

**THE LEARNING STRATEGIES  
OF THE SECOND-GRADE STUDENTS  
OF STATE JUNIOR HIGH SCHOOL 2 OF WONOSARI  
KLATEN IN RELATION TO THEIR ENGLISH LEARNING  
ACHIEVEMENT IN THE ACADEMIC YEAR  
OF 2009/2010**

**A Thesis**

**Presented as a Partial Fulfillment  
of the Requirements for the Attainment  
of the *Sarjana Pendidikan* Degree in the English Language Education**



**by  
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STATE UNIVERSITY OF YOGYAKARTA  
2011**

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**THE LEARNING STRATEGIES  
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## PERNYATAAN

Yang bertanda tangan di bawah ini, saya

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

Yogyakarta, 20 Mei 2011

Penulis,



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## MOTTOS

“Rise and rise again, until lambs become lions”

(Robin Hood in Robin Hood film)

“Life is like a coin. You can spend it any way you wish, but you only spend it once”

(Lillian Dickson)

“Where there is a love, there is a life”

(Mahatma Gandhi)

“There will be no peace outside when there are no peace inside”

(Mario Teguh)

## DEDICATION

This thesis is proudly dedicated to:

*Almarhum Bapak,*

*Ibuk,*

My brothers and sisters,

and

My friends.

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Yogyakarta, May 2011

The researcher,



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**ABSTRACT**

The purpose of this study is to investigate the use of learning strategies by second grade students of State Junior High School 2 of Wonosari Klaten. This purpose is further specified into two objectives: (1) the extent of use of six learning strategies categories by the students and (2) the relationship between the students' use of learning strategies and their English learning achievement.

This study was categorized into a correlational study as it tried to investigate the possibility of the relationships between only two variables. The two variables in this study were learning strategies as the independent variable and the students' English learning achievement as the dependent variable. The subjects of the study were 234 second-grade students of State Junior High School 2 of Wonosari Klaten in the academic year of 2009/2010 (115 male and 119 female). The data of the study were gathered by using a questionnaire and documentation. The questionnaire, consisting of 50 items, was taken from the Strategies Inventory for Language Learning (SILL) version 7.0 (ESL/EFL) developed by Oxford (1990). It was used to collect the data on the students' learning strategies. Meanwhile, the documentation was used to see the students' English learning achievement. Then, to analyze the descriptive data the researcher used *SPSS version 17.0* to find the mean and the standard deviation, while the inferential analysis was investigated by using the *Pearson Product Moment* formula.

The findings of the study show that (1) the use of Memory, Cognitive, Compensation, Metacognitive, and Social Strategy by the students falls in the *fairly good* category, while (2) the use of Affective Strategy is in the *poor* category. The findings also show that (3) the learning strategy used most is the Memory Strategy while the least used is Affective Strategy. (4) A positive and significant correlation is found between the use of Memory, Cognitive, Compensation, Affective and Social Strategies and the English learning achievement. However, (5) Metacognitive Strategy individually does not have a significant correlation with the English learning achievement.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English teaching and learning processes in the junior high schools in Indonesia have three purposes (*Departemen Pendidikan Nasional, 2006*). First, the teaching of English is aimed at developing students' communicative competence in speaking and writing to achieve a functional level. In this level, the students are prepared to be able to use the language in daily life, for example: reading newspapers, instructions, etc. Second, it is aimed at building the students' awareness of the importance of English in the global community. In this goal, the students are taught to master English as an international language. Third, it is aimed at improving the students' understanding of the relationship between language and culture. In this purpose, the students are hoped to learn not only the language but also the culture of the English speaking countries.

In order to develop these competences, learning strategies are important because they are tools for active and self-directed involvement (Oxford, 1990: 1). In this case, the teachers may help the students to find the appropriate strategies for successful learning. By using the appropriate learning strategies, the students will improve their proficiency, self-confidence and learning achievement.

Based on the observation, there is a problem which appears in the teaching and learning processes of English in State Junior High School 2 of Wonosari Klaten especially with respect to students' low learning achievement. It can be

shown by the result of the last semester examination of the second-grade students. The teacher said that the highest score was 7 which was far from the perfect score that the students might get which was 10.

The teacher explained that it was difficult to improve the students' English learning achievement. It seems that the students did not aware and were not interested in learning strategies. Moreover, they had ineffective learning strategies. Steps taken by the students did not improve their own learning. The teacher said that the students found it difficult in understanding the lesson from the teacher. The teacher explained that it was hard for them to get focused on the lesson. When the teacher was teaching, some students were talking with friends and writing. They did not pay attention to the lesson given by the teacher.

Concerning the problem above, there is a need to improve the students' awareness and interest in learning strategies to help the students learn English more successfully. For this aim, the researcher conducted a study on the use of learning strategies by the second-grade students of this school. The researcher hopes that the results can be used by the students and the teachers in teaching and learning English so that the students' English understanding and proficiency can be improved and developed. Therefore, their English achievement can also be improved.

## **B. Identification of the Problems**

Based on the observation, there are some aspects relating to the students' choice of learning strategies. They are the teacher, culture/habits, and the students.

The first aspect is the teacher. The teacher has a big influence for the students in the teaching and learning processes. Based on the observation, the teachers do not give the students enough motivation to do activities of learning or studying. They did not teach the students how to use learning strategies.

The second aspect is culture or habits. Sometimes, teaching and learning produces culture and the habits in the students, both good and bad habits. For example, there is a bad habit that some students still use when they have homework. When they get it, they do not do it at home. They do it in class before the class begins. Even, they do that by cheating on their friends' work. It seems that the use of learning strategies has not yet become a habit.

The third aspect is related to the students. The students are not aware of the good ways of learning. It can be seen from the observation that when the teacher is teaching, some students are talking with friends and doing other activities. Meanwhile, awareness of the good ways of learning makes the learners diligent and willing to learn the subject, so that the learning objectives will be achieved. Task requirements given by the teacher help determine the strategy choice, but some students still use the same strategies for them. It seems that students are not aware of the many possible learning strategies that they can use in their study activities.

### **C. Limitation of the Problems**

It is necessary to limit the study from the wide scope above. In this case, the researcher focuses on the learning strategies of the second-grade students of State Junior High School 2 of Wonosari Klaten in the academic year 2009/2010.

The researcher thinks that it is easier to handle this aspect than the two other aspects. For example, the use of learning strategies can be integrated in the classroom teaching-learning process. If the students use more appropriate learning strategies, they will improve their proficiency and they will have a high self confidence and higher learning achievement.

#### **D. Formulation of the Problems**

Based on the background of the study and the identification of the problem, this research formulates the problems as follows: What is the extent of the use of language learning strategies by the second-grade students of State Junior High School 2 of Wonosari Klaten? And what is the relation between the use of language learning strategies and the English achievement of the second-grade students of State Junior High School 2 of Wonosari Klaten?

#### **E. Objectives of the Study**

Based on the formulation of the problem, the objectives of the study are (1) to determine the extent of the use of the six language learning strategies by the second-grade students of State Junior High School 2 of Wonosari Klaten; (2) to investigate the relationship between the use of language learning strategies and the English achievement of the second-grade students of State Junior High School 2 of Wonosari Klaten.

#### **F. Significances of the Study**

The study is useful for some people such as the second-grade students of State Junior High School 2 of Wonosari Klaten, the English teachers, the English

Department students of State University of Yogyakarta, the researcher herself, and other researchers.

For the second-grade students of State Junior High School 2 of Wonosari Klaten in the academic year of 2009/2010, the results of the study will improve their awareness and interest in learning strategies. Therefore, their self-confidence, independence, and learning achievement can be improved.

For the English teachers and the English Department students of State University of Yogyakarta, it can be used to make techniques and strategies in the classroom. By varied techniques and strategies, they can reach as many students as possible. Moreover, the students will not get bored with the lesson. Teaching the learning strategies is also to make students become independent learners.

For the researcher, it will be used as an experience on how to conduct a research study particularly in learning strategies. The results can also be used by the researcher, as an English teacher, in the classroom teaching and learning processes.

The last, for other researchers, it can be a reference to conduct a similar study with different subjects or different aspects of learning strategies. This is possible since learning strategies research offers a wide range of topics to investigate.

## **CHAPTER II**

### **LITERATURE REVIEW, RELEVANT STUDIES, CONCEPTUAL FRAMEWORK, AND HYPOTHESES**

The objectives of this study are to determine the use of the six language learning strategies by the second-grade students of State Junior High School 2 of Wonosari Klaten and to investigate the relationship between the students' use of language learning strategies and their English achievement. In the process, the research variables are learning strategies and English learning achievement. In order to lead this study in the right direction, discussion about learning strategies, English learning achievement, and assessment are given. In this chapter, three concepts will be described concerning learning strategies. They are definitions, significances, characteristics, and types of learning strategies. Two concepts will be described concerning English learning achievement. They are definitions of English learning achievement and factors influencing it. Then, three concepts will be described about assessment. They are definitions, kinds, and ways of assessing achievement. In the end of this chapter, relevant studies, conceptual framework, and hypotheses will be presented.

