya.

I : Do you always try to find opportunities to practice?

S : ya kalo ada kesempatan sih biasanya dicoba buat practice, latihan conversation sama temen atau baca-baca buku, tapi nggak terlalu sering.

I : Do you reflect your learning? sering nggak sih introspeksi diri? Ya merenungin pencapaian belajar apa udah tercapai, masalah dan kesulitan dalam belajar gitu?

S : Ya sering kak, biasanya kalo lagi sendirian di kos ya gitu, mikirin kesulitan dalam belajar gimana caranya biar kedepannya nggak seperti itu.

.....Part F.....

I : When you feel so anxious or nervous of using English, what will you do?

S : Maksudnya gimana kak?

I : Ya pas maju speaking atau pas ngobrol sama temen, terus ngerasa nervous mau pake English, terus gimana solusi buat ngadepinnya?

S : Ya biasanya sih tarik nafas dalam-dalam buat nenangin diri gitu kak. Terus ngomong pelan-pelan biar nggak gagap. Gitu sih yang paling sering kak.

I : Then, do you try to encourage yourself when you are practicing English once you feel anxiety of making mistakes? Kalo pas belajar bahasa Inggris itu tu ngerasa takut salah atau takut karena grogi, trus biasanya gimana?

S : Ya biasanya sih positive thinking aja ya kak. Dalam pikiran tu positive thinking aja, "aku pasti bisa, pasti bisa" gitu kak.

I : Pernah nggak rewarding self?

S : Rewarding self itu semacem hadiah gitu kak?

I : Ya semacem gitu, jadi setelah mbak mencapai target mbak, pernah nggak memanjakan diri gitu? Ngelakuin apa gitu, ato pergi kemana sama temen-temen.

S : Ya kadang sih gitu. Tapi biasanya sih setelah cape belajar dan kuliah, aku tu relaxing gitu. ya seharian nggak ngapa-ngapain dikos, cuma seneng-seneng, kaya nonton film sama dengerin musik seharian gitu.

I : Do you often share your feeling in learning English? With whom? Sering nggak sharing sama temen tentang hal-hal yang berkaitan sama belajar Inggris?

S : Ya lumayan sering kak, biasanya sih sama temen deket sehabis kuliah.

I : Hal apa yang sering di sharing sama temen?

S : Ya seringnya yang dibahas tentang kesulitan dalam belajar. mata kuliah ini sulit di sini, ato ya mbahas kesulitan pas ada tugas gitu.

.....Part G.....

I : How many times in a certain time do you try to use English to speak with friends? Maksudnya seberapa sering mba pake Inggris buat ngobrol sama temen?

S : Ya hampir setiap hari kak, terutama kalo dikampus.

I : Dikampus ya? cuma pas kuliah di kelas atau gimana?

S : Ya yang paling sering ya di kelas, soalnya kalo di luar cuma dikit temen yang bisa diajak ngobrol Inggris. Kadang juga iseng-iseng ngumpul dimana gitu disekitar kampus sama temen-temen ngobrol pake Inggris, itu ya sebisanya, maklum lah kak, kan masih semester 2. hehe...

I : Sering nggak ngelakuin peer correction? Maksudnya mba sama temen mbak having conversation gitu terus nanti saling mengoreksi pas ada yang salah, misal salah grammar atau pronunciationnya gitu.

S : Kadang-kadang aja, kalo pas tau kesalahannya kak.

I : How many times in a certain time do you try to practice your English with someone that you think has better proficient in English better than you do? Jadi seberapa sering sih coba ngobrol sama orang yang lebih mahir bahasa Inggrisnya?

S : Mmmm... Jarang sih ya kak, Paling ya sama dosen di kelas. Atau kadang sama kakak senior, itu juga jarang banget.

I : Do you know anything about English culture?

S : English culture yah, ya tau sedikit-sedikit sih dari film-film yang pernah ditonton.

I : When someone speaking and you try to listen to that one but you are somehow do not understand some part of that one's speaking, what will you do? Jadi tu kalo pas dengerin orang lagi ngomong Inggris, terus ada yang nggak paham, terus gimana?

S : Ya langsung bilang "sorry", terus minta diulang. "Could you repeat, please" gitu kak biar lebih paham maksudnya.

.....Part H.....

I : After all of those questions, do you have something to say?

S : Hmmm.. apa ya kak? bingung mau bilang apa. hehe...

I : Kira-kira berguna nggak interview ini buat mbak?

S : Ya paling nggak menambah wawasan tentang learning belajar kak.

I : OK makasih yah.

S : Sama-sama

Note :

I : interviewer

S : respondent

APPENDIX 4 (Interview Transcript Recording 3 (male))

.....Part A.....

I : OK, here we go. what is your goal in learning English in general? Jadi tuh apa tujuan anda mempelajari bahasa Inggris?

S : Ya, saya dulu bersama orang tua pernah tinggal di Amerika beberapa tahun. So, I have some experience with English.

I : Apa target anda dalam belajar bahasa Inggris?

S : Umm.. I don't really have it. Ya cuma ngikut gimana dosen aja, kak. Kan kita sudah diberi semacam agenda belajar gitu di awal semester.

I : Syllabus maksudnya?

S : Nah iya itu, saya lupa namanya.

I : Bukan itu maksud saya. Tapi lebih ke pembelajaran umum gitu, bukan hanya dalam kuliah.

S : I don't think so. Saya nggak pernah kepikiran malah.

I : Have you ever heard of learning strategy? Pernah denger istilah learning strategy?

S : Yes, I used to hear it before, and read some of it.

I : Have you try to use it in your learning?

S : No, I think I never use it. Cuma pernah baca-baca dikit.

.....Part B.....

I : Pernah denger istilah grouping nggak dalam belajar?

S : Grouping? Maksudnya?

I : Ya jadi gini, anda mempelajari kata-kata baru dengan mengelompokkannya ke dalam kelompok tertentu, misal verb, adjective, noun, etc. gitu....

S : Mmm.. Belum pernah kayaknya deh.

I : Once you learn a new word, do you try to use them immediately in a context? Jadi tu ketika anda mempelajari kata baru, apa anda langsung mencoba menggunakannya ke dalam pembicaraan?

S : Jarang sih, soalnya saya lebih ke penggunaan kata yang sudah familiar.

I : What do you know about keyword? Pernah denger istilah itu?

S : Keyword? Semacem kata kunci gitu kan?

I : Are you using in on your learning? Pernah coba pake nggak?

S : Maksudnya gimana, kak?

I : Jadi tu anda menggunakan satu kata tertentu untuk membantu anda mengingat kata lainnya. misal car, untuk mengingat engine, gasoline, vehicle, etc.

S : Kalo saya lebih ke kata-kata yang mirip gitu kak.

I : Mirip gimana maksudnya?

S : Ya yang kaya waktu di mata kuliah pronunciation itu kak. Kata-kata yang bunyinya mirip-mirip. Misal ship-sheep, tick-thick, etc.

I : Have you ever heard of imagery? Pernah denger imagery nggak?

S : Mmmm... belum pernah.

I : Jadi tu anda lebih ke membayangkan gambaran konkrit dari suatu kata dari pada mentranslate artinya ke mother tongue. Jadi tu kalo misal anda mendengar kata ‘car’, dalam pikiran anda, anda lebih ke membayangkan mobil dalam bentuk aslinya atau anda menanggapinya dengan mentranslate ke bahasa Indonesia?

S : Kalo saya lebih ke membayangkan bentuknya, sih kak. Karena saya sudah terbiasa menggunakan hal itu waktu tinggal di Amerika dulu.

I : Tinggal di Amerika? berapa lama tinggal disana? Terus biasanya tu menggunakan imagery tu gimana dan kapan?

S : Iya dulu ikut orang tua, waktu itu orang tua pindah kesana. Ya sekitar 3 tahunan lah, itu juga sewaktu masih kecil dulu. Jadi ya bisa dibilang sudah familiar gitu sama Inggris. Biasanya sih makenya ya nggak tentu, spontan aja gitu. Waktu having practice English sama temen ato pas dikelas gitu.

.....Part C.....

I : Ok next question. Do you know anything about drilling? Pernah denger drilling nggak?

S : Drilling? yang mengulang-ulang gitu kan? Yang kaya pas di kelas pronunciation waktu semester 1 kemarin kan? kalo itu sih cukup sering ya menggunakannya.

I : How do you use it? I mean do you only repeating the word for several times or else? Jadi tu drillingnya gimana? Apa cuma diulang-ulang gitu?

S : Biasanya sih kata-kata yang mirip bunyinya, like tin-thin, tick-thick, pin-fin, etc. Ya seperti waktu pronunciation class dulu gitu yang tadi sudah saya bilang.

I : Do you like English movies? Sering liat film-film barat nggak? Atau acara-acara yang make Inggris gitu?

S : Ya jelas suka donk, favorit saya emang film-film barat.

I : Bisa sebutin judul film yang paling disuka? Terus selain film ada acara favorit lainnya nggak?

S : Kalo judul film sih ya Pirrates of Carribean, Lord of the Ring, Need for Speed, banyak deh pokoknya. Terus kalo acara favorit lainnya tu National Geographic, BBC news, Oprah Winfrey Shows, Discovery Channel, mmm.. apa lagi yah?? Pokoknya banyak deh kan kebetulan dirumah ada TV kabel, jadi lumayan sering liat channel luar negeri.

I : Then, do you like reading book? English book like novel, magazine, journal or anything?

S : Nggak begitu suka sih, cuma kadang-kadang aja. Paling cuma pernah baca novel Harry Potter sama beberapa novel lain, kalo magazine ya paling The Jakarta Post karena kebetulan dirumah langganan Jakarta Post.

I : Nah kalo misalnya lagi practice English gitu, terus waktu orang lain ngomong itu gimana? How do you understand what they say? Jadi tu gimana cara anda biar lebih paham apa yang mereka omongin? Apa coba ditranslate kata per kata atau coba didengerin sampe akhir terus disimpulin artinya?

S : Ya seringnya sih didengerin dulu sampe selese ngomong baru disimpulin sendiri apa intinya gitu, soalnya kan lebih gampang. Kalo kata per kata malah susah, kadang malah jadi nggak paham.

I : How often do you try to practice using English? Jadi tu seberapa sering having practice English? Terus biasanya ngapain aja?

S : Biasanya sih ya coba ngobrol-ngobrol sama temen, terus kadang ngerjain tugas bareng, kadang juga dengerin musik bareng sama temen.

I : When you find an unfamiliar word, what will you do? Do you often take notes on any new word you find? Ketika menemukan kata baru, apa yang dilakuin? Mungkin dicatet, atau ditandain pake pulpen atau stabilo? Atau malah dilewatin aja?

S : Kadang sih langsung dicek dikamus artinya, karena penasaran, kadang juga dicatet dibuku catetan kecil, sambil diinget-inget dimana nemuinnya, besok pas ketemu lagi terus inget baru dicek artinya.

.....Part D.....

I : When you having practice, you find a new word in English then what do you do? Jadi tu misal pas lagi baca buku, terus nemuin kosakata baru, terus gimana?

S : Kalo aku sih biasanya coba dipahami dulu dengan liat kata-kata di sekitarnya. Kalo masih bingung ya coba liat di kamus kalo pas pegang kamus, kalo nggak ya dicatet dulu baru nanti diliat artinya di kamus.

I : Kalo pas lagi ngomong Inggris terus tiba-tiba tu nggak tau kata yang mau diomongin tu gimana?

S : Biasanya sih spontan aja ya kak, kadang ya pake kata ganti. Kalo nggak nemu kata gantinya ya dijelasin langsung aja apa yang mau diomongin.

I : Ada yang lainnya nggak? Misal pake cara lain gitu kaya gesture?

S : Kadang juga kalo bener-bener udah bingung ya pake body language kaya nggerakin tangan gitu buat ngejelasin.

I : Nah kalo misalnya itu terjadi pas waktu writing gimana? Pas nulis paragraf, tau-tau tu ada kata yang nggak ngerti apa Inggrisnya itu gimana?

S : Ya biasanya sih jarang terjadi, soalnya lebih milih pake kata-kata yang gampang dan udah familiar aja. Kalo misalnya gitu ya pake kata ganti aja, atau mungkin ditulis langsung penjelasan kata-nya.

I : When you reading a passage, how do you understand the passage? Do you try to translate word by word or you read the whole passage then try to summarize the meaning?

S : biasanya sih baca keseluruhan dulu baru disimpulin passagenya, kelamaan juga kalo word by word.

I : Kalo dalam listening? Misal sedang ngobrol, bagaimana anda memahami apa yang lawan bicara anda omongin? Listening word by word atau listen until finish then summarize?

S : Ya sama saja, mending listen the whole dulu baru disimpulin. Kan diajarinnya gitu pas di listening.

I : Kalo misalnya lagi ndengerin orang ngomong dalam Inggris, biasanya coba nebak-nebak nggak sih orang itu mau ngomong apa selanjutnya gitu?

S : Semacem prediksi gitu maksudnya?

I : Iya semacem itu, sering nggak ngelakuin itu.

S : Kalo semacem prediksi ya pernah sih, itu kan yang diajarin waktu di listening. Ya biar lebih gampang aja.

.....Part E.....