#### **A. LITERATURE REVIEW**

##### **1. Learning Strategies**

###### **a. Definitions of Learning Strategies**

A strategy consists of mental or behavioral activities related to some specific stages in the overall process of an activity (Ellis, 2003: 529). A language learning strategy is an effort to develop linguistic and sociolinguistic competences

in the target language. It is concerned with the learners' efforts to become skilled listeners, speakers, readers or writers.

In more specific definition, learning strategies are mental steps or operations taken by the learners that they use to learn a new language, to regulate their efforts to do, so, and to enhance their own learning (Oxford, 1990: 1; Wenden, 1991 in Sugeng, 2010: 60). It means that the learners take some actions to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990: 8). Learning strategies are also observable actions done by the learners, consciously or unconsciously, in participating in a formal classroom interaction. By observable actions are meant physical movements and expressions that can be caught visually, for example: hand rising, head shaking, nodding, body turning, standing, etc. By formal classroom is meant the 30-minutes of a lesson session. And by interaction is meant what learners do to the teacher, to the instructional media, and among themselves (Sugeng, 2010: 60).

Learning strategies are defined as “specific actions, behaviors, steps, or techniques, such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task, used by students to enhance their own learning” (Scarcella and Oxford, 1992: 63). When the learner consciously chooses strategies that fit his or her learning style and the second language task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning.

Learning strategies are the behaviors and thoughts that a learner engages in during learning and that are intended to influence the learner's encoding process (Weinstein and Mayer, 1986 in Ellis, 2003: 531). They contribute to the development of the language system which the learner constructs and affect learning directly (Rubin, 1987 in Ellis, 2003: 531).

From the definitions above, it can be concluded that learning strategies are actions or strategies taken by the language learners, either consciously or sub-consciously, in the process of achieving the aim of the learning process of learning a second language.

#### **b. Significances of Learning Strategies**

To improve their learning, students should have learning strategies to use in their learning process. Learning strategies are important because they are tools for active, self-directed involvement, which are essential for developing communicative purposes (Oxford, 1990: 1). They help learners participate actively in authentic communication. Learning strategies operate in both general and specific ways to encourage the development of communicative competences.

If students become aware of their preferred learning styles, they will be more able to recognize their strengths and weaknesses (Ekwensi, Moranski and Townsend-Sweet, 2006). By doing this, they can then develop strategies when or if there is a difference between their preferred style and their academic situation. As for the teachers, by varying teaching techniques and strategies in the classroom, they can reach as many students as possible. They may make the

students pay much attention to the teacher. The students will not get bored with the lesson and will even be attracted to the lesson.

Learning strategies have learning facilitation as a goal and are intentional on the part of the learner (Weinstein and Mayer, 1986 in O'Malley and Chamot, 1990: 43). The goal of the strategy use is to affect the motivational or affective state of the learners, or the way in which the learner selects, acquires, organizes, or integrates new knowledge. Thus, strategies may have an affective or conceptual basis and may influence the learning of simple tasks, such as learning vocabulary or items in a list, or complex tasks, such as language comprehension or language production (O'Malley and Chamot, 1990: 43).

Learning strategies can help students become better language learners (Paris and Winograd, 1990). They enable students to become more independent, autonomous, lifelong learners (Allwright, 1990 and Little, 1991 in Oxford, 1993). When students begin to understand their own learning processes and can use some control over these processes, they tend to take more responsibility for their own learning. This self knowledge and skill in regulating one's own learning is a characteristic of successful learners, including successful language learners.

Students need to learn strategic practices for learning because they must be able to remember newly acquired information so that they can retrieve the information and use it whenever necessary. The information that is not remembered is of no value to students for dealing with current requirements in or out of school (Mangrum and Strichart, 1988).

Language learning strategies may make the students successful in their learning because they become more efficient and effective. It often results in greater academic success and a larger stock of learning strategies to use elsewhere. For example, students have a strategy or two (trying to memorize everything being the most common strategy); and, if that strategy does not work or is inefficient, they have nothing else in their stock (Doyle, 2000).

It can be concluded that language learning strategies can help all students to become better language learners. It is because they are tools for active, self-directed involvement, which are essential for developing communicative purposes and can make the learning more efficient and effective. When the students can retrieve the information and use it whenever necessary, the goal of teaching can also be achieved.

### **c. Characteristics of Language Learning Strategies**

There are some characteristics of language learning strategies (Oxford, 1990: 9). These are shown in the Table 1 and further described in the next part.

#### **1) Communicative competence as the main goal**

All appropriate language learning strategies are oriented toward the broad goal of communicative competences (Oxford, 1990: 8). They help learners participate actively in such authentic communication. For instance, Metacognitive Strategies help learners to regulate their own cognition and to focus, plan, and evaluate their progress as they move toward communicative competences. Affective Strategies develop the self-confidence and perseverance needed for learners to involve themselves actively in language learning, a requirement for

attaining communicative competences. Social Strategies provide increased interaction and more empathetic understanding, two qualities necessary to reach communicative competences.

**Table 1. Characteristics of the Language Learning Strategies**

No.	Language Learning Strategies
1	contribute to the main goal, communication competences.
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 learner.
6	involve many aspects of the learner, 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.

*Source:* Oxford (1990: 9)

## 2) Greater self-direction for learners

Language learning strategies encourage greater overall self-direction for learners (Oxford, 1990: 10) and enable them to become more independent, autonomous, lifelong learners (Allwright, 1990 and Little, 1991 in Oxford, 1993). Self direction is important for language learners because they will not always have the teacher around to guide them as they use the language outside the classroom. Self-directed students gradually gain greater confidence, involvement, and

proficiency. Moreover, self-direction is also important for the active development of abilities in a new language.

### 3) New roles for teachers

Teachers traditionally expect to be seen as authority figures identified with the roles as parents, instructors, directors, managers, judges, leaders, evaluators, controllers, and even doctors who must 'cure' the ignorance of the students (Oxford, 1990: 10-11). But now, teachers have different functions that are more challenging. Now they are facilitators, helpers, guides, consultants, advisers, coordinators, idea persons, diagnosticians, and co-communicators. These changes strengthen teachers' roles, making them more varied and more creative. Their status is no longer based on a hierarchical authority, but on the quality and importance of their relationship with the learners. Language teachers could help less successful learners to promote their language proficiency by paying more attention to productive language learning strategies (Rubin, 1975 in Lee, 2010). When students take more responsibility, more learning occurs, and both teachers and learners feel more successful.

### 4) Problem orientation

Language learning strategies are tools that are used to solve a problem, to accomplish a task, to meet an objective, or to attain a goal (Oxford, 1990: 11). An example can be a learner who uses Memory Strategy to remember something. Reasoning strategies or guessing strategies, another example, can be used to help learners to better understand a foreign language reading passage.

#### 5) Action basis

Related to the problem orientation of language learning strategies is their action basis (Oxford, 1990: 11). Language learning strategies are specific actions or behaviors accomplished by students to enhance their learning. The examples are taking notes, planning for a language task, self-evaluating, and guessing intelligently. These are all achieved by actions.

#### 6) Involvement beyond just cognition

Language learning strategies are not restricted to the cognitive function, which deals with mental processing and manipulation of the new language (Oxford, 1990: 11). Strategies also include metacognitive functions like planning, evaluating, and arranging one's own learning; and emotional (affective), social, and other functions as well.

#### 7) Direct and indirect support of learning

Some learning strategies involve direct learning that are known as direct strategies (Oxford, 1990: 11-12). Other strategies, including Metacognitive, Affective, and Social Strategies, contribute indirectly but powerfully to learning. These are known as indirect strategies. Direct and indirect strategies are equally important and serve to support each other in many ways.

#### 8) Degree of observability

Language learning strategies are not always observable to the human eye (Oxford, 1990: 12). It is often difficult for teachers to know their students' learning strategies, because some strategies are hard to observe even with the help of video-tapes and closed-circuit televisions. Another problem is that many

strategies are used outside of the classroom in informal, naturalistic situations unobservable by the teacher. For example, a cooperating strategy, a strategy in which the learner works with someone else to achieve a learning goal, can be observed, but the act of making mental associations, an important Memory Strategy, cannot be seen.

#### 9) Level of consciousness

Many modern uses of learning strategies reflect conscious efforts by the learners to take control of their learning, and some researchers seem to suggest that learning strategies are always conscious actions (Oxford, 1990: 12). In fact, making appropriate learning strategies fully automatic – that is unconscious – is often a very desirable thing, especially for language learning.

#### 10) Teachability

Learning strategies are easier to teach and modify than changing learning styles or personal traits (Oxford, 1990: 12). This can be done through strategy training, which is an important part of language education. Strategy training helps guide learners to become more conscious of strategy uses and more proficient at employing appropriate strategies. It is most effective when students learn why and when specific strategies are important, how to use these strategies, and how to transfer them to new situations.

#### 11) Flexibility

Language learning strategies are flexible (Oxford, 1990: 13). They are not always found in predictable sequences or in precise patterns. There is a great deal of individuality in the way learners choose, combine, and sequence strategies.

However, sometimes learners do combine strategies in a predictable way. For example, in reading a passage, learners often preview the material by skimming or scanning, then read it more closely while using guessing to fill in any gaps, and finally organize the material by taking notes or summarizing.

## 12) Factors influencing strategy choice

Many factors affect the choice of strategies. They are degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality/ethnicity, general learning style, personality traits, motivation level, and purpose for learning the language (Oxford, 1990: 13; Cohen, 1998 and O'Malley et al., 1985a, 1985b in Fewel, 2010). Some other studies show that cultural backgrounds, educational experiences, language learning goals, stages of learning, and attitude may ultimately influence the choice and degree of LLS utilization (Cohen, 1998, O'Malley et al., 1985a, 1985b, Oxford, 1990, Reid 1987, 1995, Politzer and McGroarty, 1985 in Fewell, 2010; Green, 1991, Touba, 1992, Oxford, 1996: 46 in Deneme, 2008).

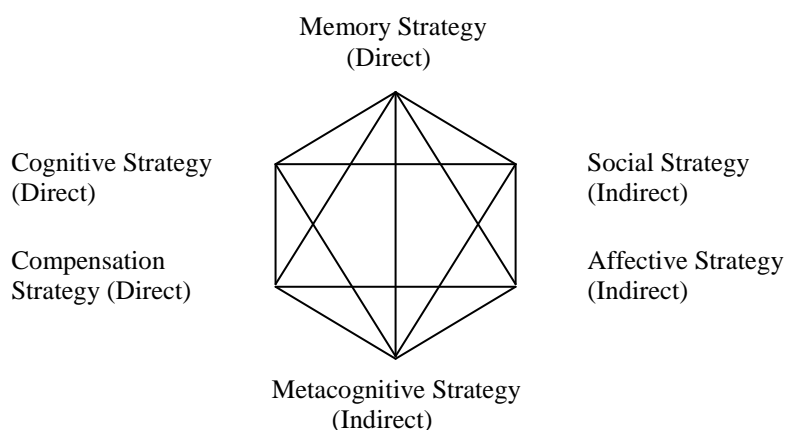
Learners who are more aware and more advanced seem to use better strategies (Oxford, 1990: 13). Task requirements help determine strategy choice; for example, learners would not use the same strategies for writing a composition as for chatting in a café. Teachers' expectations, expressed through classroom instructional and testing methods, strongly shape learners' strategies.

Older learners may use somewhat different strategies than younger learners. Many studies state that female learners may use a much wider, or at least a very different range of strategies, than males for language learning. Female

students are more effective in selecting and using appropriate strategies than male students (Simsek and Balaban, 2010). Nationality or ethnicity also influences strategy use; for example Hispanics seem to use Social Strategies more than do some other ethnic groups; Asian students tend to prefer rote memorization and rule-oriented strategies (Politzer and McGroarty, 1985 in Lee, 2010). Chinese and Japanese students tend to use Social Strategies (Politzer and McGroarty, 1985; Noguchi, 1991 in Lee, 2010). General learning styles, such as field dependence-independence, analytic global orientation, or the judging-perceiving mode, have a strong effect on the strategies that language learners use. More highly motivated learners use a significantly greater range of appropriate strategies than do less motivated learners (Oxford, 1990: 13).

#### **d. Types of Learning Strategies**

Learning strategies are divided into three main categories, namely Metacognitive, Cognitive, and Socio-Affective which refer to learners' planning their learning, thinking about the learning process, monitoring their own comprehension or production, and evaluating the outcomes of their own learning. (O' Malley and Chamot, 1990: 44). However, Oxford divides the strategies into two major classes: direct and indirect (Oxford, 1990: 14). The direct class is subdivided into three groups (Memory, Cognitive, and Compensation) and the indirect class is subdivided into three groups (Metacognitive, Affective, and Social). This division can be seen in Figure I.



**Figure I:** Interrelationships between direct and indirect strategies and among the six strategy groups (*Source: Oxford, 1990: 15*).

### 1) **Direct strategies**

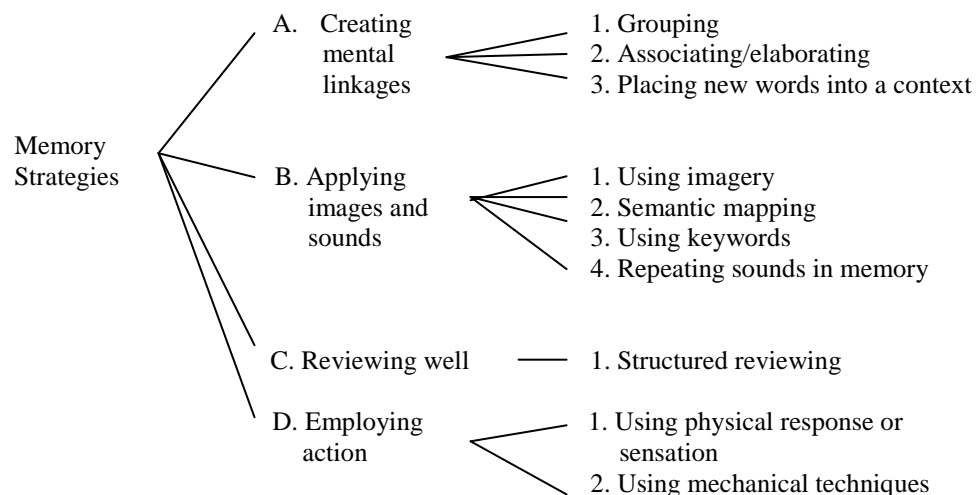
Direct strategies are language learning strategies that directly involve the target language (Oxford, 1990: 37). All direct strategies require mental processing of the language, but the three groups of direct strategies (Memory, Cognitive, and Compensation) do this processing differently and for different purposes. Memory Strategies have a highly specific function: helping 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 the language despite their often large gaps in knowledge.

#### a) **Memory Strategies**

Memory strategies are strategies that concern the storage and retrieval of new language. They as well as Cognitive Strategies are very important for vocabulary building (Chiya, 2003). They, sometimes called mnemonics, have been used for thousands of the year. For example, orators in ancient times could remember a long speech by linking different parts of the speech with different rooms of a house or temple, and then ‘taking a walk’ from room to room (Oxford, 1990: 38).

Memory Strategies are divided into four sets: creating mental linkages, applying images and sounds, reviewing well, and employing actions (Oxford, 1990: 38-39). Memory Strategies are more effective when learners simultaneously uses Metacognitive Strategies, like paying attention, and Affective Strategies, like reducing anxiety through deep breathing.

As a way of creating mental linkages, grouping or associating will increase students' vocabulary; semantic mapping or using imaginary will tighten their memory; and using physical responses will allow them to memorize words like parts of a body. Through effective strategy teaching, students will acquire not only vocabulary but also the way for studying (Chiya, 2003). Teachers should teach utilizing the five senses through teaching these strategies when students memorize words. It is good that students to take notes for vocabulary by grouping, associating or semantic mapping.



**Figure II:** Diagram of the Memory Strategy system (*Source:* Oxford, 1990: 18).

Memory Strategies reflect very simple principles such as arranging things in order, making associations, and reviewing (Oxford, 1990: 39). These principles

all involve meaning. For the purpose of learning a new language, the arrangement and associations of the material must be personally meaningful to the learner, and the material to be reviewed must have significance.

Memory Strategies help language learners to cope with some difficulties (Oxford, 1990: 39-40). For example, some teachers think vocabulary learning is easy, but in fact language learners have serious problems remembering large amounts of vocabulary necessary to achieve fluency. Memory Strategies enable learners to store verbal material and then retrieve it when needed for communication. In addition, the Memory Strategy of structured reviewing helps move information from the fact level to the skill level, where knowledge is more procedural and automatic. When information has reached the skill level, it is more easily retrieved and less easily lost after a period of disuse.

Memory Strategies often involve pairing different types of materials (Oxford, 1990: 40). In language learning, it is possible to give verbal labels to pictures, or to create visual images of words or phrases. Linking the verbal with the visual is very useful to language learning for four reasons. First, the mind's storage capacity for visual information exceeds its capacity for verbal material. Second, the most efficiently packaged chunks of information are changed into long-term memories through visual images. Third, visual images may be the most potent device to help recall of verbal material. Fourth, a large proportion of learners have a preference for visual learning.

While many language learners benefit from visual imagery, others have aural (sound-oriented), kinesthetic (motion-oriented) or tactile (touch-oriented)

learning style preferences and, therefore, benefit from linking verbal material with sounds, motions, or touches. Certain Memory Strategies are designed to do this. In Memory Strategies, as in other kinds of learning strategies, ‘different strokes for different folks’ should be the most important rule (Oxford, 1990: 40).

Although Memory Strategies can be powerful contributors to language learning, some research shows that language students rarely report using these strategies. It might be that students simply do not use memory learning. However, an alternative explanation might be that they are unaware of how often they actually do employ Memory Strategies (Oxford, 1990: 40).

There are four appropriate strategy sets of Memory Strategy. They are creating mental linkages, applying images and sounds, reviewing well, and employing actions (Oxford, 1990: 40-43).

#### (1) Creating mental linkages

In this set are three strategies that form the basis for the rest of the Memory Strategies. They are grouping, associating/elaborating, and using contexts (Oxford, 1990: 40).