I : And next what activities do you often do in learning English?

S : Ya banyak kak, contoh gaming, watching films, listening music. Kadang-kadang juga join International forum di internet kalo pas lagi online, ya ikut-ikut chat gitu sama orang luar.

I : Kalo pas ada orang ngomong terus kita yang dengerin, nah apa ada kiat-kiat khusus nggak biar lebih gampang memahaminya?

S : Kalo kiat-kiat khusus sih nggak ada, soalnya itu spontan aja ya. Cuma ya fokus aja ndengerin dan coba tangkep maksudnya itu orang ngomong apa, juga liat konteksnya.

I : Do you always try to find new ways to learn English? Atau lebih suka pake cara-cara biasa aja yang udah sering dilakuin?

S : Kalo aku sih ya seringnya pake cara yang udah sering dipake, baca-baca, liat film, ato dengerin musik aja. Tapi ya kadang coba-coba cara baru juga sih.

I : Bisa kasih contohnya nggak?

S : Ya misal ikut-ikut lembaga kursus gitu, terus ya ke perpustakaan kampus, ato coba sama temen-temen belajar bareng diluar kelas.

I : Apakah anda selalu mencari kesempatan untuk having practice?

S : ya selama bisa dan memungkinkan, kalo dikelas ya sama temen-temen

I : Do you often having reflection on yourself? Sering nggak refleksi diri? Ya misal merenungkan pencapaian belajar, apa target sudah tercapai, apa masalah dalam belajar, etc.

S : Kadang-kadang aja sih kak, biasanya kalo pas sendirian dikos. Paling yang sering dipikirin ya kalo pas ada masalah dalam belajar, ada kesulitan gitu.

.....Part F.....

I : When you feel so anxious or nervous of using English, what will you do? Jadi tu kalo pas misal lagi ngomong didepan temen-temen terus kok tiba-tiba ngerasa gugup itu terus gimana?

S : Biasanya sih kan udah persiapan dulu yah, ya kalo pas didepan mendadak gugup ya coba positive thinking aja, "I can do it.. I can do it.." tarik nafas dalem-dalem, sama nggak ngeliat mata audience, ya liat di atas kepala audience.

I : Apakah anda sering mencoba hal-hal baru yang anda masih ragu bener atau salah? Misal nyoba pake kata baru atau sesuatu yang baru dipelajari yang anda belum pernah anda lakuin sebelumnya? Istilahnya taking risk gitu.

S : Kadang-kadang sih gitu, nyoba pake ekspresi-ekspresi yang baru dipelajarin. Cuma ya liat sikon aja, kalo kira-kira nggak terlalu yakin banget ya nggak.

I : Pernah nggak rewarding self? Ya semacem manjain diri gitu setelah ngelakuin sesuatu, misal sesudah mencapai target belajar gitu?

S : Biasanya sih kalo aku tu di akhir minggu pas libur aku main sama temen-temen buat refreshing, ato dengerin musik yang disuka seharian gitu kak sampe puas.

I : Sering nggak sama temen-temen pas kumpul-kumpul terus sharing feeling tentang belajar Inggris? Ngobrolin tentang masalah belajar gitu?

S : Ya lumayan sering sih, biasanya kalo pas ngumpul dikelas pas sebelum kuliah dimulai. Apa kalo pas lagi kemana gitu sama temen-temen kelas.

.....Part G.....

I : How many times in a certain time do you try to practice your English? How about practice with friends? Seberapa sering sih having practice English dalam satu waktu sama temen?

S : Hampir tiap hari dikelas, coba-coba ngobrol pake Inggris gitu. Kalo pas sendirian ya pas dikos dengerin musik, browsing, chatting, liat film.

I : Pernah nggak practice sama temen terus having peer correction? Having practice ngobrol-ngobrol gitu, terus saling mengoreksi pas salah satu bikin kesalahan?

S : Mmm.. jarang, soalnya ya spontan aja ngobrolnya, paling pas bikin kesalahan pronunciation ato grammar aja kalo pas tau dibenerin.

I : Kalo having practice sama orang yang lebih fasih Inggrisnya seberapa sering?

S : Paling ya sama dosen waktu dikelas. Kadang-kadang kalo pas diluar kelas ya sama native kalo pas main ke malioboro ato ketempat-tempat yang banyak bulenya.

I : Do you know anything about English culture? Tertarik nggak sama budaya Inggris?

S : Ya tau dikit dari film-film. Kalo tertarik sih ya jelas tertarik, misal jokes nya, habbit mereka, gaya bahasa, idioms, ya masih banyak yang lain juga sih.

I : When someone speaking and you try to listen to that one but you are somehow do not understand some part of that one's speaking, what will you do? Jadi tu kalo pas ada orang lagi ngomong terus kita nggak tau apa yang dia omongin terus apa yang dilakuin?

S : Kalo aku sih ya langsung aja kak, "mmm.. sorry, can you repeat please?" atau kadang tanya langsung maksudnya apa, "what do you mean.."

.....Part H.....

I : OK after all of these questions, do you have anything to say? Ada sesuatu yang mau dikatakan nggak?

S : Mmm, apa yah? kayaknya nggak ada kak.

I : OK thank you very much for your time.

S : OK, you'rewelcome..

Note :

I : interviewer

S : respondent

APPENDIX 4 (Interview Transcript Recording 4 (female))

.....Part A.....

I : Bisa kita mulai wawancaranya sekarang?

S : Silahkan kak.

I : OK pertanyaan pertama, what is your goal in learning English? Tujuan belajar bahasa Inggris bagi anda itu untuk apa?

S : Ya pengen mempelajari bahasa Inggris aja kak, ya untuk komunikasi gitu. Kan Inggris sekarang jadi bahasa Internasional. Nah dalam era global ini kita minimal harus bisa bahasa Inggris.

I : Pernah denger short term goal dan long term goal dalam belajar nggak?

S : Pernah denger sih kak, tapi cuma dikit.

I : Terus biasanya tuh anda membagi progress belajar anda ke dalam step-step tertentu nggak sih? Dalam artian anda membagi tujuan belajar anda ke dalam goal jangka pendek dan jangka panjang gitu?

S : Mmm.. Kayaknya nggak sih kak, soalnya kalo aku sih belajar ya belajar aja. Apa yang lagi dipelajari saat itu ya itu yang jadi tujuan utamanya.

I : Untuk mencapai tujuan belajar anda, langkah-langkah apa yang anda tempuh?

S : Maksudnya cara belajarnya gitu kak? Kalo cara belajarnya sih ya biasanya aku nonton film, dengerin musik, kadang juga menulis artikel bahasa Inggris. Biasanya kan ada tuh di internet lomba menulis artikel, ya saya sering coba-coba ikutan.

I : Do you know anything about learning strategies? Apa yang anda ketahui tentang learning strategies?

S : Kalo menurut aku sih kaya semacem peta belajar, jadi kaya paduan dalam belajar gitu.

I : Pernah coba pake salah satu learning strategy dalam belajar?

S : Mungkin sih kak, cuma aku nggak tau banyak. Kalo aku sih biasanya belajar Inggris lebih suka membaca buku-buku ato liat film gitu.

.....Part B.....

I : When learning new words in English, are you trying to group some new words in a certain group? Jadi tuh dalam mempelajari kosakata baru apakah anda mengelompokan kata-kata baru tersebut ke dalam kelompok-kelompok tertentu?

S : Maksudnya gimana kak?

I : Contohnya tuh gini, anda men-grup kata-kata ke dalam noun, adjective, verb, etc. Ato mungkin juga mengelompokkannya ke dalam ...itu... kelompok tertentu gitu kayak hewan, tumbuhan, ato apa gitu?

S : Oh iya kadang aku juga gitu waktu nonton film terus nemuin kata baru yang asing ya aku coba catet kata-kata itu, terus nanti aku cari artinya di kamus, aku cek juga mana yang verb, mana yang adjective, mana yang noun dalam penggunaannya.

I : Nah terus ketika anda telah mempelajari kata baru itu apa yang anda lakukan? Apakah langsung dicoba menggunakannya ke dalam kalimat?

S : Kalo biasanya sih aku coba pake ketika menulis, misal menulis artikel. Tapi ya lebih ke written language, soalnya kalo spoken takut salah. hehe..

I : Do you know anyting about keyword? Tau istilah keyword nggak?

S : Keyword? Kata kunci kan?

I : Iya betul, pernah coba pake dalam belajar?

S : Mmm, mungkin sih kak tapi nggak gitu yakin.

I : Pernah nggak make istilah atau kata tertentu untuk mengingat kata-kata lainnya? Ya misal 'family', kan ada kata father, mother, brother, uncle, etc. Nah dari kata 'family' bisa membantu anda mengingat kata-kata lainnya gitu.

S : Oh kalo itu sih lumayan sering, contohnya aku pake istilah house untuk mengingat apa-apa aja yang ada di dalem rumah, misal kamar, barang-barang, terus ya gitu kak.

I : Terus apakah anda pernah denger istilah imagery?

S : Imagery kak? Belum pernah loh.

I : Jadi tu gini, ketika anda mendengar suatu kata, apakah anda membayangkan bentuk konkritnya apa anda mentranslate nya ke dalam bahasa Indonesia dulu? Ya misalnya kata 'house' tadi, ketika anda mendengar kata itu apakah anda langsung membayangkan bentuk 'house' itu kaya apa, ataukah anda membayangkan arti dari house dulu dalam bahasa Indonesia untuk memahaminya?

S : Kalo itu sih biasanya ya langsung ke bentuknya. Ya itu kalo kata-kata yang udah familiar. Untuk kata-kata yang belum tau ya dicari artinya dulu.

.....Part C.....

I : OK next. Whenever you learn a new word, do you often repeat them to help you remember the word? Jadi tu ketika anda mempelajari kata baru, apakah anda mengulang-ulang kata itu untuk mengingatnya atau gimana?

S : Sama kaya drilling gitu ya kak? Kalo itu sih aku seringnya lebih ke writing kak. Aku pake waktu menulis artikel gitu pas topiknya nyambung sama kata itu.

I : OK pertanyan selanjutnya. Anda suka liat film-film barat nggak?

S : Suka kak, seringnya ya paling liat film-film barat di laptop, ngopy dari temen.

I : Ada film favorit nggak?

S : Paling ya serial New Moon, film-film romance gitu kak. Kalo film action ya kadang-kadang aja liatnya.

I : Terus apakah anda suka membaca buku-buku dalam bahasa Inggris? Buku, majalah, novel atau apa gitu?

S : Kalo aku seringnya baca artikel di internet, ya buat referensi waktu aku nulis artikel. Kadang juga baca novel pas ada waktu senggang, itu aja novel yang tipis-tipis aja. Soalnya males baca novel-novel yang tebel, biasanya baru nyampe tengah udah bosen.

I : Selanjutnya, kalo pas ada orang ngomong Inggris, atau pas pelajaran listening gitu, apakah anda coba mentranslate apa yang anda dengar kata per kata atau anda dengerin sampe akhir terus anda summarize atau simpulkan apa yang anda denger?

S : Kalo aku sih seringnya didengerin nyampe akhir kak, soalnya ya lebih gampang gitu, kalo translate kata per kata ribet kak. Kan juga udah diajarin waktu makul listening.

I : What kinds of activities that you use to help you practice your English? Biasanya aktivitas apa yang anda pake dalam practicing English?

S : Biasanya sih aku dengerin musik, nonton film, nulis-nulis artikel, ya gitu deh kak. Tapi aku jarang sih kalo practice komunikasi langsung pake bahasa Inggris. Soalnya ya gitu, kalo dikampus sih banyak ya temen yang bisa diajak practice. Tapi kalo pas di kos atau diluar kampus kan kebanyakan orang nggak bisa diajak practice. Takutnya tuh mbok dikira sombong gitu sok-sok pake Inggris.

I : Nah pas lagi membaca artikel, dengerin musik, ato nonton film terus ada kata baru tuh apa yang anda lakuin? Apa dicatet buat nanti dicari artinya, ato cuma ya.. dibiarin aja gitu?

S : Kalo aku sih seringnya nemuin pas baca artikel. Ya kadang sih dicatet kak kalo pas sempat, terus nanti buat referensi nulis. Kalo pas lagi deket sama kamus ya langsung dicek aja di kamus.

.....Part D.....

I : Nah, pas lagi baca artikel terus nemuin kata baru itu, pernah nggak nyoba-nyoba nebak sendiri artinya gitu? ato gimana?

S : Jarang kak, soalnya takut salah. Mending langsung aja dicek dikamus kalo pas deket sama kamus. Kalo pas kepepet ya liat aja konteksnya, kalimatnya tentang apa, terus kata-kata disekitarnya. Paling ya gitu kak kalo aku.

I : Terus pas misal anda lagi maju speaking, ato pas lagi ngobrol sama temen, terus mau ngomong kata tertentu tapi nggak tau Inggrisnya apa, terus gimana? Apa yang anda lakuin?

S : Biasanya sih aku pake gesture, gerak-gerakin tangan gitu kak yang penting lawan bicara paham yang aku maksud.

I : Kalo itu terjadi pas nulis artikel gimana? Mau nulis udah sampe tengah-tengah kalimat terus bingung nggak tau Inggrisnya kata yang mau ditulis gimana?