##### (a) Grouping

Grouping means classifying or reclassifying language material into meaningful units, either mentally or in writing, to make the material easier to remember by reducing the number of separate elements (Oxford, 1990: 40). Groups can be based on types of words (e.g., all nouns or verbs), topics (e.g., words about weather), practical functions (e.g., apology, request, demand), similarities (e.g., warm, hot, tepid, tropical), dissimilarities or oppositions (e.g.,

friendly/unfriendly), and so on. The power of this strategy may be enhanced by labeling the groups, using acronyms to remember the groups, or using different colors to represent different groups.

(b) Associating/elaborating

Associating or elaborating can be done by relating new language information to concepts already in memory, or relating one piece of information to another, to create associations in memory (Oxford, 1990: 41). These associations can be simple or complex, mundane or strange, but they must be meaningful to the learner. Associations can be between two things, such as bread and butter, or they can be in the form of a complex development, such as school-book-paper-three-country-earth. They can also be part of a network, such as a semantic map.

(c) Placing new words into a context

Placing new words into a context is placing a word or phrase in a meaningful sentence, conversation, or story in order to remember it (Oxford, 1990: 41). This strategy involves a form of associating/elaborating, in which the new information is linked with a context. This strategy is not the same as guessing intelligently, a set of Compensation Strategies which involve using possible clues, including the context, to guess the meaning.

(2) Applying images and sounds

There are four strategies that are included here: using imagery, using keywords, semantic mapping, and representing sounds in memory. These all involve remembering by means of visual images or sounds (Oxford, 1990: 41).

(a) Using imagery

Using imagery means relating information to concepts in memory by meaningful visual imagery, either in the mind or in an actual drawing (Oxford, 1990: 41). The image can be a picture of an object, a set of locations for remembering a sequence of words or expressions, or a mental representation of the letters of a word. This strategy can be used to remember abstract words by associating such words with a visual symbol or a picture of a concrete object.

(b) Semantic mapping

Semantic mapping can be defined as making an arrangement of words into a picture, which has a key concept at the center or at the top, and related words and concepts linked with the key concepts by means of lines or arrows (Oxford, 1990: 41). This strategy involves meaningful imagery, grouping, and associations; it visually shows how certain groups of words relate to each other.

(c) Using keywords

Using keywords means a way of remembering a new word by using auditory and visual links (Oxford, 1990: 41-42). The first step is to identify a familiar word in one's own language that sounds like the new word—this is the auditory link. The second step is to produce an image of some relationship between the new word and a familiar one—this is the visual link. Both links must be meaningful to the learner. For example, to learn the new English word *soup* (soup), the English learner associates it with the Indonesian version *sop*. To use a keyword to remember something abstract, such as a name of a place, associate it

with a picture of something concrete that sounds like the new word. For example, Minnesota can be remembered by the image of a *mini soda*.

(d) Representing sounds in memory

Representing sounds in memory means remembering new language information according to its sound (Oxford, 1990: 42). This is a broad strategy that can use any number of techniques, all of which create a meaningful, sound-based association between the new material and already known material. For example, learners can (a) link a target language word with any other word (in any language) that sounds like the target language word, such as the English *goal* (aim) and the Indonesian *gol* (point scored when a ball goes into the goal), (b) use phonetic spelling and/or accent marks, or (c) use rhymes to remember a word.

(3) 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 be remembered (Oxford, 1990:42). Structured reviewing means reviewing in carefully spaced intervals, at first close together and then more widely spaced apart (Oxford, 1990: 42). This strategy might start, for example, with a 10-minute review after the early learning, then 20 minutes later, an hour or two later, a day later, 2 days later, a week later, and so on. This is sometimes called spiraling because the learner keeps spiraling back to what has already been learned at the same time that he or she is learning new information. The aim is over-learning—that is, being so familiar with the information that it becomes natural and automatic.

#### (4) Employing action

The two strategies in this set, using physical response or sensation and using mechanical tricks, both involve some kind of meaningful movement or action. These strategies will attract learners who enjoy the kinesthetic or tactile modes of learning (Oxford, 1990: 42).

##### (a) Using physical response or sensation

Using physical responses or sensations is physically acting out a new expression or meaningfully relating a new expression to a physical feeling or sensation (Oxford, 1990: 43). It can be done by using the five senses while students memorize words (Chiya, 2003). An example of using physical responses can be going to the door and another example of using sensation can be warmth.

##### (b) Using mechanical techniques

Using mechanical techniques means a way with creative but touchable techniques, especially involving moving or changing something which is concrete, in order to remember new target language information (Oxford, 1990: 43). Examples are writing words on cards and moving cards from one stack to another when a word is learned and putting different types of material in separate sections of a language learning notebook.

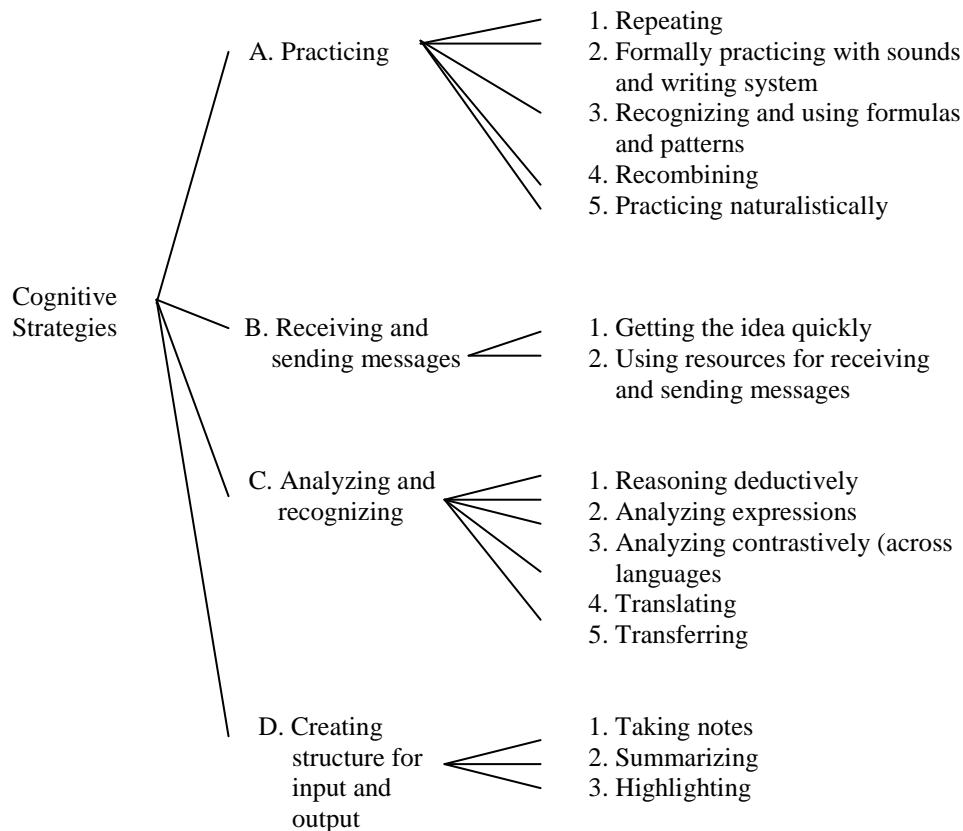
#### b) **Cognitive Strategies**

Cognitive strategies are the mental processes associated with manipulating, transforming, and interacting with the target language (TL). They are very important strategies to improve students' abilities (Chiya, 2003). Some studies show a positive and significant correlation between learning strategies and language

proficiency (Ehrman and Oxford, 1995 in Lee, 2010). Such strategies are a varied lot, ranging from repeating to analyzing expressions to summarizing. With all their variety, Cognitive Strategies are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive Strategies are typically found to be the most popular strategies with language learners (Oxford, 1990: 43).

Cognitive Strategies are divided into four sets as can be seen in Figure III. They are Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output (Oxford, 1990: 43).

The first set is practicing. Strategies for practicing are among the most important Cognitive Strategies (Oxford, 1990: 43). Language learners do not always realize how important practice is. During class, potential practice opportunities are often missed because one person performs while the others sit idle. Even when small group activities increase the amount of classroom practice, still more practice is usually needed to reach acceptable proficiency, a goal which requires hundreds or even thousands of hours of practice, depending on the difficulty of the language and other factors. Given these facts, the practicing strategies—including repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically—take on special values.



**Figure III:** Diagram of the Cognitive Strategy system (*Source:* Oxford, 1990: 19).

The second set is receiving and sending messages. Strategies for the second set are necessary tools (Oxford, 1990: 43-44). For example, one such strategy, known as getting the idea quickly, helps the learners locate the main idea through skimming or the key points of interest through scanning. This strategy implies that it is not necessary for learners to focus on every single word. Using resources is useful for both comprehension and production. It helps learners take advantage of a variety of resources, print or nonprint, to understand and produce messages in the new language.

The third set is analyzing and reasoning. These strategies are commonly used by language learners. Many learners, especially adults, tend to “reason out”

the new language. They construct a formal model in their minds based on analysis and comparison, create general rules, and revise those rules when new information is available. This process is extremely valuable. However, sometimes students make mistakes by unquestioningly generalizing the rules they have learned or transferring expressions from one language to another, typically from the mother tongue to the new language. Such mistakes characterize the “interlanguage”, a hybrid form of language that lies somewhere between the native language and the target language. Inappropriate use of literal translation also contributes to the interlanguage. Interlanguage is a predictable, normal phase because they misuse or overuse some of the analyzing and reasoning strategies (Oxford, 1990: 44-45).