S : Kalo aku sih dijelasin aja langsung katanya dalam kalimat atau frasa biar pembaca lebih jelas maksudnya. Kadang juga cari sinonim dari kata itu.

I : Ketika anda membaca artikel atau bacaan dalam Inggris, apakah anda mencoba buat memahami arti setiap kata atau dibaca dulu terus disimpulkan artinya?

S : Nggak diartiin tiap kata, coba dibaca semua dulu baru disimpulin artinya, kalo diartiin tiap kata kelamaan kak.

I : Terus kalo itu dalam listening gimana? Apa anda coba dengerin dulu sampe orang itu selesai ngomong atau coba artiin tiap kata?

S : Ya sama kak didengerin sampe akhir baru disimpulin. Kalo diartiin tiap kata malah biasanya nggak mudeng kak, jadinya bingung sendiri.

I : Kalo pas lagi ngobrol atau ndengerin orang laing ngomong, apakah anda menebak apa yang orang itu bakal omongin selanjutnya atau gimana?

S : Biasanya sih aku nebak-nebak konteksnya ya kak. Kan kalo udah tau konteksnya jadi lebih gampang memahamin orang ini mau ngomongin apa. Misal perkenalan, ya pastinya orang itu bakal ngomongin seputar ekspresi tentang perkenalan.

.....Part E.....

I : Dalam mempelajari Inggris tu aktivitas-aktivitas apa yang biasa anda lakuin?

S : Kalo aku sih ya tadi kak, lebih ke listening nya, nonton film, ndengerin musik. Terus ya sedikit reading dari baca-baca artikel dan writing dari nulis artikel. Kalo speakingnya dikit kak, paling ya di kampus sama temen-temen kampus.

I : Kalo pas ada orang ngomong Inggris atau pas anda ngobrol terus orang itu ngomong, gimana cara anda nuat lebih memahami apa yang orang itu omongin?

S : Biasanya sih aku fokus dengerin dulu kata-kata yang jadi fokus pembicaraan terus baru simpulin sendiri.

I : Dalam belajar Inggris itu apakah anda lebih suka menggunakan cara-cara yang udah familiar atau coba-coba variasi lain dalam belajar?

S : Kalo aku sih lebih suka cara-cara yang udah familiar kak, soalnya kalo cara-cara baru kadang belum begitu paham.

I : Apakah anda selalu mencari kesempatan untuk belajar Inggris dalam waktu luang?

S : Ya pas ada waktu luang aku pake buat belajar, misal ke perpus sama temen-temen buat baca-baca buku, atau pas dikosan aku coba-coba latian nulis.

I : Do you reflect yourself? Jadi tu sering nggak anda merefleksi diri, ya mungkin tentang masalah belajar, apa tujuan sudah tercapai, atau mungkin juga yang lain?

S : Kalo aku seringnya ya mikir masalah dalam belajar, terus juga kadang pas dikos aku merenungin kemampuan aku udah sampai mana, terus apa yang udah aku capai. Ya paling cuma gitu kak.

.....Part F.....

I : When you feel so anxious or nervous of using English, what will you do? Pas anda maju speaking, terus anda tiba-tiba gugup itu gimana? apa yang anda lakuin?

S : Paling biasanya aku tenangin diri dulu, aku mikir toh semua juga pasti ngerasa gitu. Tarik nafas dalem-dalem aja biar rileks.

I : Do you often take some risk in learning English? Nah kalo misalnya anda tuh agak takut mau practice English, ya takut salah gitu, mungkin pronunciation, atau grammar atau yang lain, terus apa yang anda lakuin?

S : Kalo aku sih ya coba-coba aja kak, sebisa saya aja. Nekat tapi masih dalam batasan tertentu. Kalo sekiranya nggak bener-bener ngerti ya nggak usah nyoba, dari pada malu nantinya. hee..

I : Pernah nggak reward self? Ya mungkin setelah anda mencapai target tertentu, misal perform well atau dapet nile bagus terus anda manjain diri gitu? Misal pergi sama temen-temen atau apa gitu?

S : Paling kalo udah lewatin masa-masa suntuk misal habis ujian gitu, buat ngilangin stress.

I : Sering nggak sharing feeling tentang learning English? Biasanya sama siapa?

S : Lumayan sering, biasanya sama temen deket kak. Paling ya masalah belajar yang lagi pas lagi dialamin.

.....Part G.....

I : Sering nggak ngobrol sama temen-temen pake Inggris pas diluar jam kuliah?

S : kadang-kadang kak, kalo pas ada waktu, biasanya sehabis kelas

I : When you practice English with your friends, do you often have peer correction of any mistake both of you and your friends made? Jadi tu pernah nggak coba practice bareng temen terus saling mengoreksi pas misal salah satunya bikin kesalahan?

S : Pernah sih kak, tapi jarang, soalnya ya sama-sama belum begitu paham.

I : How many times in a certain time do you try to practice your English with someone that you think has better proficient in English better than you do? Dalam satu waktu biasanya anda belajar dengan orang yang lebih fasih berbahasa Inggris itu berapa kali? Biasanya dengan siapa?

S : Pas lagi dirumah kak, soalnya kebetulan mbak saya dirumah ambil jurusan Sastra Inggris, dan udah semester akhir. Jadi ya pas aku lagi pulang terus dirumah bareng mbak, aku coba-coba belajar bareng dia.

I : Do you know anything about English culture? Apakah anda coba meniru gimana cara native speaker ngomong?

S : Kalo aku sih kadang niru-niru apa yang aku liat di film, misalnya ya bahasa slang nya mereka, terus ya kadang aku juga perhatiin gimana logatnya. Aku juga kadang bedain antara Inggris Amerika dan British. Kalo aku sih lebih suka British English, soalnya terkesan lebih 'royal' gitu kak.

I : Apakah anda coba mempelajari budaya Inggris yang berkaitan dengan bahasa?

S : Kadang-kadang, pas kebetulan liat di film aja kak.

I : Kalo pas lagi ngobrol atau having practice sama temen atau mbak dirumah, terus anda kurang paham sama apa yang diomonginnya terus gimana?

S : Ya kalo bener-bener nggak paham minta diulang aja dia ngomong apa. Atau minta ngomongnya agak lebih lambat biar lebih gampang memahaminnya.

.....Part H.....

I : OK that's all of the questions. This is the end of the interview. Menurut anda interview ini bermanfaat nggak buat anda?

S : Kalo menurut aku sih aku jadi tambah paham tentang learning strategy karena selama ini ya aku taunya cuma dikit..

I : Ada yang mau disampaikan kah? Do you have anything to say?

S : Apa yah kak? nggak ada kayaknya. Aku juga bingung mau tanya apa.

I : OK kalo gitu, thanks for your help. bye.

S : Bye kak.

.....

Note :

I : interviewer

S : respondent

APPENDIX 4 (Interview Transcript Recording 5 (male))

.....Part A.....

I : Umm.. can we start now?

S : Yes. Tapi sebelumnya boleh nanya nggak mas?

I : Iya, silahkan?

S : Ini nggak ada pengaruhnya sama nilai kuliah kan mas?

I : Oh tenang aja, nggak ada kok. Ok kita mulai yah. Pertanyaan pertama. What is your goal in learning English?

S : Anu, pake bahasa Indonesia aja ya mas jawabnya. hehe. Kalo tujuan utama saya sih ingin mempelajari Inggris supaya suatu saat saya bisa mengajar bahasa Indonesia di luar negeri.

I : Terus dalam mencapai tujuan itu apa anda membagi tujuan-tujuan yang akan dicapai ke dalam tujuan jangka pendek dan jangka panjang?

S : Nggak mas, ya cuma itu sih. Nggak pernah kepikiran gitu soalnya.

I : Dalam mencapai tujuan itu usaha anda apa? Apa upaya yang sudah anda lakukan?

S : Selama kuliah saya belajar grammar, tenses, terus fluency and accuracy, vocabulary juga. Tapi belajarnya ya secara indirectly gitu mas, jadi nggak bener-bener belajar grammar ya ngapalin rumus ato gimana, istilahnya ya belajar secara nggak langsung.

I : Belajar nggak langsung tu gimana maksudnya?

S : Jadi tu belajarnya ya pas waktu dikelas lagi mbahas apa, eh terus pas kebetulan mbahas grammar atau vocabulary, terus waktu di kos pas lagi baca-baca buku kuliah pas mbuka tentang grammar, tenses ato yang lainnya gitu. Jadi bukannya belajar yang kaya di kursusan gitu mas.

I : OK. Terus apa yang anda ketahui tentang learning strategy? Have you ever heard of it?

S : Learning strategy ya mas? Pernah sih pas lagi baca-baca dulu, cuma nggak begitu paham.

I : Apa anda menggunakan learning strategy dalam memepelajari Inggris?

S : Nggak... anu maksudnya nggak tau mas. Soalnya aku lebih ke insting sih kalo belajar. Ya flow aja gitu belajarnya, apa yang lagi dipelajari ya itu yang dipelajari.

.....Part B.....

I : When learning new words in English, are you trying to group some new words in a certain group so that you will feel easier at remembering them?

S : Maksudnya gimana mas?

I : Jadi gini, ketika anda mempelajari kata baru, apakah anda men-grup kan kata-kata itu ke dalam grup tertentu biar lebih gampang mengingatnya?

S : Kadang-kadang sih iya mas, terutama kalo kata-kata itu cukup familiar. Maksudnya tuh sering kita jumpai gitu. Kadang pas nemuin kata baru langsung aku catet di HP, ya bikin small note gitu di HP, biar nantinya aku lebih gampang kalo pas mau nyari artinya.

I : Nah ketika anda mempelajari kata baru, apa kata baru tersebut langsung coba digunakan dalam percakapan?

S : Biasanya sih aku langsung coba kalo pas timing nya lagi pas, aku coba pake kata-kata yang aku pelajari dari film-film ato lagu-lagu yang sering aku dengerin setelah aku cek dulu artinya di kamus.

I : Terus pernah denger istilah keyword nggak?

S : Semacem kata kunci gitu kan? Pernah sih, kebetulan juga aku sering make, biar lebih gampang nginget nya. Misal aku pake kata 'handphone', nah dari situ kan banyak kata-kata yang berhubungan tuh, misalnya signal, infrared, communication gitu mas.

I : Nah terus kalo istilah imagery pernah denger nggak?

S : Nggak mas, imagery tu semacem gambar-gambar gitu ato gimana?

I : Jadi tu apakah anda memahami suatu kata itu dengan mengartikannya ke dalam mother tongue atau dengan membayangkan gambaran atau wujud benda itu?

S : Kalo kata yang udah familiar ya biasanya sih membayangkan gambarannya, tapi kalo kata-kata baru ya harus dicari dulu artinya.

.....Part C.....

I : Once you learn a new word, do you often to repeat the word several times in order to help you remember the word? Jadi gini, setelah anda mempelajari kata baru, apa anda mengulang-ulang kata itu biar inget?

S : Kadang-kadang sih, kalo pas inget ya kata-nya diulang-ulang beberapa kali. Soalnya kalo nggak gitu gampang lupanya.

I : Do you like watcing English movies?

S : Yes. Cuma ya paling aku seringnya nonton film-film action gitu, kalo yang kaya berita-berita ato yang lainnya gitu jarang.

I : Kalo baca buku-buku Inggris suka nggak?

S : Aku nggak begitu suka sih, jadi jarang. Paling ya buku kuliah.

I : Ketika anda sedang berbicara dengan orang lain atau sedang mendengarkan seseorang berbicara, contoh misal ketika mata kuliah listening, manakah yang sering anda lakukan, apakah mencoba men-translate kata per kata apa yang anda dengar, atau anda mendengarkan apa yang orang tersebut ucapkan dan kemudian anda menyimpulkan sendiri maksudnya?

S : Kalo aku sih biasanya translate per kata, menurut ku lebih gampang buat memahaminya, soalnya kalo menyimpulkan sendiri takutnya tuh nanti beda maknanya sama si speakernya.
I : What kinds of activities that you use to help you practice your English? Aktivitas apa saja yang sering anda lakukan?
S : Banyak sih mas, tapi yang paling sering ya main game, nonton film, ndengerin musik, ya gitu-gitu lah. Kadang juga iseng-iseng ngomong pake Inggris sama temen kuliah, cuma ya nggak gitu sering sih, kaya kalo pas habis kuliah, pas ngumpul bareng temen, pas ada kelas yang kosong.. ya dari pada dipake buat ngeluyur nggak tau kemana kan mending gitu mas.
I : Kalo pas anda anda nemuin kata baru, misal lagi nonton film ato lagi membaca buku, apa yang anda lakuin? Apa membuat semacem note gitu? Atau anda tandain atau gimana?
S : Jarang sih mas, nggak kepikiran nyampe situ. Biasanya sih dilewatin gitu aja, nebak-nebak aja artinya, baru nanti aku cek artinya pas inget katanya. Paling kalo pas lagi megang kamus aku cek artinya langsung, kalo nggak ya nggak.

.....Part D.....

I : Ok next. Ketika nemuin kata yang anda nggak tau artinya itu gimana? Kaya misal lagi liat film gitu. Apa anda coba nebak-nebak artinya ato gimana? Nah nebak-nebaknya tu gimana, asal nebak ato pake cara tertentu?
S : Ya kalo pas misalnya lagi liat film gitu ya aku liat konteksnya aja, terus ya dihubung-hubungin kata-nya itu tu tentang apa. Ya kaya tadi, nebak-nebak aja berdasarkan konteksnya.
I : Nah kalo pas lagi ngomong Inggris, misal kaya di makul speaking nih, anda mau ngomong kata tapi lupa atau nggak tau Inggrisnya apa, itu tu terus gimana ngungkapinnya?
S : Kalo itu baru aja kemaren terjadi malah mas, pas maju speaking. Waktu itu aku lagi jelasin tentang gudeg, nah aku coba bilang gudeg itu terbuat dari nangka muda, tapi nggak tau inggrisnya apa. Ya spontan aja aku jelasin buah nangka, rasanya manis, buahnya kuning, buahnya gede tapi isinya kecil-kecil, baunya wangi, ya gitu-gitu lah sambil tangan ku gini-gini, nggambar diudara bentuk nangka.
I : Pernah nggak saking kepepetnya terus pake bahasa Indonesia?
S : Ya jelas pernah mas, sering malah. Itu ya kalo kepepet banget, baru pake Indonesia.
I : Pernah nggak pake synonym buat njelasinnya?
S : Paling ya kalo tau aja apa sinonimnya dari kata yang mau dijelasin. Kalo nggak tau ya pake bahasa umum yang lebih mudah dipahami, misal ya kaya tadi, aku jelasin aja arti katanya langsung.

I : Ketika anda membaca bacaan dalam Inggris atau pas listening, apa anda mencoba memahami tiap kata yang anda baca atau dengar?

S : Kalo buat reading kan kita udah diajari skimming, buat ngehemat waktu juga. Kalo listening ya aku coba pahami tiap kata-nya biar lebih paham sama apa yang didengerin.

I : Waktu anda listening to a conversation, pernah nggak coba nebak-nebak apa yang akan orang yang lagi ngomong tu bakal omongin selanjutnya? Ya memprediksi gitu apa yang akan dia diomongin selanjutnya.

S : Nggak terlalu sering sih mas, soalnya takut beda sama apa yang diomongin. Kalo pas listening ya fokus ndengerin aja. Paling ya nebak topik nya apa gitu biar lebih gampang memahaminya, bukan nebak apa yang mau diomongin.

.....Part E.....

I : Kegiatan apa aja yang anda lakukan untuk meningkatkan kemampuan berbahasa Inggris anda? Do you use many different activities?

S : Ya itu tadi mas, biasanya sih main game, nonton film, ndengerin musik, kadang baca-baca buku cuma nggak terlalu sering sih.

I : Apa anda mencoba melakukan kegiatan yang berbeda-beda aja atau cenderung hanya kegiatan yang itu-itu saja?

S : Kadang ya iya mencoba sesuatu yang baru, cuma nggak terlalu sering.

I : Sesuatu yang baru itu misalnya gimana?

S : Kayak main game gitu, kan disitu banyak kosa kata baru. Ya biar tau jalan ceritanya kan kita harus paham artinya dulu mas. Ya kayak gitu lah pokoknya.

I : Bagaimana cara anda agar lebih memahami apa yang orang lain katakan ketika orang lain berbicara dengan anda atau anda sedang listening to a conversation? Nah ada kiat-kiat khusus nggak biar mudah memahaminya?

S : Fokus dan konsentrasi, jadi ya mending aku diem dulu buat fokus ndengerin apa yang lagi diomongin sama lawan bicara kita atau yang ada di recording.

I : Apakah anda selalu mencoba mencari kesempatan untuk menggunakan Inggris?

S : Kadang-kadang iya mas, cuma ya liat sikon sama tempat aja. Kalo memungkinkan ya baru coba-coba. Juga liat-liat apa ada orang yang mampu buat diajak ngomong pake Inggris.

I : Apakah anda sering refleksi diri sendiri? Hal apa yang sering anda refleksikan? Misal masalah belajar, progress anda, pencapaian belajar anda atau yang lainnya.

S : Ya kadang aja sih kalo pas keingetan, terutama pas di kos. Paling ya cuma merenungin perkembangan aku kok masih gitu-gitu aja, sementara yang lain udah lebih jauh, terus juga progress belajar nya kok ya masih segitu aja, masih kaya dulu di sma.

.....Part F.....

I : Ketika anda merasa nervous atau nggak pede waktu anda mau ngomong pake Inggris itu apa yang anda lakukan? Misal pas disuruh maju ke depan pas speaking.

S : Relaxing diri, terus ya baca doa dulu waktu mau ngelakuinnya.

I : Tadi kan udah nyebutin relaxing diri kalo pas lagi nervous, nah relaxing diri itu gimana maksudnya? Apa yang biasanya anda lakuin buat relaxing diri?

S : Gimana yah? Itu.. ya misalnya tarik nafas dalem-dalem terus keluarin lewat mulut, tenangin diri biar nggak makin gugup, terus ya mikir aja yang lain bisa aku juga pasti bisa.

I : Sering nggak anda tu nekad atau memberanikan diri coba-coba sesuatu yang baru, misal make ekspresi atau kosa-kata yang baru dipelajari dan belum paham betul artinya?

S : Kadang-kadang mas, kalo pas kondisinya memungkinkan, tapi ya selama masih paham artinya walaupun sedikit, kalo sama sekali nggak ngerti ya nggak berani, takut salah.

I : Pernah nggak rewarding self? Misal ya mungkin anda udah berhasil ngelewatin sesuatu dengan baik kaya ujian gitu atau perform well, terus pengen manjain diri. Pernah nggak gitu?

S : Nggak sih, soalnya ya biasa aja. Paling ya habis ujian ato kalo udah nyelesein tugas aku leyeh-leyeh dikos atau main sama temen sampe puas.

I : Biasanya anda share feeling anda tentang progress belajar Inggris itu dengan siapa?

S : Nggak pernah malah, ya males aja. Bingung mau ngomongin tentang apa.

.....Part G.....

I : Sering nggak coba ngobrol-ngobrol iseng pake Inggris sama temen di luar jam kuliah?

S : Kadang-kadang aja mas, kalo pas lagi ada kesempatan.

I : Sewaktu anda practice English sama temen, pernah nggak peer correction? Ya pas lagi practice, salah satu ada yang buat kesalahan terus langsung dibenerin gitu, misal ya kesalahan pronunciation atau grammar.

S : Iya pernah sih, cuma ya nggak terlalu sering. Kalo pas tau kesalahannya juga mas, soalnya masih sama-sama belajar.

I : Seberapa sering anda menggunakan Inggris untuk berkomunikasi?

S : Kalo pake Inggris hampir ya tiap hari, terutama dikampus. Kalo di luar kampus seringnya bukan buat berkomunikasi, cuma sekedar buat.. apa sih ya... ya kaya ndengerin musik gitu, nonton film, bukan buat conversation.

I : Biasanya dengan siapa anda practice English dengan orang yang menurut anda lebih mahir berbahasa Inggris? Apakah anda sering ngelakuinnya?

S : Paling sama kakak senior, kebetulan di kosan aku banyak senior dari semester atas. Kadang sama dosen. Tapi itu juga jarang-jarang sih, kalo pas ada kesempatan aja.

I : Ketika anda sedang berbicara dengan seseorang tapi anda nggak terlalu paham sama apa yang dia ucapin, apa yang anda lakuin?

S : Ask for repetition, minta dia ngulang sekali lagi kalo nggak paham sama sekali. Kalo Cuma nggak paham dikit-dikit ya minta klarifikasi, 'do you mean.....' gitu mas.

I : Apa yang anda ketahui tentang English culture yang berhubungan dengan bahasa?

S : Idiom. Aku tuh pengen belajar idiom biar ngomongnya kayak orang Inggris, kayaknya tuh keren banget kalo bisa ngomong Inggris pake idiom.

.....Part H.....

I : Menurut anda interview ini berguna nggak?

S : Berguna mas, jadi tu aku lebih tau ternyata dalam belajar Inggris itu ada strateginya.

I : Ok, that's all for the interview. Do you have anything to say?

S : Mmm. nggak ada mas kayaknya

I : OK thank you for you help.

S : You're welcome.

I : Ok bye.

.....

Note :

I : interviewer

S : respondent

APPENDIX 4 (Interview Transcript Recording 6 (male))

.....Part A.....

I : Kita mulai ya interviewnya. Sudah siap? Santai aja, dibikin kaya ngobrol-ngobrol biasa.

S : OK mas, silahkan. Pake bahasa Indonesia nggak papa kan mas?

I : Nggak papa, sante aja. Pertanyaan pertama. Apa tujuan anda belajar bahasa Inggris?

S : Kalo saya sih supaya nanti bisa nerusin belajar di luar negeri. Kan Inggris sekarang sebagai bahasa Internasional, ya minimal saya sudah harus menguasai bahasa Inggris biar bisa belajar di luar negeri.

I : Apakah anda membagi tujuan ke dalam tujuan jangka pendek dan tujuan jangka panjang?

S : Nggak sih, soalnya saya juga nggak ngerti. Belajar ya belajar aja. Kalo lagi pengen mempelajari apa ya itu yang dipelajari.

I : Dari sekian banyak tujuan yang akan dicapai, pastinya kan ada tahap-tahap yang harus dicapai. Misalnya bulan ini saya harus bisa menguasai tenses, atau menguasai berapa kosa kata baru. Nah, apakah anda menetapkan sendiri tujuan-tujuan yang akan anda capai?

S : Mmm.. nggak sih mas, soalnya saya ya cuma ngikutin apa yang diajarkan dosen. Kan di awal semester kita udah di kasih rencana belajar buat kedepannya. Jadi paling ya ngikutin aja.

I : Dalam mencapai tujuan anda, sejauh ini apa langkah-langkah yang sudah anda tempuh?

S : Kalo saya sih ya mempelajari Inggris semampu saya, nguasain kosa kata baru, tenses-tenses, belajar pronunciation, sama coba-coba praktek ngomong pake Inggris sama temen.

I : Pernah denger tentang learning strategy? Apa yang anda ketahui tentang learning strategy?

S : Pernah sih mas, cuma nggak tahu pastinya.

.....Part B.....

I : Dalam belajar kosa kata baru, pernah nggak anda men-grup kan kata-kata baru tersebut ke dalam suatu grup tertentu agar anda mudah mengingatnya? Misalnya verb, noun, adjective, atau bisa juga ke dalam topik tertentu seperti hewan, tumbuhan, atau ya apa gitu...

S : Nggak pernah mas, soalnya aku kalo nemuin kosa kata baru ya paling diinget-inget bentar. Terus kadang-kadang aku catet juga biar nggak lupa.

I : Nah setelah anda mempelajari kosa kata baru, ya udah ngerti artinya gitu, apakah anda selalu langsung mencoba kosa kata baru tersebut?

S : Biasanya sih nggak langsung dipake, paling ya kalo udah bener-bener paham dan familiar sama kata-kata itu. Kalo belum paham bener ya nggak, takut salah.

I : Have you ever heard keyword? Pernah denger keyword nggak?

S : Nggak mas, cuma artinya. Kata kunci kan mas?

I : Pernah nggak anda menggunakan kata kunci tertentu untuk mengingat kata lainnya? Misal kata ‘rumah’, nah dari kata itu kan banyak kata yang berhubungan misal, keluarga, perabotan, ruangan, ya banyak lah. Pernah nggak?

S : Kayanya dulu pernah sih mas, cuma itu dulu banget.

I : Apakah sekarang masih sering pake?

S : Nggak mas.. eh, mungkin kadang-kadang pake, cuma saya nggak sadar aja.

I : Kalo anda mendengar suatu kata dalam bahasa Inggris, mana yang muncul pertama kali dalam benak anda. apakah gambaran nyata dari kata itu atau artinya dalam bahasa Indonesia?

S : Nggak paham mas maksudnya. Coba diulangi dong mas.

I : Jadi gini nih, ketika anda denger kata 'father', nah dalam benak anda mana yang muncul pertama, gambaran konkrit 'father', atau arti 'father' dalam bahasa Indonesia yaitu 'ayah'?

S : Mmm.. kalo saya sih mikirnya artinya mas. Kalo gambarannya agak susah, nggak biasa.

.....Part C.....

I : Ketika mempelajari kosakata baru, apakah anda sering mengulang-ulang kata tersebut?

S : Iya biasanya kalo aku nemuin kata baru ya aku ulang-ulang dalam hati. Terus kalo pas lagi inget aku ulang-ulang lagi kata itu.

I : Suka nggak nonton film-film barat yang pake bahasa Inggris?

S : Suka sih, tapi paling cuma nonton dikos, cuma film-film ngopy dari temen atau download.

I : Kalo baca-baca buku Inggris kaya majalah, novel, komik ato sastra gitu sering nggak?

S : Nggak sih mas, jarang-jarang baca buku. Paling ya cuma baca-baca buku kuliah. Kalo yang sebangsa novel gitu jarang.

I : Kalo pas ada orang lain lagi berbicara dengan anda, terus anda mendengarkan, nah dalam memahaminya, apakah anda mentranslate tiap kata yang dia ucapin atau coba mendengarkan hingga dia selesai bicara baru anda menyimpulkan artinya?