The fourth set is creating structure for input and output. Language learners use the strategies when they feel overwhelmed by ‘spinning words’ from radio and TV programs, films, lectures, stories, articles, and conversations (Oxford, 1990: 45). To understand better, learners need to structure all this input into manageable chunks by using these strategies such as taking notes, summarizing, and highlighting. Such structure-generating strategies are also helpful in preparing to use the language for speaking and writing.

Below are the four sets of the important Cognitive Strategies. They are practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output (Oxford, 1990: 45-47).

#### (1) Practicing

There are five strategies in practicing: repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns,

recombining, and practicing naturalistically (Oxford, 1990: 45). Of those five strategies, probably the most significant one is practicing naturalistically.

(a) Repeating

Repeating can be done by saying or doing something over and over (Oxford, 1990: 45). Examples are listening to something several times, rehearsing, imitating a native speaker, and so on.

(b) Formally practicing with sounds and writing systems

Formally practicing with sounds and writing systems is practicing sounds (pronunciation, intonation, register, etc.) in a variety of ways. However, it is not yet in a naturalistic communicative practice; nor is it practicing the new writing system of the target language (Oxford, 1990: 45).

(c) Recognizing and using formulas and patterns

Recognizing and using formulas and patterns is how to be aware of and/or using routine formulas and unanalyzed patterns (Oxford, 1990: 45). The routine formula (single, unanalyzed unit) is for example “Hello, how are you?”, while the unanalyzed pattern (which has at least one slot to be filled) is such as “It’s time to -----”.

(d) Recombining

Recombining is a technique by combining known elements in new ways to produce a longer sequence (Oxford, 1990: 45). An example can be linking one phrase with another in a whole sentence.

(e) Practicing naturalistically

Practicing naturalistically means using the new language in natural or realistic settings (Oxford, 1990: 45). For example, learners can participate in a conversation, read book or article, listen to a lecture, or write a letter in the new language.

(2) Receiving and sending messages

Two strategies for receiving and sending messages are getting the idea quickly and using resources for receiving and sending messages (Oxford, 1990: 46). The former uses two specific techniques for getting ideas, while the latter involves using a variety of resources for understanding or producing meaning.

(a) Getting the idea quickly

Getting the idea quickly is a technique to use skimming to determine the main ideas or scanning to find specific details of interest (Oxford, 1990: 46). This strategy helps learners understand rapidly what they hear or read in the new language. Preview questions often help.

(b) Using resources for receiving and sending messages

Using resources for receiving and sending messages means using print or nonprint resources to understand incoming messages or produce outgoing messages (Oxford, 1990: 46). For example, it can be done by sending *SMS* (short message services) by using English.

(3) Analyzing and reasoning

This set of five strategies concerns logical analysis and reasoning as applied to various target language skills. Often learners can use these strategies to

understand the meaning of a new expression or to create a new expression (Oxford, 1990: 46).

(a) Reasoning deductively

Reasoning deductively is a strategy by using general rules and applying them to new target language situations. This is a top-down strategy leading from general to specific (Oxford, 1990: 46).

(b) Analyzing expressions

Analyzing expressions means determining the meaning of a new expression by separating it into parts. Then, learners use the meanings of various parts to understand the meaning of the whole expression (Oxford, 1990: 46).

(c) Analyzing contrastively

Analyzing contrastively means comparing elements of the new language with elements of one's own language to determine similarities and differences (Oxford, 1990: 46). The examples of language elements can be sounds, vocabulary, or grammar.

(d) Translating

Translating means changing a target language expression into the native language (at various levels, from words and phrases all the way up to whole texts) (Oxford, 1990: 46). Another definition is performing the native language into the target language using one language as the basis for understanding or producing another.

(e) Transferring

Transferring is a strategy of directly applying knowledge of words, concepts, or structures from one language to another in order to understand or produce an expression in the new language (Oxford, 1990: 47). For example, students may use an Indonesian sentence structure to produce the English version.

(4) 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 (Oxford, 1990: 47). They include taking notes, summarizing, and highlighting.

(a) Taking notes

Taking notes means writing down the main idea or specific points of a topic (Oxford, 1990: 47). This strategy can involve basic notes, or it can involve a more systematic form of note-taking such as the shopping-list format, the semantic map, or the standard outline form.

(b) Summarizing

Summarizing is making a summary or abstract of longer passages (Oxford, 1990: 47). Writing summaries can be more challenging (and sometimes more useful) than taking notes, because it often requires greater concentration of thoughts.

(c) Highlighting

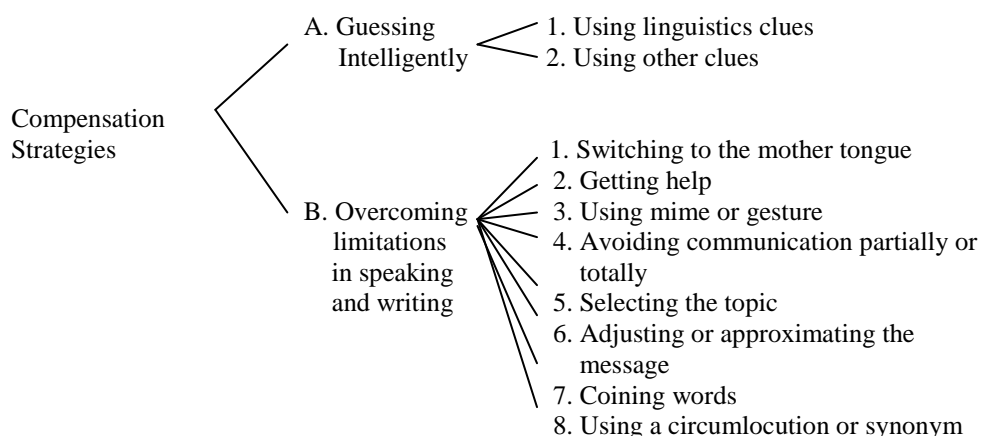
Highlighting can be done by using a variety of emphasis techniques to focus on important information in a passage (Oxford, 1990: 47). Examples are underlining, looking intently, and color-coding.

### c) **Compensation Strategies**

Compensation strategies are strategies utilized by learners to balance inadequate knowledge needed for understanding and production of the target language. They should be taught to students to have students develop more linguistic flexibility. Because students will encounter contents or information which they cannot understand completely for reading or listening, teachers should teach them to try not to understand every single word, but to guess the meaning. Students will feel relieved from the instruction; they will expand their English proficiency by guessing (Chiya, 2003).

Compensation Strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge (Oxford, 1990: 47). They are intended to make up for an inadequate stock of grammar and, especially, of vocabulary. These strategies include ten Compensation Strategies that are clustered into two sets: Guessing Intelligently in Listening and Reading, and Overcoming Limitations in Speaking and Writing.

Guessing strategies, sometimes called inferencing, involve using a wide variety of clues—linguistics and nonlinguistics—to guess word meanings when the learner does not know all the words (Oxford, 1990: 47). Good language learners, when disturbed with unknown expressions, make knowledgeable guesses. On the other hand, less skilled language learners often panic, tune out, or grab the turned-down-page dictionary and try to look up every unfamiliar word—harmful responses which stop progress toward proficiency.



**Figure IV:** Diagram of the Compensation Strategy system (*Source:* Oxford, 1990: 19).

Beginners are not only ones who employ guessing (Oxford, 1990: 48). 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—that is, interpreting the data by using the happening context and their own life experience. Meaning is, in fact, created by the receiver considering the experience which she/he already possesses (MacBride in Oxford, 1990: 48). It is the experience which provides the source of many intelligent guesses for both language experts and beginners.

Compensation occurs not just in understanding the new language but also in producing it (Oxford, 1990: 48). Compensation Strategies allow learners to produce spoken or written expressions in the new language without complete knowledge. It is true that certain Compensation Strategies, like using mimes or gestures, are used in speaking. However, other Compensation Strategies—adjusting or approximating the messages, coining words, using circumlocutions or

synonyms, or selecting topics—can be used in informal writing as well as speaking.

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 (Oxford, 1990: 49). For example, if learners do not know how to express the subjunctive form of a verb, they might use a different form to get the message sent.

Just as advanced learners and native speakers occasionally use guessing to help them understand, they sometimes use Compensation Strategies when experiencing a short-term failure in speaking or writing performances (Oxford, 1990: 49). Less proficient language learners need these compensatory production strategies even more, because they experience knowledge difficulties more often than do individuals who are skilled in the language.

Compensation Strategies for production help learners to keep using the language, thus obtaining more practice (Oxford, 1990: 49). In addition, some of these strategies, such as adjusting or approximating the message, help learners become more fluent in what they already know. Still other Compensation Strategies, like getting help and coining words, may lead learners to gain new information about what is appropriate or permissible in the target language.

There are two sets of Compensation Strategies (Oxford, 1990: 49). They are guessing intelligently in listening and reading and overcoming limitations in speaking and writing.

### (1) Guessing intelligently in listening and reading

The two strategies which contribute to guessing intelligently refer to two different kinds of clues. Both are linguistics and nonlinguistics (Oxford, 1990: 49).