S : Seringnya sih ndengerin dulu sampe selese baru disimpulin artinya, lebih gampang gitu.

I : Kegiatan apa aja yang anda lakuin untuk meningkatkan kemampuan bahasa Inggris anda?

S : Coba pake Inggris sebisa mungkin, diterapkan penggunaannya dalam kegiatan sehari-hari.

I : Contohnya gimana?

S : Misalnya pas waktu luang ya iseng ngobrol sama temen, atau pas lagi ada kesempatan coba dengerin musik sambil ikutan nyanyi buat latian pronunciation, terus ya nonton film tapi nggak dikasih subtittlenya dulu biar bener-bener dengerin.

I : Apa yang anda lakukan ketika anda menemukan kosa kata baru dan anda belum paham artinya? Misal tadi ketika anda nonton film atau pas lagi baca-baca buku. Biasanya sih dilewatin aja kata-kata yang belum tau artinya.

S : Kalo pas lagi deket sama kamus ya langsung dicek aja.

I : Pernah nggak anda membuat semacam catatan? Atau coba ditandai kata barunya?

S : Nggak pernah mas.

.....Part D.....

I : Nah pernah nggak ketika nemuin kata baru terus nyoba nebak-nebak artinya? Mungkin dengan ngeliat kata-kata disekitarnya gitu?

S : Pernah mas, cuma jarang dilakuin. Soalnya takut salah kalo cuma nebak-nebak.

I : Ketika anda sedang bicara tapi tiba-tiba anda nggak tau apa Inggrisnya kata yang mau diucapin, apa yang anda lakuin?

S : Cari kata lain yang artinya sama mas.

I : Pake sinonim gitu?

S : Iya gitu mas.

I : Pernah nggak pake gesture ato semacemnya buat njelasin?

S : Ya pernah sih mas, malah kalo bener-bener blank ya gitu, gerak-gerakin tangan buat njelasin ke audience.

I : Kalo tadi kan dalam speaking, nah kalo pas writing gimana? Pas mau nulis paragraf, ditengah-tengah tau-tau ada kata yang nggak tau atau lupa Inggrisnya apa, terus gimana?

S : Ya itu tadi mas, pake sinonim. Kalo nggak ya dijelasin aja langsung apa yang mau ditulis.

I : Nah ketika anda membaca bacaan Inggris, atau anda mendengarkan conversation atau orang lain yang sedang berbicara, mana yang lebih sering anda lakukan? Mendengarkan atau membaca hingga selesai baru kemudian anda simpulkan atau anda translate kata per kata?

S : Biasanya sih aku translate kata per kata, biar lebih paham apa yang dibaca gitu. Tapi kalo buat listening ya aku seringnya dengerin sampe selesai dulu, yang diliat ya kata-kata pentingnya aja biar lebih gampang memahaminya.

I : Ketika anda berbicara dengan orang lain, apakah anda sering coba menebak-nebak apa yang akan diucapkan lawan bicara anda selanjutnya?

S : Lumayan sering mas, soalnya kan udah diajarin waktu di kelas listening. Ya jadi lebih gampang aja mas memahaminya.

.....Part E.....

I : Nah kalo aktivitas yang sering anda lakukan untuk meningkatkan Inggris anda apa aja?

S : Biasanya sih dengerin musik, liat film, baca-baca buku, atau kalo pas lagi internetan.

I : Ketika anda mendengarkan orang lain berbicara, bagaimana cara anda agar anda lebih memahami apa yang orang lain ucapkan?

S : Ya itu tadi mas, kan udah diajarin untuk fokus ke kata-kata yang pentingnya, misalnya pas perkenalan, kan uda diajarin ekspresinya, nah tinggal fokus aja ke ekspresinya, setelah topiknya udah diketahui sebelumnya.

I : Apakah anda selalu mencoba cara-cara baru dalam belajar atau cenderung ke cara-cara biasanya yang sudah sering digunakan?

S : Ya kadang coba-coba cari cara baru, cuma jarang nemuin caranya. Jadi ya seringnya pake cara-cara yang udah biasa.

I : Apakah anda selalu berusaha mencari kesempatan untuk menggunakan Inggris?

S : Liat sikonnya mas, kalo pas memungkinkan ya coba-coba. Paling cuma dikampus, kadang dikosan, selain itu jarang.

I : Apakah anda sering melakukan refleksi diri?

S : Refleksi itu yang gimana mas?

I : Ya seperti anda merenungkan diri sendiri, mungkin tentang masalah belajar, progress anda, pencapaian anda, ya semacamnya gitu.

S : Oh itu, mungkin ya refleksi progress ya mas, kadang tu aku mikir yang lain sudah sampe jauh kok aku masih segini-gini aja ya. Kadang juga mikir peningkatan aku kok ga seberapa dibanding yang lain.

.....Part F.....

I : Ok selanjutnya, ketika anda merasa nervous mau ngomong, mungkin ya ketika maju speaking, apa yang anda lakuin?

S : Kalo aku ya tenangin diri mas dengan nggak berdiri diam di satu tempat. Kadang gerak-gerak sedikit, mungkin jalan dari satu sisi ke sisi lain.

I : Terus ada lagi nggak?

S : Paling ya tarik nafas dalem-dalem biar rileks.

I : Apakah anda sering mencoba taking risk? Anda mencoba-coba hal baru yang belum begitu anda mengerti, misalnya anda coba-coba pake kata baru atau idiom gitu?

S : Ya kadang-kadang sih mas, cuma ya liat sikon. Kalo bener-bener belum tau ya nggak berani, takut salah malah malu-maluin. Kalo kira-kira nggak ngerti mending nggak usah.

I : Apakah anda sering rewarding self? Ya semacem ngasi hadiah gitu buat diri sendiri?

S : Hmmm.. jarang mas, kadang-kadang aja paling. Mungkin ya habis ngerjain tugas yang banyak atau habis tes terus leyeh-leyeh atau main keluar sama temen.

I : Apakah anda sering share feeling anda dengan orang lain? Biasanya dengan siapa?

S : Lumayan sering mas, paling ya dengan temen deket aja.

.....Part G.....

I : Seberapa sering anda practice Inggris sama temen? Ya iseng ngobrol-ngobrol pake Inggris sama temen gitu? Mungkin dalam seminggu berapa kali gitu?

S : Mmm.. kalo dikampus ya hampir setiap haris sih, tapi kalo di luar kampus ya jarang mas, soalnya susah nyari timing nya. Juga susah nyari temen yang bisa diajak ngomong pake Inggris diluar kampus.

I : Apakah anda sering melakukan peer correction sama teman pas practice? Ya mungkin coba ngobrol-ngobrol aja sama temen pake Inggris terus pas ada yang bikin kesalahan langsung dibenerin gitu.

S : Iya lumayan sering sih.

I : Apakah anda sering mencoba practice dengan orang yang lebih mahir Inggrisnya?

S : Jarang, paling kalo di kampus ya sama dosen. Mungkin pas lagi main ke tempat wisata ketemu sama bule terus coba-coba ngobrol, cuma jarang banget.

I : Apakah anda sering mencoba English culture yang ada kaitannya dengan bahasa?

S : Maksudnya gimana?

I : Ya anda coba-coba niruin gimana cara native ngomong, terus gaya bahasa mereka sehari-hari, atau mungkin juga pake idiom gitu?

S : Kalo itu jarang, nggak gitu ngerti soalnya.

I : Ok selanjutnya. Ketika seseorang berbicara dengan anda tapi anda kurang paham apa yang dia ucapkan lalu anda bagaimana?

S : Ask for repetition. Bilang aja ‘excuse me, can you repeat please...’ gitu mas.

.....Part H.....

I : OK ok.. apa tanggapan anda tentang wawancara ini?

S : Apa yah? bingung mas. hehe..

I : Apakah menurut anda ini berguna untuk anda?

S : Ya cukup berguna, seenggak-enggaknya sekarang aku tau ada cara yang efektif dalam belajar Inggris. Selama ini aku taunya ya cuma cara itu-itu aja.

I : Thank you very much for your help.

S : You’re welcome.

.....

Note :

I : interviewer

S : respondent

APPENDIX 4 (Interview Transcript Recording 7 (female))

.....Part A.....

I : Ok langsung aja ya.

S : Iya.

I : Pertanyaan pertama, apa tujuan anda mempelajari bahasa Inggris?

S : Jawabnya pake Indonesia aja ya kak. Kalo menurut aku, tujuan ku belajar bahasa Inggris ya buat communicative purpose. Di era globalisasi kayak sekarang ini peran Inggris penting banget, kan sebagai bahasa internasional. Jadi apa-apa tuh pake Inggris, jadi kita dituntut minimal harus bisa berbahasa Inggris dengan baik.

I : Nah apakah tujuan itu anda tetapkan sendiri?

S : Iya, soalnya dari aku sendiri memang pengen bisa bahasa Inggris biar aku bisa pake Inggris dengan baik dan benar.

I : Nah itu kan tujuan jangka panjang kamu, nah untuk tujuan jangka pendeknya apa?

S : Apa yah? Nggak tau, soalnya nggak pernah kepikiran nyampe kesitu, biasanya sih aku cuma ngikutin apa yang diajarkan di kampus aja. Ya ngikutin apa kata dosen.

I : Sejauh ini usaha apa yang telah anda lakukan untuk meningkatkan bahasa Inggris anda?

S : Selama ini sih aku merasa belum maksimal yah, soalnya aku ngerasa cuma gitu-gitu aja belajarnya. Ya paling cuma baca-baca, internetan, pelajari buku-buku kuliah, kadang juga ikutan kursus.

I : Pernah denger istilah learning strategy? Have you ever heard about it?

S : Mmm.. pernah denger sih, cuma nggak tau banyak.

.....Part B.....

I : Ok next part. Ketika mempelajari kosa kata baru, pernah nggak kata-kata tersebut dibuat ke dalam grup tertentu jadi biar gampang mengingatnya?

S : Coba ulangi dong kak, belum paham maksudnya.

I : Jadi gini, misal kata-kata barunya digrupin ke dalam verb, noun, adjective, ato yang lainnya. Bisa juga ke dalam katagori lain kaya hewan, benda-benda, atau lainnya gitu?

S : Nggak pernah kak.

I : Ketika anda mempelajari kata baru, apakah anda langsung mencoba menggunakannya ke dalam real communication? Ya mungkin dicoba pake pas iseng ngobrol sama temen gitu?

S : Biasanya sih nggak langsung aku pake, aku pahami dulu arti dan penggunaannya gimana.

I : Pernah denger istilah keyword nggak? Terus apakah kamu selalu menggunakan keyword?

S : Pernah denger. Kata kunci kan kak? Nggak tau pake apa nggak. Kalo aku sih biasanya ya mengait-ngaitkan aja kata yang ada hubungannya, atau kata yang bunyinya mirip.

I : Ketika anda mendengar kata dalam bahasa Inggris, mana yang pertama kali muncul, apakah anda mentranslate kata tersebut ke dalam bahasa Indonesia, ataukah anda membayangkan gambaran konkrit kata tersebut?

S : Nggak ngerti maksudnya gimana. Anu, bisa tolong dijelaskan lagi?

I : Jadi gini, ketika saya mengucapkan 'house', apakah anda memahami kata tersebut dengan membayangkan arti dari 'house' dalam bahasa Indonesia atau anda membayangkan gimana gambaran 'house' dalam pikiran anda?

S : Oh sekarang paham maksudnya. Kalo itu sih aku memahaminya dengan membayangkan gambarannya, soalnya udah familiar. Kalo yang nggak ngerti ya harus dicari dulu artinya.

.....Part C.....

I : Selanjutnya, ketika mempelajari kosa kata baru, apakah kamu mengulang-ulang kosa kata itu berkali-kali biar inget?

S : Nggak pernah, paling ya kalo pas ketemu kata itu lagi baru inget, 'oh kemaren aku nemuin kata itu dimana..' gitu.

I : Do you often watch English movies or TV shows which use English?

S : Yes, sometimes.

I : Apa acara atau film favorit anda?

S : Banyak sih ya kak, tapi yang paling disuka ya yang drama-drama gitu, kalo yang action-action cuma kadang-kadang liat aja.

I : Do you like reading English books? Apa yang paling suka anda baca?

S : Iya kak. Ya sama kayak tadi, aku lebih suka baca buku yang romantic-romantic, misalnya Romeo and Juliet.

I : Suka novel serial new moon juga nggak?

S : Suka dong kak, salah satu favorit ku juga.

I : Ok selanjutnya, Ketika anda mendengar seseorang berbicara atau anda mendengarkan conversation, apakah kamu mentranslate kata per kata atau didengarkan sampe selesai baru disimpulkan artinya?

S : Didengerin sampe selese dulu baru disimpulin artinya, soalnya udah kebiasaan.

I : How often do you try to practice your English? Jadi maksudnya tu seberapa sering menggunakan Inggris dalam berkomunikasi?

S : Paling kalo dikampus. Kalo diluar kampus ya biasanya cuma nonton film ato dengerin musik, ya paling cuma gitu. Oh ya, sering sih coba smsan sama temen pake Inggris, ya biar lebih familiar aja sama Inggris gitu. Ya nggak semua temen, paling cuma temen deket aja.

I : Ketika anda mendengar atau menemukan kata baru dalam bahasa Inggris, apa yang anda lakukan?

S : Mmmm.. apa yah? Biasanya sih ya cuma dilewatin aja, paling cuma nebak-nebak aja apa artinya, nanti kalo pas inget ya baru buka kamus.

.....Part D.....

I : Tadi kan udah nyebutin tentang nebak-nebak artinya, nah biasanya dalam nebak-nebak artinya tu apa dasarnya?

S : Maksudnya gimana?

I : Ya nebak-nebak artinya itu berdasarkan apa? Mungkin dengan liat dari topiknya, atau mungkin kata-kata disekitarnya gitu.

S : Seringnya sih liat dulu kata sebelum dan sesudahnya, terus baru nebak arti yang cocok.

I : Nah pas anda lagi ngomong, terus ada suatu kata dalam bahasa Inggris yang anda nggak tau apa istilahnya, apa yang anda lakukan?

S : Biasanya sih pake gerakan tangan gitu, coba nggambarin bentuknya.

I : Oh pake gesture gitu yah?

S : Nah iya itu yang aku maksud kak.

I : Pernah nggak saking bingungnya terus pake mother tongue? Sering nggak ngelakuin itu?

S : Ya jelas pernah donk kak. Lumayan sering, terutama kosa kata yang susah dan asing.

I : Nah tadi kan kalo pas speaking, kalo pas anda mau nulis kalimat tapi ada kata yang nggak tau Inggrisnya apa terus anda bagaimana?

S : Kalo pas di kelas ya tanya temen kak.

I : Kalo misal pas lagi sendirian di kos gimana?

S : Ya biasanya coba buka-buka kamus.

I : Sering nggak coba pake synonym word? Misal waktu bingung mau ngomong atau nulis suatu kata, terus cari kata penggantinya.

S : Mmm.. pernah sih kak, cuma nggak terlalu sering. Kadang juga bingung sih nyari kata sinonimnya. Paling kalo pas inget aja apa kata sinonimnya.

I : Ketika anda membaca passage, apakah anda memperhatikan tiap kata dan mengartikannya atau anda membaca keseluruhan kalimat baru anda coba tarik kesimpulan?

S : Lebih sering membaca baru disimpulin poin-poin pentingnya di tiap kalimat.

I : Kalo dalam listening gimana? Mana yang lebih sering anda lakukan, anda coba mendengarkan kata per kata atau anda coba dengarkan secara keseluruhan dari percakapan lalu kemudian disimpulkan?

S : Biasanya sih dengerin dulu keseluruhan baru disimpulin artinya, soalnya lebih gampang.

I : Ketika anda sedang berbicara dengan seseorang, apakah anda sering mencoba untuk menebak-nebak apa yang akan dia katakan selanjutnya?

S : Menebak-nebak gimana maksudnya kak?

I : Ya anda coba mengira-ngira apa yang akan dia ucapkan selanjutnya gitu.

S : Oh gitu maksudnya, ya biasanya sih cuma kira-kira aja liat dari topiknya, kan jadi lebih gampang nebak pembicaraannya pasti seputar topik itu.

.....Part E.....

I : Do you use many different activities in practicing English? What are they?

S : I like watching movies and reading books. Also, I like listening music. Seringnya sih itu.

I : Ketika anda sedang ngobrol atau berbicara sama orang lain, pake Inggris tentunya, apa yang anda lakukan supaya anda dapat memahami apa yang sedang dia coba sampaikan?

S : Aku sih seringnya diinget-inget aja poin-poin pentingnya apa yang dia ucapin.

I : Ada cara lain mungkin?

S : Mmm.. nggak tau kak, soalnya spontan aja sih.

I : Dalam belajar bahasa Inggris, seringnya tu kalo pas practice suka atau sering nggak nyoba cara-cara baru? Atau malah lebih sering pake cara yang sudah biasa dipake?

S : Seringnya sih pake cara-cara yang sama, soalnya lebih gampang. Bingung juga cara-cara yang baru gimana, nggak terlalu sering cari-cari informasi soalnya sibuk kuliah sih kak.

I : Apakah anda selalu mencoba untuk mencari kesempatan untuk practice English?

S : Maksudnya gimana?

I : Jadi tu apakah anda selalu mencari kesempatan buat practice English, misal selalu mencoba ngomong pake Inggris sama temen sekelas, coba baca-baca buku Inggris yang belum pernah dibaca, atau yang lainnya.

S : Oh.. Jarang sih kak. soalnya tadi, sibuk kuliah. hehehe.. Ya kalo ada kesempatan ya aku selalu coba buat practice. Kalo di kelas sih aku sering pake Inggris waktu ngobrol sama temen, tapi ya yang seputar kuliah aja. Kalo diluar kelas kadang-kadang aja.

I : Sering nggak anda melakukan refleksi?

S : Refleksi yang gimana yah?

I : Maksudnya tu refleksi diri, mungkin introspeksi seputar pencapaian belajar, kesulitan dalam belajar yang mungkin ada, mungkin juga cara belajar atau kesalahan yang sering dilakukan pas practice gitu. Mungkin seputar itu.

S : Kalo dulu pas pertama-pertama masuk kuliah aku sih sering kak, terlebih kalo pas ada kesulitan belajar, atau pas kesulitan ngerjain tugas. Tapi kalo sekarang-sekarang sih jarang kak, soalnya ya makin banyak tugas, cape kuliah. Pulang kos ya udah, pengennya tu nyante, nggak mikirin apa-apa lagi.

.....Part F.....

I : Ok pertanyaan selanjutnya, ketika anda tiba-tiba ngerasa nggak pede atau nervous waktu mau menggunakan Inggris, mungkin pas mau ngomong didepan kelas atau pas mau ngobrol sama orang lain, kiat apa yang anda lakukan untuk mengatasi masalah itu?

S : Kalo aku sih pede aja ya kak, soalnya baru belajar wajar aja kan kalo salah. Walaupun salah ya aku tetep coba aja kak, asal nggak bikin kesalahan yang terlalu malu-maluin aja sih.

I : Bagaimana cara anda buat nenangin diri waktu ngerasa nervous?

S : Kalo pas lagi ngerasa nervous ya aku coba buat tetep tenang, tarik nafas dalem-dalem terus coba sebisa mungkin buat ngerasa rileks biar nggak gugup sama blunder.

I : Sewaktu practice English, mungkin dalam speaking atau writing, apakah anda sering ngerasa takut anda nantinya membuat kesalahan? Atau anda nyoba dan nyoba terus practice tanpa ngerasa takut bikin kesalahan?

S : Nggak pernah ngerasa takut salah sih kak, soalnya kan wajar aja kalo salah. Aku lebih suka pas aku bikin salah terus ada temen atau orang lain yang benerin aku, jadi aku bisa paham kesalahanku dimana, biar nggak ngulangin kesalahan yang sama lagi nantinya.

I : Sering nggak rewarding self? Ya coba memanjakan diri setelah mencapai sesuatu gitu?

S : Jarang sih, ya rewardingnya paling main atau jalan-jalan sama temen pas kuliah libur. Buat sekalian refreshing juga.

I : Dengan siapa anda biasanya sharing feeling anda dalam hal seputar belajar Inggris?

S : Biasanya sama temen-temen yang udah deket aja, kalo dirumah hampir nggak ada yang bisa diajak sharing. Sudah beda suasananya kalo dirumah.

.....Part G.....

I : Seberapa sering anda nyoba buat practice sama temen? Mungkin ngobrol-ngobrol sama temen pake Inggris diluar kelas gitu?

S : Paling kalo dikelas aja kak, kalo diluar kelas nggak gitu sering. Susah nyari suasananya yang pas buat practice. Kalo udah diluar kelas ya omongannya udah beda topiknya.

I : Ketika anda practice sama temen, misal ngobrol sama temen, sering nggak ngelakuin peer correction? Ya saling ngoreksi gitu pas ada yang bikin kesalahan waktu ngobrol.

S : Kalo pas nyadar sama kesalahannya ya seringnya sih gitu, cuma ya mungkin nggak selalu nyadar salahnya dimana, soalnya masih pemula.

I : Sering nggak coba practice sama orang yang dirasa lebih mahir bahasa Inggrisnya? Misalnya coba ngobrol sama native gitu?

S : Jarang kak, soalnya belum pernah ketemu terus ngobrol sama native diluar kampus. Kalo pas lagi jalan-jalan terus ketemu native, biasanya nggak ngapa-ngapain. Nggak kenal soalnya, nanti malah dikira gimana-gimana.

I : Apakah anda selalu coba buat mempelajari English culture yang berhubungan sama bahasa?

S : Nggak pernah secara langsung, paling ya dapet pas mempelajari hal lainnya. Belum pernah kalo bener-bener mempelajari budayanya.

I : OK pertanyaan terakhir, ketika anda ngobrol sama orang lain terus ada yang nggak anda pahami, apa yang anda lakuin? Bagaimana sikap anda?

S : Ya langsung aja minta diulang, “excuse me, can you repeat please” gitu kak.

.....Part H.....

I : Ok semua pertanyaannya udah dijawab, mungkin ada hal yang ingin disampein?

S : Mmmm.. kayanya nggak ada.

I : Bagaimana pendapat anda tentang interview ini?

S : Lumayan asyik, jadi lebih tau dari sebelumnya. Malah nyaris nggak kepikiran nyampe situ. Mungkin nantinya aku jadi lebih tertarik nyari cara-cara baru buat belajar Inggris.

I : Ok, itu aja dari saya. Makasih ya buat waktunya.

S : Sama-sama kak. Sukses ya buat skripsinya.

.....

Note :

I : interviewer

S : respondent

APPENDIX 5 (Finding Based on Interview)

I. Direct Strategies

No	Learning Strategy	Finding (respondents)						
		1	2	3	4	5	6	7
	Memory Strategy							
1.	grouping word	**S**	**N**	**N**	**O**	**S**	**N**	**N**
2.	using new English word in sentence to remember	**S**	**N**	**R**	**S**	**S**	**N**	**N**
3.	using keyword	**S**	**N**	**S**	**O**	**O**	**R**	**S**
4.	using imagery	**S**	**S**	**O**	**S**	**O**	**N**	**S**
	Cognitive Strategy							
1.	using repeating	**O**	**A**	**O**	**O**	**S**	**O**	**N**
2.	watching English TV shows	**O**	**O**	**O**	**O**	**O**	**O**	**S**
3.	reading English books	**S**	**S**	**S**	**O**	**R**	**R**	**S**
4.	avoiding translating word-by-word	**O**	**A**	**O**	**O**	**N**	**O**	**O**
5.	practicing English	**O**	**S**	**O**	**O**	**S**	**S**	**S**
6.	highlighting word	**S**	**O**	**O**	**O**	**N**	**N**	**N**
	Compensation Strategy							
1.	making guesses of unfamiliar English word	**S**	**O**	**O**	**R**	**S**	**R**	**S**
2.	using gestures or mother tongue to help expressing words	**O**	**O**	**S**	**O**	**O**	**S**	**O**
3.	using synonym words	**O**	**R**	**O**	**S**	**S**	**O**	**S**
4.	reading/Listening without looking up every word	**N**	**O**	**O**	**O**	**S**	**O**	**O**
5.	guessing what others will say next	**S**	**N**	**O**	**O**	**N**	**O**	**O**

II. Indirect Srategies

(table continued)

No	Learning Strategy	Finding (respondents)						
		1	2	3	4	5	6	7
	Metacognitive Strategy							
1.	trying to find as many as ways to learn English	**N**	**O**	**O**	**O**	**A**	**A**	**O**
2.	paying attention when listening to others	**O**	**O**	**O**	**O**	**A**	**A**	**O**
3.	trying new ways in learning English	**N**	**N**	**S**	**N**	**S**	**S**	**N**
4.	always trying to find opportunities for learning	**S**	**S**	**S**	**S**	**S**	**S**	**S**
5.	have clear goals for improving English	**S**	**N**	**N**	**O**	**O**	**A**	**O**
6.	having self-reflection / thinking own progress	**S**	**O**	**S**	**O**	**S**	**S**	**R**
	Affective Strategy							
1.	overcoming anxiety	**O**	**O**	**O**	**O**	**O**	**O**	**O**
2.	relaxing	**O**	**O**	**A**	**O**	**A**	**O**	**O**
3.	taking risk wisely and encouraging self	**S**	**O**	**S**	**S**	**S**	**S**	**O**
4.	rewarding self	**N**	**S**	**S**	**S**	**S**	**S**	**R**
5.	sharing with others	**S**	**O**	**O**	**O**	**N**	**O**	**S**
	Social Strategy							
1.	cooperating with others	**O**	**O**	**O**	**S**	**S**	**S**	**S**
2.	peer correction / asking others for correction	**S**	**S**	**S**	**S**	**S**	**O**	**S**
3.	cooperating with more proficient users of English	**R**	**R**	**S**	**S**	**S**	**R**	**R**
4.	developing cultural understanding	**S**	**R**	**R**	**O**	**S**	**N**	**S**
5.	asking for clarification or verification	**O**	**O**	**O**	**O**	**O**	**O**	**O**

APPENDIX 6 (SPSS Result of Questionnaire)