#### (a) Using linguistics clues

Using linguistics clues means seeking and using language-based clues 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 language elements (Oxford, 1990: 49). Language-based clues may come from aspects of the target language that the learner already knows, from the learners' own language, or from another language.

#### (b) Using other clues

Using other clues means seeking and using clues that are not language-based (Oxford, 1990: 49-50). Nonlanguage clues may come from a wide variety of sources: knowledge of context, situations, text structures, personal relationships, topics, or general world knowledge, etc.

### (2) Overcoming limitations in speaking and writing

Eight strategies are used for overcoming limitations in speaking and writing. Some of these are dedicated only to speaking, but some can be used for writing as well (Oxford, 1990: 50).

#### (a) Switching to the mother tongue

Switching to the mother tongue is a way to use the mother tongue for an expression without translating it (Oxford, 1990: 50). This strategy may also

include adding word endings from the new language onto words from the mother tongue.

(b) Getting help

Getting help means asking someone for help to provide the missing expression in the target language. It can be done by hesitating or explicitly asking for the person to respond (Oxford, 1990: 50).

(c) Using mime or gesture

Using mimes or gestures means using physical motions, such as mimes or gestures, in place of an expression to indicate meaning (Oxford, 1990: 50). For example, if learners do not know a word in the target language, they use their hands to help the listener understand what is being told.

(d) Avoiding communication partially or totally

Avoiding communication partially or totally is partially or totally avoiding communication when difficulties are anticipated. This strategy may involve avoiding communication in general, avoiding certain topics, avoiding specific expressions, or leaving communication in mid-utterance (Oxford, 1990: 50).

(e) Selecting the topic

Selecting the topic means choosing the topic of conversation in order to direct the communication to one's own interests and make sure the topic is one in which the learner has sufficient vocabulary and grammar to converse (Oxford, 1990: 50). For example, if students are interested in football, they will choose the topic to converse with other people.

## (f) Adjusting or approximating the message

Adjusting or approximating the message means changing the message by ignoring some items of information, making ideas simpler or less precise, or saying something slightly different that means almost the same thing (Oxford, 1990: 50). The example can be saying *pencil* for *pen*.

## (g) Coining words

Coining words is making up new words to communicate the desired idea (Oxford, 1990: 50). An example is *paper-holder* for *notebook*.

## (h) Using a circumlocution or synonym

Using a circumlocution or synonym means changing the meaning across by describing the concept (circumlocution) or using a word that means the same thing (synonym). For example, “what you use to wash dishes with” is a description for *dishrag* (Oxford, 1990: 51).

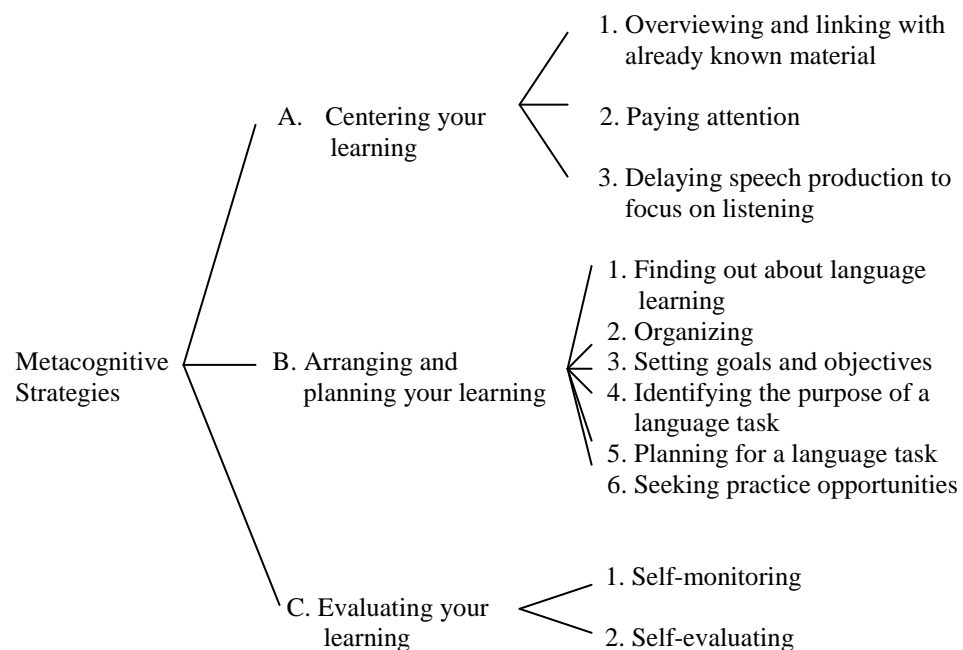
2) **Indirect strategies**

Indirect strategies are strategies that support and manage language learning without (in many instances) directly involving the target language (Oxford, 1990: 135). They are divided into three strategies: Metacognitive, Affective, and Social Strategies. Metacognitive Strategies allow learners 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. Indirect strategies are useful in almost all

language learning situations and are applicable to all four language skills: listening, reading, speaking, and writing.

#### a) **Metacognitive Strategies**

*Metacognitive* means beyond, beside, or with the cognitive (Oxford, 1990: 136). Therefore, Metacognitive Strategies are actions which go beyond purely cognitive devices, and which provides a way for learners to coordinate their own learning process. Metacognitive Strategies include three strategy sets: Centering your Learning, Arranging and Planning your Learning, and Evaluating your Learning (Oxford, 1990: 136). However, Chamot, Barnhardt, El-Dinary and Robbins (1999: 11) show the four processes of the Metacognitive model as planning, monitoring, problem solving, and evaluating. These processes allow learners to achieve their goals and expand their learning to a further stage.



**Figure V:** Diagram of the Metacognitive Strategy system (*Source:* Oxford, 1990: 20).

Metacognitive Strategies are important for successful language learning. Language learners are often overwhelmed by too much newness – unfamiliar vocabulary, confusing rules, different writing systems, seemingly inexplicable social customs, and (in enlightened language classes) nontraditional instructional approaches. With all this difference, many learners lose their focus, which can only be regained by the conscious use of Metacognitive Strategies such as paying attention and overviewing/linking with already familiar material (Oxford, 1990: 136).

Other Metacognitive Strategies, like organizing, setting goals and objectives, considering the purpose, and planning for a language task, help learners to arrange and plan their language learning in an efficient and effective way (Oxford, 1990: 136-137). 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. Even in a second language situation, ripe with opportunities for practice, learners must actively search for, and take advantage of, these possibilities.

Sometimes language learners have problems in realistically monitoring their errors. Students may become traumatized when they make errors, thus failing to realize that they will undoubtedly make them and should therefore try to learn from them. Students may also underestimate their proficiency. Confusion about overall progress is made worse by the academic grading system, which generally rewards free-point rule learning rather than communicative competence. These

problems—unrealistic monitoring of errors and inadequate evaluation of progresses—can be improved by using the Metacognitive Strategies of self-monitoring and self-evaluating (Oxford, 1990: 137).

Though Metacognitive Strategies are extremely important, research shows that learners use these strategies sporadically and without much sense of their importance. In several studies of second and foreign language learning, students used Metacognitive Strategies less often than Cognitive Strategies and are limited in their range of Metacognitive Strategies, with planning strategies most frequently employed and with little self-evaluation and self-monitoring. Likewise, university and military foreign language students in other studies report using certain Metacognitive Strategies, such as being prepared and using time well, but they are failed to employ other crucial Metacognitive Strategies, like accurately evaluating their progress or seeking practice opportunities. Apparently, learners need to learn much more about the essential Metacognitive Strategies (Oxford, 1990: 137-138).

Metacognitive Strategy has three strategy sets (Oxford, 1990: 138-140). They are centering your learning, arranging and planning your learning, and evaluating your learning. Here are the detailed definitions of the strategies.

#### (1) Centering your learning

This set of three strategies helps learners to come towards their attention and energies on certain language tasks, activities, skills, or materials. Use of these strategies provides a focus for language learning (Oxford, 1990: 138).

(a) Overviewing and linking with already known material

Overviewing and linking with already known material is overviewing comprehensively a key concept, principle, or set of materials in an upcoming language activity and associating it with what is already known (Oxford, 1990: 138). This strategy can be accomplished in many different ways, but it is often helpful to follow three steps. They are learning why the activity is being done, building the needed vocabulary, and making the associations.

(b) Paying attention

Paying attention means deciding in advance to pay attention in general to a language learning task and to ignore distractors (by directed attention). In addition, it means deciding in advance to pay attention to specific aspects of the language or to situational details (by selective attention) (Oxford, 1990: 138).

(c) Delaying speech production to focus on listening

Delaying speech production to focus on listening can be defined as deciding in progress to delay speech production in the new language either totally or partially, until listening comprehension skills are better developed. Some language theorists encourage a silent period of delayed speech as part of the curriculum, but there is debate as to whether all students require this (Oxford, 1990: 138).

(2) 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. These strategies touch many areas (Oxford, 1990: 138-139).

(a) Finding out about language learning

Finding out about language learning means making efforts to find out how language learning works by reading books and talking with other people. Then, this information is used to help improve one's own language learning (Oxford, 1990: 139).

(b) Organizing

Organizing means understanding and using conditions related to optimal learning of the new language. It includes organizing one's schedule, physical environment (e.g., space, temperature, sound, lighting), and language learning notebook (Oxford, 1990: 139).

(c) Setting goals and objectives

Setting goals and objectives can be done by setting aims for language learning, including long-term goals or short-term objectives (Oxford, 1990: 139). The example of a long-term goal is being able to use the language for informal conversation by the end of the year while the example of a short-term goal is finishing reading a short story by Friday.

(d) Identifying the purpose of a language task

Identifying the purpose of a language task is deciding the purpose of a particular language task involving listening, reading, speaking, or writing. Examples are listening to the radio to get the latest news on the stock exchange, reading a play for enjoyment, speaking to the cashier to buy a train ticket, writing a letter to persuade a friend not to be careless (This is sometimes known as Purposeful Listening/Speaking/Reading/Writing) (Oxford, 1990: 139).

(e) Planning for a language task

Planning for a language task means planning for the language elements and functions necessary for an anticipated language task or situation. This strategy includes four steps: describing the task or situation, determining its requirements, checking one's own linguistics resources, and determining additional language elements or functions necessary for the task or situation (Oxford, 1990: 139).

(f) Seeking practice opportunities

Seeking practice opportunities is the same as seeking out or creating opportunities to practice the new language in naturalistic situations, such as going to a second/foreign language cinema, attending a party where the language will be spoken, or joining an international social club. Consciously thinking in the new language also provides practice opportunities (Oxford, 1990: 139).

(3) 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 progresses (Oxford, 1990: 140).

(a) Self-monitoring

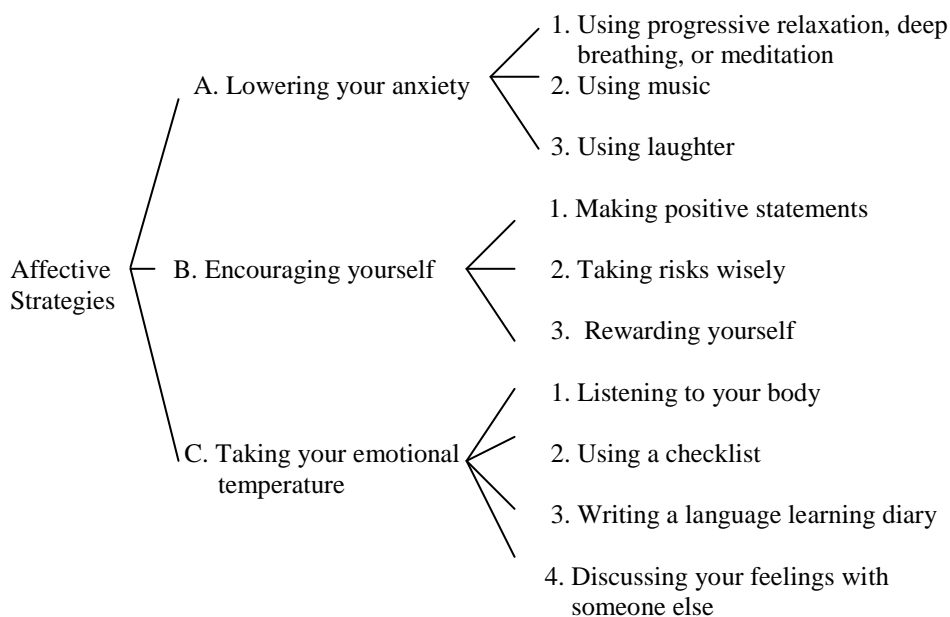
Self-monitoring means identifying errors in understanding or producing the new language. It can also be done by determining which ones are important (those that cause serious confusion or offense), tracking the source of important errors, and trying to eliminate such errors (Oxford, 1990: 140).

## (b) Self-evaluating

Self-evaluating is a process of evaluating one's own progress in the new language. For instance, it can be done by checking to see whether one is reading faster and understanding more than 1 month or 6 months ago, or whether one is understanding a greater percentage of each conversation (Oxford, 1990: 140).

b) **Affective Strategies**

The term *affective* refers to emotions, attitudes, motivations, and values (Oxford, 1990: 140). Affective strategies mean strategies that learners employ to control emotions and attitudes about language learning. 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. There are three main sets of Affective Strategies: Lowering your Anxiety, Encouraging yourself, and Taking your Emotional Temperature.



**Figure VI:** Diagram of the Affective Strategy system (Source: Oxford, 1990: 21).

The affective domain is impossible to describe within definable limits (Brown in Oxford, 1990: 140). It spreads out like a fine-spun net, encompassing such concepts as self-esteem, attitudes, motivation, anxiety, culture shock, inhibition, risk taking, and tolerance for ambiguity. The affective side of the learner is probably one of the very biggest influences on language learning successes or failures. Good language learners are often those who know how to control their emotions and attitudes about learning. Negative feelings can stop progress, even for the rare learner who fully understands all the technical aspects of how to learn a new language. On the other hand, positive emotions and attitudes can make language learning far more effective and enjoyable. Teachers can exert a very great influence over the emotional atmosphere of the classroom in three different ways: by changing the social structure of the classroom to give students more responsibility, by providing increased amounts of naturalistic communication, and by teaching learners to use Affective Strategies (Oxford, 1990: 140).

Self-esteem is one of the primary affective elements. It is a self-judgment of worth or value, based on a feeling of efficacy—a sense of interacting effectively with one's own environment. Low self-esteem can be detected through negative self-talk. The three Affective Strategies related to self-encouragement help learners against such negativity (Oxford, 1990: 141).

The sense of efficacy that underlies self-esteem is reflected in attitudes (mental dispositions, beliefs, or opinions), which influence the learner's motivation to keep on trying to learn (Oxford, 1990: 141-142). Attitudes are

strong predictors of motivation in any area of life, and especially in language learning. Just as attitudes affect motivation, attitudes and motivation work together to influence language learning performance—including both global language proficiency and proficiency in specific language skills, such as listening comprehension, reading comprehension, or oral production. In addition, research findings suggest that the combined attitude/motivation factor strongly influences whether the learner loses or maintains the language skills after the language training is over. Self-encouragement strategies are powerful ways to improve attitudes and, thus, motivation.

A certain amount of anxiety sometimes helps learners to reach their highest performance levels, but too much anxiety blocks language learning (Oxford, 1990: 142). Harmful anxiety presents itself in many kinds: worry, self-doubt, frustration, helplessness, insecurity, fear, and physical symptoms. Even the ordinary language classroom can create high anxiety, because learners are frequently forced to perform in a state of ignorance and dependence in front of their peers and teacher. When learners try to practice outside of the language classroom, anxiety may mount still further. Anxiety becomes most noticeable during culture shock, which has even been called a form of temporary mental illness. Anxiety-reducing strategies like laughter and deep breathing are therefore necessary. However, strategies directly targeted at anxiety reduction are not the only ones that help learners to calm down. Self-encouragement via positive statements can change one's feelings and attitudes and can indirectly reduce performance anxiety, including the nervous feeling which surrounds test taking. In

addition, the self-assessment strategies listed under Taking your Emotional Temperature help learners realize when they are anxious. Listening to bodily signals is an especially helpful strategy for discovering and controlling anxieties.

The language learner who is overly anxious, either in unusual language classrooms or in more serious culture shock situations, is likely to be inhibited and unwilling to take even moderate risks (Oxford, 1990: 142). Successful language learning needs overcoming inhibitions and learning to take reasonable risks, as in guessing meanings or speaking up despite the possibility of making mistakes. Inhibited learners are prevented by actual or anticipated criticism from other people and from themselves. Self-encouragement and anxiety-reducing strategies can help learners lower their embarrassment and take appropriate risks.

The teaching method Suggestopedia, for example, shows that students can learn best when their anxiety filter is low (Chiya, 2003). Using music in the classroom works to lower students' anxiety either by providing background music or by providing lyrics. In such a relaxed classroom, students would be more likely to take risks.

Tolerance of ambiguity—that is, the acceptance of confusing situations—may be related to willingness to take risks (and also reduction of both inhibition and anxiety) (Oxford, 1990: 142-143). Moderate tolerance for ambiguity, like moderate risks taking, is probably the most desirable situation. Learners who are moderately tolerant of ambiguity tend to be open-minded in dealing with confusing facts and events, which are part of learning a new language. In contrast, low ambiguity-tolerant learners, wanting to categorize and separate too soon, have

a hard time dealing with unclear facts and events. Based on some studies, self-encouragement and anxiety-reducing strategies help learners cope with ambiguity in language learning.

There are three sets of Affective Strategies. They are lowering anxiety, encouraging self, and taking emotional temperature.

(1) Lowering your anxiety

There are three anxiety-reducing strategies listed here. Each has a physical component and a mental component (Oxford, 1990: 143).

(a) Using progressive relaxation, deep breathing, or meditation

Using progressive relaxation, deep breathing, or meditation means using the technique of alternatively tensing and relaxing all of the major muscle groups in the body, as well as the muscles in the neck and face, in order to relax. In other words, it means using the technique of breathing deeply from the diaphragm; or the technique of meditating by focusing on a mental image or sound (Oxford, 1990: 143).

(b) Using music

Using music can be done by listening to relaxing music. An example is listening a classical concert as a way to relax (Oxford, 1990: 143).