Part A

```
FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 V
AR00008 VAR00009
  /STATISTICS=STDDEV MINIMUM MAXIMUM SEMEAN MEAN

  /ORDER=ANALYSIS.
```

Frequencies

```
[DataSet1] F:\SPSS Skripsi.sav
```

Statistics

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009
N	Valid	88	88	88	88	88	88	88	88	88
	Missing	0	0	0	0	0	0	0	0	0
Mean		3.6818	3.4318	3.2727	3.1023	2.6818	2.1705	3.1818	3.0795	3.4091
Std. Error of Mean		.09500	.08822	.12386	.12207	.11827	.11680	.11261	.09031	.12994
Std. Deviation		.89115	.82762	1.16192	1.14510	1.10947	1.09567	1.05640	.84719	1.21897
Minimum		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00

(modified from SPSS)

Statement		Frequency					Percentage (%)					Mean	St. Dev
		1	2	3	4	5	1	2	3	4	5		
Part A	10.	1	5	32	33	17	1.1	5.7	36.4	37.5	19.3	3.6818	.89115
	11.	1	7	42	29	9	1.1	8.0	47.7	33.0	10.2	3.4318	.82762
	12.	6	17	27	23	15	6.8	19.3	30.7	26.1	17.0	3.2727	1.16192
	13.	8	19	27	24	10	9.1	21.6	30.7	27.3	11.4	3.1023	1.14510
	14.	12	31	23	17	5	13.6	35.2	26.1	19.3	5.7	2.6818	1.10947
	15.	29	29	19	8	3	33.0	33.0	21.6	9.1	3.4	2.1705	1.09567
	16.	6	16	30	28	8	6.8	18.2	34.1	31.8	9.1	3.1818	1.05640
	17.	1	20	43	19	5	1.1	22.7	48.9	21.6	5.7	3.0795	.84719
	18.	8	11	25	25	19	9.1	12.5	28.4	28.4	21.6	3.4091	1.21897
Mean Total												3.1124	

Part B

```
FREQUENCIES VARIABLES=VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR0001
6 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 VA
   R00022 VAR00023
  /STATISTICS=STDDEV MINIMUM MAXIMUM SEMEAN MEAN

  /ORDER=ANALYSIS.
```

Frequencies

[DataSet1] F:\SPSS Skripsi.sav

Statistics

		VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017
N	Valid	88	88	88	88	88	88	88	88
	Missing	0	0	0	0	0	0	0	0
Mean		3.5455	3.8523	3.8636	3.4205	3.2500	4.0000	3.6136	3.2500
Std. Error of Mean		.10082	.09903	.09025	.10058	.10629	.10599	.10149	.10752
Std. Deviation		.94576	.92897	.84665	.94348	.99712	.99424	.95209	1.00858
Minimum		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00

VAR00018	VAR00019	VAR00020	VAR00021	VAR00022	VAR00023
88	88	88	88	88	88
0	0	0	0	0	0
3.5227	3.3295	3.2045	3.3068	3.4091	2.8750
.11078	.10929	.10494	.12026	.12271	.11856
1.03920	1.02522	.98447	1.12809	1.15108	1.11224
1.00	1.00	1.00	1.00	1.00	1.00
5.00	5.00	5.00	5.00	5.00	5.00

(modified from SPSS)

Statement		Frequency					Percentage (%)					Mean	St. Dev
		1	2	3	4	5	1	2	3	4	5		
Part B	24.	1	11	29	33	14	1.1	12.5	33.0	37.5	15.9	3.5455	.94576
	25.	1	6	21	37	23	1.1	6.8	23.9	42.0	26.1	3.8523	.92897
	26.	1	3	23	41	20	1.1	3.4	26.1	46.6	22.7	3.8636	.84665
	27.	2	11	34	30	11	2.3	12.5	38.6	34.1	12.5	3.4205	.94348
	28.	2	21	26	31	8	2.3	23.9	29.5	35.2	9.1	3.2500	.99712
	29.	1	5	22	25	35	1.1	5.7	25.0	28.4	39.8	4.0000	.99424
	30.	1	9	30	31	17	1.1	10.2	34.1	35.2	19.3	3.6136	.95209
	31.	2	18	36	20	12	2.3	20.5	40.9	22.7	13.6	3.2500	1.00858
	32.	3	9	33	25	18	3.4	10.2	37.5	28.4	20.5	3.5227	1.03920
	33.	3	17	26	32	10	3.4	19.3	29.5	36.4	11.4	3.3295	1.02522
	34.	5	12	39	24	8	5.7	13.6	44.3	27.3	9.1	3.2045	.98447
	35.	3	22	23	25	15	3.4	25.0	26.1	28.4	17.0	3.3068	1.12809
	36.	6	12	27	26	17	6.8	13.6	30.7	29.5	19.3	3.4091	1.15108
	37.	10	22	33	15	8	11.4	25.0	37.5	17.0	9.1	2.8750	1.11224
Mean Total												3.4602	

Part C

```
FREQUENCIES VARIABLES=VAR00024 VAR00025 VAR00026 VAR00027 VAR00028 VAR00029
/STATISTICS=STDDEV MINIMUM MAXIMUM SEMEAN MEAN

/ORDER=ANALYSIS.
```

Frequencies

```
[DataSet1] F:\SPSS Skripsi.sav
```

Statistics

		VAR00024	VAR00025	VAR00026	VAR00027	VAR00028	VAR00029
N	Valid	88	88	88	88	88	88
	Missing	0	0	0	0	0	0
Mean		3.9773	4.0227	3.6023	2.8636	3.1136	4.2045
Std. Error of Mean		.09828	.11195	.12260	.11450	.11703	.09022
Std. Deviation		.92198	1.05020	1.15011	1.07406	1.09787	.84635
Minimum		2.00	1.00	1.00	1.00	1.00	2.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00

(modified from SPSS)

Statement		Frequency					Percentage (%)					Mean	St. Dev
		1	2	3	4	5	1	2	3	4	5		
Part C	30.	0	6	20	32	30	0	6.8	22.7	36.4	34.1	3.9773	.92198
	31.	2	6	17	26	37	2.3	6.8	19.3	29.5	42.0	4.0227	1.05020
	32.	6	9	19	34	20	6.8	10.2	21.6	38.6	22.7	3.6023	1.15011
	33.	12	17	34	21	4	13.6	19.3	38.6	23.9	4.5	2.8636	1.07406
	34.	5	23	27	23	10	5.7	26.1	30.7	26.1	11.4	3.1136	1.09787
	35.	0	2	18	28	40	0	2.3	20.5	31.8	45.5	4.2045	.84635
Mean Total												3.6307	

Part D

```
FREQUENCIES VARIABLES=VAR00030 VAR00031 VAR00032 VAR00033 VAR00034 VAR00035 VAR0003
6 VAR00037 VAR00038
  /STATISTICS=STDDEV MINIMUM MAXIMUM SEMEAN MEAN

  /ORDER=ANALYSIS.
```

Frequencies

```
[DataSet1] F:\SPSS Skripsi.sav
```

Statistics

		VAR00030	VAR00031	VAR00032	VAR00033	VAR00034	VAR00035	VAR00036	VAR00037	VAR00038
N	Valid	88	88	88	88	88	88	88	88	88
	Missing	0	0	0	0	0	0	0	0	0
Mean		3.8977	4.1591	4.2727	4.4886	3.2159	3.5909	3.6477	3.6364	4.1705
Std. Error of Mean		.08859	.09269	.08959	.07580	.11133	.10919	.10354	.10984	.08737
Std. Deviation		.83101	.86949	.84046	.71107	1.04440	1.02426	.97131	1.03036	.81961
Minimum		2.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	2.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00

(modified from SPSS)

Statement		Frequency					Percentage (%)					Mean	St. Dev
		1	2	3	4	5	1	2	3	4	5		
Part D	51.	0	5	20	42	21	0	5.7	22.7	47.7	23.9	3.8977	.83101
	52.	0	2	21	26	39	0	2.3	23.9	29.5	44.3	4.1591	.86949
	53.	1	2	10	34	41	1.1	2.3	11.4	38.6	46.6	4.2727	.84046
	54.	0	1	8	26	53	0	1.1	9.1	29.5	60.2	4.4886	.71107
	55.	5	15	34	24	10	5.7	17.0	38.6	27.3	11.4	3.2159	1.04440
	56.	2	13	20	37	16	2.3	14.8	22.7	42.0	18.2	3.5909	1.02426
	57.	2	7	29	32	18	2.3	8.0	33.0	36.4	20.5	3.6477	.97131
	58.	2	8	32	24	22	2.3	9.1	36.4	27.3	25.0	3.6364	1.03036
	59.	0	2	17	33	36	0	2.3	19.3	37.5	40.9	4.1705	.81961
Mean Total												3.8977	

Part E

```
FREQUENCIES VARIABLES=VAR00039 VAR00040 VAR00041 VAR00042 VAR00043 VAR00044
  /STATISTICS=STDDEV MINIMUM MAXIMUM SEMEAN MEAN

  /ORDER=ANALYSIS.
```

Frequencies

```
[DataSet1] F:\SPSS Skripsi.sav
```

Statistics

		VAR00039	VAR00040	VAR00041	VAR00042	VAR00043	VAR00044
N	Valid	88	88	88	88	88	88
	Missing	0	0	0	0	0	0
Mean		3.7955	3.7386	2.9773	3.4205	2.4545	3.0568
Std. Error of Mean		.11332	.09493	.14088	.12490	.13989	.13067
Std. Deviation		1.06306	.89049	1.32159	1.17171	1.31227	1.22576
Minimum		1.00	2.00	1.00	1.00	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00

(modified from SPSS)

Statement		Frequency					Percentage (%)					Mean	St. Dev
		1	2	3	4	5	1	2	3	4	5		
(PArt E	60.	2	9	21	29	27	2.3	10.2	23.9	33.0	30.7	3.7955	1.06306
	61.	0	6	31	31	20	0	6.8	35.2	35.2	22.7	3.7386	.89049
	62.	12	25	20	15	16	13.6	28.4	22.7	17.0	18.2	2.9773	1.32159
	63.	5	13	31	18	21	5.7	14.8	35.2	20.5	23.9	3.4205	1.17171
	64.	30	15	23	13	7	34.1	17.0	26.1	14.8	8.0	2.4545	1.31227
	65.	12	17	23	26	10	13.6	19.3	26.1	29.5	11.4	3.0568	1.22576
Mean Total												3.2405	

Part F

```
FREQUENCIES VARIABLES=VAR00045 VAR00046 VAR00047 VAR00048 VAR00049 VAR00050
```

```
/STATISTICS=STDDEV MINIMUM MAXIMUM SEMEAN MEAN
/ORDER=ANALYSIS.
```

No	Part	Finding

Frequencies

```
[DataSet1] F:\SPSS Skripsi.sav
```

Statistics

		VAR00045	VAR00046	VAR00047	VAR00048	VAR00049	VAR00050
N	Valid	88	88	88	88	88	88
	Missing	0	0	0	0	0	0
Mean		4.2386	3.4205	3.8295	3.0682	3.1023	3.4545
Std. Error of Mean		.09142	.12065	.09992	.10573	.09567	.12510
Std. Deviation		.85761	1.13179	.93737	.99187	.89750	1.17355
Minimum		2.00	1.00	2.00	1.00	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00

(modified from SPSS)

Statement		Frequency					Percentage (%)					Mean	St. Dev
		1	2	3	4	5	1	2	3	4	5		
Part F	66.	0	1	21	22	44	0	1.1	23.9	25.0	50.0	4.2386	.85761
	67.	3	17	27	22	19	3.4	19.3	30.7	25.0	21.6	3.4205	1.13179
	68.	0	8	23	33	24	0	9.1	26.1	37.5	27.3	3.8295	.93737
	69.	3	23	35	19	8	3.4	26.1	39.8	21.6	9.1	3.0682	.99187
	70.	3	18	38	25	4	3.4	20.5	43.2	28.4	4.5	3.1023	.89750
	71.	7	10	25	28	18	8.0	11.4	28.4	31.8	20.5	3.4545	1.17355
Mean Total												3.5189	

	A. Goal in Learning English	
1.	goal in learning English	communication purpose
2.	set own goal	has own goals
3.	divide goals into short and long-term goal	no, follows course's syllabus
4.	your attempt in reaching your goal	do practises and exercises
5.	how do you achieve the goal	do practises and exercises
6.	know about learning strategies and whether using them	never know before
	B. Memory Strategy	
1.	grouping word	yes, sometimes
2.	using new English word in sentence to remember	yes, in spoken first, then written
3.	using keyword	yes, sometimes
4.	using imagery	yes for familiar words
	C. Cognitive Strategy	
1.	using repeating	yes, often using
2.	watching English TV shows	yes, often doing
3.	reading English books	yes, sometimes
4.	avoiding translating word-by-word	yes, through summarizing sentence
5.	practicing English	yes, often, almost every day
6.	highlighting unfamiliar words	yes, sometimes
	D. Compesation Strategy	
1.	making guesses of unfamiliar English word	yes, sometimes
2.	using gestures or mother tongue to help expressing words	yes, often using
3.	using synonym words	yes, often using
4.	reading/listening without looking up every word	no, prefer word-by word
5.	guessing what others will say next	yes, sometimes doing

Appendix 7 (Interview Analysis)

Student 1, Recording 1 (male)

(table continued)

	E. Metacognitive Strategy	
1.	trying to find as many as ways to learn English	no, prefer what usually do
2.	paying attention when listening to others	yes,always,ask to repeat if notclear
3.	trying new ways in learning English	no, prefer recent ways of learning
4.	always trying to find opportunities for learning	yes, but spent most at classes
5.	having clear goals for improving English	yes, but also follow syllabus
6.	having self-reflection / thinking own's progress	yes, sometimes
	F. Affective Strategy	
1.	overcoming anxiety	yes, often, preparing self & context
2.	relaxing self	yes, often doing, take deep breath
3.	taking risk wisely and encouraging self	yes, sometimes
4.	rewarding self	never doing
5.	sharing with others	yes, sometimes
	G. Social Strategy	
1.	cooperating with others	yes, often doing, 3-4 hours weekly
2.	peer correction / asking others for correction	yes, sometimes
3.	cooperating with more proficient users of English	yes, rarely, 2-3 times a month
4.	developing cultural understanding	yes, sometimes learning culture
5.	asking for clarification or verification	yes, often doing

Student 2, Recording 2 (female)

No	Part	Finding
	A. Goal in Learning English	
1.	goal in learning English	like English very much
2.	set own goal	no, follows course's syllabus
3.	divide goals into short and long-term goal	no
4.	your attempt in reaching your goal	reading books, join courses, etc.
5.	how do you achieve the goal	looking for for more information
6.	know about learning strategies and whether using them	ever read from books
	B. Memory Strategy	
1.	grouping word	never, just remembering words
2.	using new English word in sentence to remember	never, prefer using familiar words
3.	using keyword	never doing
4.	using imagery	yes, for familiar words
	C. Cognitive Strategy	
1.	using repeating	yes, very often, prefer using this
2.	watching English TV shows	yes, often doing
3.	reading English books	yes, sometimes
4.	avoiding translating word-by-word	yes, listening and summarizing
5.	practicing English	yes, 2-3 times a week
6.	highlighting unfamiliar words	yes, highlighting and taking note
	D. Compesation Strategy	
1.	making guesses of unfamiliar English word	yes, often, look context and words
2.	using gestures or mother tongue to help expressing words	yes, often doing if no other way
3.	using synonym words	never on writing, preparing well
4.	reading/listening without looking up every word	yes, often, R/L then summarize
5.	guessing what others will say next	never, prefer focus listening

(table continued)

	E. Metacognitive Strategy	
1.	trying to find as many as ways to learn English	yes, often, reading, films, etc.
2.	paying attention when listening to others	yes,always,focus and concentration
3.	trying new ways in learning English	no, prefer recent and familiar ways
4.	always trying to find opportunities for learning	yes, sometimes
5.	having clear goals for improving English	no, prefer follow course's syllabus
6.	having self-reflection / thinking own's progress	yes, often doing
	F. Affective Strategy	
1.	overcoming anxiety	yes, often, by speaking slowly
2.	relaxing self	take deep breath and self control
3.	taking risk wisely and encouraging self	yes, positive thinking, "I can do it"
4.	rewarding self	yes, sometimes by hanging out
5.	sharing with others	yes, often, with close friends
	G. Social Strategy	
1.	cooperating with others	yes, almost everyday, but in class
2.	peer correction / asking others for correction	yes, sometimes
3.	cooperating with more proficient users of English	yes, but rarely doing, with senior
4.	developing cultural understanding	only knowing little from films
5.	asking for clarification or verification	yes, often, using expression

Student 4, Recording 4 (female)

No	Part	Finding
	A. Goal in Learning English	
1.	goal in learning English	communication purpose
2.	set own goal	yes
3.	divide goals into short and long-term goal	no
4.	your attempt in reaching your goal	watching, music, writing article
5.	how do you achieve the goal	doing exercises
6.	know about learning strategies and whether using them	know little, like a map in learning
	B. Memory Strategy	
1.	grouping word	yes, often, based on word groups
2.	using new English word in sentence to remember	yes, try new words on writing
3.	using keyword	yes, often doing
4.	using imagery	yes, for familiar words
	C. Cognitive Strategy	
1.	using repeating	yes, often, prefer on writing
2.	watching English TV shows	yes, often doing
3.	reading English books	yes, prefer article, sometimes other
4.	avoiding translating word-by-word	yes, listening and summarizing
5.	practicing English	yes, writing, listening, rarely oral
6.	highlighting unfamiliar words	yes, taking notes, check if possible
	D. Compesation Strategy	
1.	making guesses of unfamiliar English word	rarely, prefer check on dictionary
2.	using gestures or mother tongue to help expressing words	yes, often, by moving hands
3.	using synonym words	yes, sometimes, in writing
4.	reading/listening without looking up every word	yes, often doing
5.	guessing what others will say next	yes, often, if knowing the context

(table continued)

	E. Metacognitive Strategy	
1.	trying to find as many as ways to learn English	yes, often, reading, movies, music.
2.	paying attention when listening to others	always, focus then summarize
3.	trying new ways in learning English	no, prefer familiar ways
4.	always trying to find opportunities for learning	yes, sometimes, going to library
5.	having clear goals for improving English	yes, often, prefer on writing
6.	having self-reflection / thinking own's progress	yes, often, problems and progress
	F. Affective Strategy	
1.	overcoming anxiety	yes, often, by positive thinking
2.	relaxing self	taking deep breath and self control
3.	taking risk wisely and encouraging self	yes, sometimes
4.	rewarding self	yes, after exam or when get stress
5.	sharing with others	yes, often, with close friends
	G. Social Strategy	
1.	cooperating with others	yes, sometimes after class
2.	peer correction / asking others for correction	yes, sometimes, still in doubt
3.	cooperating with more proficient users of English	yes, sometimes at home with sister
4.	developing cultural understanding	yes, knowing from films, slangs
5.	asking for clarification or verification	yes, ask to repeat and slow down

Student 5, Recording 5 (male)

No	Part	Finding
	A. Goal in Learning English	
1.	goal in learning English	able to teach Indonesian overseas
2.	set own goal	yes
3.	divide goals into short and long-term goal	no
4.	your attempt in reaching your goal	learning grammar, pronunciation
5.	how do you achieve the goal	self-learning, prefer by chance
6.	know about learning strategies and whether using them	ever heard, not sure
	B. Memory Strategy	
1.	grouping word	yes, sometimes on familiar words
2.	using new English word in sentence to remember	yes, try new words by chance
3.	using keyword	yes, often doing
4.	using imagery	yes, often for familiar words
	C. Cognitive Strategy	
1.	using repeating	yes, sometimes, drilling orally
2.	watching English TV shows	yes, often doing, prefer action film
3.	reading English books	yes, rarely, reading coursebooks
4.	avoiding translating word-by-word	no, prefer word by word
5.	practicing English	yes, sometimes with friends
6.	highlighting unfamiliar words	no, check on dictionary if possible
	D. Compesation Strategy	
1.	making guesses of unfamiliar English word	yes, often, looking up context
2.	using gestures or mother tongue to help expressing words	yes, gestures by moving hands
3.	using synonym words	yes, sometimes, if know,or explain
4.	reading/listening without looking up every word	yes, sometimes only for reading
5.	guessing what others will say next	no, prefer focus listening

(table continued)

	E. Metacognitive Strategy	
1.	trying to find as many as ways to learn English	yes, reading,watching,music,game.
2.	paying attention when listening to others	yes,always,focus and concentration
3.	trying new ways in learning English	yes, sometimes, through game
4.	always trying to find opportunities for learning	yes, sometimes, if possible
5.	having clear goals for improving English	yes, often, mastering English well
6.	having self-reflection / thinking own's progress	yes, often, on self-progress
	F. Affective Strategy	
1.	overcoming anxiety	yes, often, relaxing self, praying
2.	relaxing self	take deep breath, positive thinking
3.	taking risk wisely and encouraging self	yes, sometimes, by chance
4.	rewarding self	yes, after exam or after doing tasks
5.	sharing with others	no, never, don't know what to do
	G. Social Strategy	
1.	cooperating with others	yes, sometimes with friends
2.	peer correction / asking others for correction	yes, sometimes, if aware mistakes
3.	cooperating with more proficient users of English	yes, sometimes with seniors
4.	developing cultural understanding	yes, want to learn idiom more
5.	asking for clarification or verification	yes, ask to repeat and clarification

Student 6, Recording 6 (male)

No	Part	Finding
	A. Goal in Learning English	
1.	goal in learning English	want to continue study overseas
2.	set own goal	no, follows course's syllabus
3.	divide goals into short and long-term goal	no
4.	your attempt in reaching your goal	learning tenses, vocabulary
5.	how do you achieve the goal	having more practices
6.	know about learning strategies and whether using them	ever heard, not sure
	B. Memory Strategy	
1.	grouping word	no, remembering and take notes
2.	using new English word in sentence to remember	no, prefer learn it until know well
3.	using keyword	yes, rarely used
4.	using imagery	never, prefer its meaning
	C. Cognitive Strategy	
1.	using repeating	yes, often doing
2.	watching English TV shows	yes, often doing
3.	reading English books	yes, rarely, reading coursebooks
4.	avoiding translating word-by-word	yes, listening and summarizing
5.	practicing English	yes, sometimes with friends
6.	highlighting unfamiliar words	no, prefer check meaning directly
	D. Compesation Strategy	
1.	making guesses of unfamiliar English word	yes, rarely doing
2.	using gestures or mother tongue to help expressing words	yes, sometimes, if only last choice
3.	using synonym words	yes, often doing
4.	reading/listening without looking up every word	yes, often doing
5.	guessing what others will say next	yes, often doing, familiar with it

(table continued)

	E. Metacognitive Strategy	
1.	trying to find as many as ways to learn English	yes, reading,movie,music,internet.
2.	paying attention when listening to others	focus on topic and expression used
3.	trying new ways in learning English	yes, sometimes, prefer recent ways
4.	always trying to find opportunities for learning	yes, sometimes, mostly at college
5.	having clear goals for improving English	yes, continuing study overseas
6.	having self-reflection / thinking own's progress	yes, sometimes, on self-progress
	F. Affective Strategy	
1.	overcoming anxiety	yes, relaxing self, making a move
2.	relaxing self	taking deep breath
3.	taking risk wisely and encouraging self	yes, sometimes, if know it well
4.	rewarding self	yes, sometimes, going around
5.	sharing with others	yes, often, with close friend
	G. Social Strategy	
1.	cooperating with others	yes, sometimes with friends
2.	peer correction / asking others for correction	yes, often doing
3.	cooperating with more proficient users of English	yes, rarely, with native in resort
4.	developing cultural understanding	no
5.	asking for clarification or verification	yes, ask to repeat and clarification

Student 7, Recording 7 (female)

No	Part	Finding
	A. Goal in Learning English	
1.	goal in learning English	communicative purpose
2.	set own goal	yes, want to master English well
3.	divide goals into short and long-term goal	prefer to long-term goal
4.	your attempt in reaching your goal	reading books, internet, join course
5.	how do you achieve the goal	learning from various sources
6.	know about learning strategies and whether using them	ever heard, not knowing much
	B. Memory Strategy	
1.	grouping word	never
2.	using new English word in sentence to remember	no, prefer learn it until know well
3.	using keyword	yes, words with similar sound
4.	using imagery	yes, for familiar words
	C. Cognitive Strategy	
1.	using repeating	never
2.	watching English TV shows	yes, sometimes
3.	reading English books	yes, prefer on novels
4.	avoiding translating word-by-word	yes, listening and summarizing
5.	practicing English	yes, sometimes with friends
6.	highlighting unfamiliar words	no, prefer guessing its meaning
	D. Compesation Strategy	
1.	making guesses of unfamiliar English word	yes, often, look up surround word
2.	using gestures or mother tongue to help expressing words	yes, often doing
3.	using synonym words	yes, sometimes doing
4.	reading/listening without looking up every word	yes, often doing
5.	guessing what others will say next	yes, often, based on the topic

(table continued)

	E. Metacognitive Strategy	
1.	trying to find as many as ways to learn English	yes, often, reading, movie, music.
2.	paying attention when listening to others	yes, focus on important point
3.	trying new ways in learning English	no, prefer recent ways
4.	always trying to find opportunities for learning	yes, sometimes, mostly at college
5.	having clear goals for improving English	yes, want to master English well
6.	having self-reflection / thinking own's progress	yes, rarely, on self-progress
	F. Affective Strategy	
1.	overcoming anxiety	yes, often, positive thinking
2.	relaxing self	taking deep breath, relaxing mind
3.	taking risk wisely and encouraging self	yes, often, having good attitude
4.	rewarding self	yes, rarely, going around
5.	sharing with others	yes, sometimes, with close friend
	G. Social Strategy	
1.	cooperating with others	yes, sometimes with friends
2.	peer correction / asking others for correction	yes, sometimes, if aware mistakes
3.	cooperating with more proficient users of English	yes, rarely doing
4.	developing cultural understanding	yes, indirectly through learning
5.	asking for clarification or verification	yes, ask to repeat

APPENDIX 8 (Sample Questionnaire from respondents)