(c) Using laughter

Using laughter means using laughter to relax. It can be done by watching a funny movie, reading a humorous book, listening to jokes, and so on (Oxford, 1990: 143).

## (2) Encouraging yourself

This set of three strategies is often done by language learners, especially those who expect encouragement mainly from other people and do not realize they can provide their own. However, the strongest encouragement—and the only encouragement in many independent language learning situations—may come from inside the learner. Self-encouragement includes saying supportive things, pushing one self to take risks wisely, and providing rewards (Oxford, 1990: 143).

### (a) Making positive statements

Making positive statements is a strategy by saying or writing positive statements to oneself. It has a purpose for learners to feel more confident in learning the new language (Oxford, 1990: 143).

### (b) Taking risks wisely

Taking risks wisely means pushing oneself to take risks in a language learning situation, even though there is a chance of making a mistake or looking foolish. Risks must be tempered with good judgment (Oxford, 1990: 144).

### (c) Rewarding yourself

Rewarding yourself can be defined by giving oneself a valuable reward for a particularly good performance in the new language (Oxford, 1990: 144). It is one of the ways to get self-encouragement.

## (3) Taking your emotional temperature

The four steps in this set help learners to assess their feelings, motivations, and attitudes and, in many cases, to relate them to language tasks. Unless learners know how they are feeling and why they are feeling that way, they are less able to

control their affective side. The strategies in this set are particularly helpful for discriminating negative attitudes and emotions that slow down language learning progresses (Oxford, 1990: 144).

(a) Listening to your body

Listening to your body means paying attention to signals given by the body. These signals may be negative, reflective stress, tension, worry, fear, and anger; or they may be positive, indicating happiness, interest, calmness, and pleasure (Oxford, 1990: 144).

(b) Using a checklist

Using a checklist is a way to use a checklist to discover feelings, attitudes, and motivations concerning language learning in general, as well as concerning specific language tasks (Oxford, 1990: 144).

(c) Writing a language learning diary

Writing a language learning diary can be done by writing daily notes/diary or journals. It is to keep track of events and feelings in the process of learning a new language (Oxford, 1990: 144).

(d) Discussing your feelings with someone else

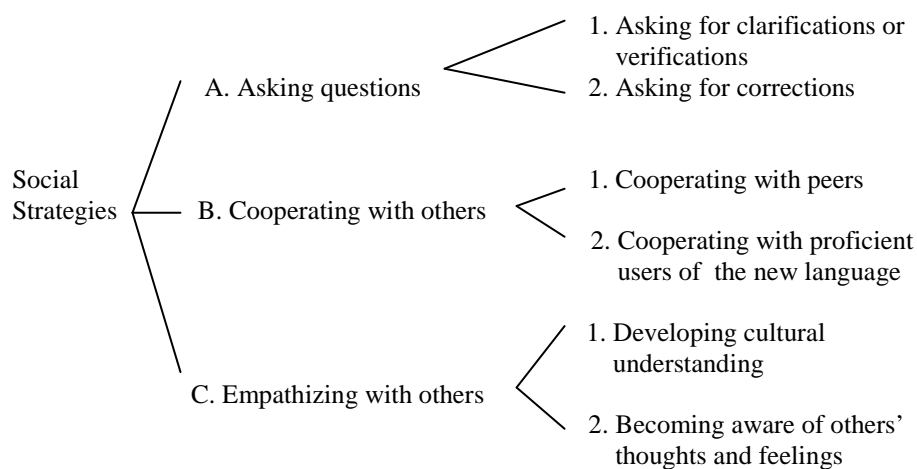
Discussing your feelings with someone else means talking with another person to discover and express feelings about language learning (Oxford, 1990: 144). It can be done by talking to teachers, friends, or relatives.

c) **Social Strategies**

Social strategies are characterized by facilitating engagement in the target language through interaction with others. They will help students become positive

learners (Chiya, 2003). Learning a language involves other people, and appropriate Social Strategies are very important in this process. To raise students' awareness about the importance of learning from others, again, group works, such as discussions or pair works, should be incorporated into the lessons (Chiya, 2003). These activities allow students to interact with peers, which is a necessity for acquiring language. Three sets of Social Strategies, each set comprising two specific strategies, are included here: Asking Questions, Cooperating with Others, and Empathizing with Others (Oxford, 1990: 144).

One of the most basic social interactions is asking questions, an action from which learners gain great benefit. Asking questions helps learners get closer to the intended meaning and thus helps their understanding. It also helps learners encourage their conversation partners to provide larger quantities of input in the target language and indicates interest and involvement. Moreover, the conversation partner's response to the learner's question indicates whether the question itself is understood, thus providing indirect feedback about the learner's production skills (Oxford, 1990: 145).



**Figure VII:** Diagram of the Social Strategy system (*Source:* Oxford, 1990: 145).

In addition to asking questions, cooperating in general—with peers and with more proficient users of the target language—is imperative for language learners. Cooperating implies the absence of competition and the presence of group spirit. It involves a cooperating task structure or a cooperative reward structure, either of which can encourage positive interdependence and mutual support. Cooperative learning consistently shows the following significant effects: higher self-esteem; increased confidence and enjoyment; greater and more rapid achievement; more respect for the teacher, the school, and the subject; use of the higher-level Cognitive Strategies; decreased prejudice; and increased selflessness and mutual concern. In the area of language learning, cooperative strategies have built up the same benefits, as well as the following additional advantages: better student and teacher satisfaction, stronger language learning motivation, more language practice opportunities, more feedback about language errors, and greater use of different language functions (Oxford, 1990: 145-146).

Empathy is the ability to ‘put yourself in someone else’s shoes’ in order to better understand that person’s perspective. Empathy is important to successful communication in any language; it is especially necessary, although sometimes difficult to achieve, in learning another language. People differ in their natural ability to feel and demonstrate empathy. However, Social Strategies can help all learners increase their ability to empathize by developing cultural understanding and becoming aware of others’ thoughts and feelings (Oxford, 1990: 146).

Social Strategies have three key strategies. They are asking questions, cooperating with others, and empathizing with others.

### (1) Asking questions

This set of strategies involves two strategies. They are asking someone, possibly a teacher or native speaker or even a more proficient fellow learner, for clarification and verification and asking someone for correction (Oxford, 1990: 146).

#### (a) Asking for clarification or verification

Asking for clarification or verification can be done by asking the speaker to repeat, paraphrase, explain, slow down, or give examples. It can also be done by asking if a specific utterance is correct or if a rule fits a particular case and paraphrasing or repeating to get feedback on whether something is correct (Oxford, 1990: 146-147).

#### (b) Asking for correction

Asking for correction is asking someone for correction in a conversation. This strategy most often occurs in conversation but may also be applied to writing (Oxford, 1990: 147).

### (2) 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 (Oxford, 1990: 147).

#### (a) Cooperating with peers

Cooperating with peers can be defined as working with other language learners to improve language skills. This strategy can involve a regular learning

partner or a temporary pair or small group. This strategy frequently involves controlling desires toward competitiveness and challenges (Oxford, 1990: 147).

(b) Cooperating with proficient users of the new language

Cooperating with proficient users of the new language means working with native speakers or other proficient users of the new language, usually outside of the language classroom. This strategy involves particular attention to the conversational roles each person takes (Oxford, 1990: 147).

(3) Empathizing with others

Empathy can be developed more easily when language learners use these two strategies (Oxford, 1990: 147). They are developing cultural understanding and becoming aware of others' thoughts and feelings.

(a) Developing cultural understanding

Developing cultural understanding can be done by trying to empathize with another person through learning about the culture. It can also be done by trying to understand the other person's relation to that culture (Oxford, 1990: 147).

(b) Becoming aware of others' thoughts and feelings

Becoming aware of others' thoughts and feelings can be defined as observing the behaviors of others as a possible expression of their thoughts and feelings. When it is appropriate, asking about thoughts and feelings of others can also be done (Oxford, 1990: 147).

## **2. English Learning Achievement**

The teaching and learning processes have an objective that must be accomplished by the teacher and/or the students. Learning will be considered successful if the objective is successfully obtained or accomplished. The accomplishment can be seen from the learning achievement. It is the result of the learning undertaken by the students.

### **a. Definitions of Learning Achievement**

Achievement is one's learning attainments, accomplishments, and proficiencies in performing a given task (Narayana and Rao, 2008: 29). It means that it is directly related to the growth and development of the students in educational situations, where teaching and learning processes go hand-in-hand. Another definition is (1) accomplishment or proficiency of performance of a given skill or body of knowledge; (2) progress in school (Dictionary of Education in Phye, 1997: 4). It means that achievement in education implies one's knowledge, understanding, or skills in a specified subject or a group of subjects.

Academic achievement or learning achievement is knowledge gained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers or by both of them (Phye, 1997: 4). To get the score, some assessments are used by the teachers to assess the students' knowledge in a specific subject. In this case, assessment means the process of collecting data for the purpose of making decisions about students or schools (Salvia, Ysseldyke, and Bolt, 2010: 5). Assessments include some tests about what students have learned and where they should be taught.

From the above explanations, it can be concluded that an English learning achievement can be represented by a score that is accomplished by the students as the result of the English teaching and learning processes.

#### **b. Factors Influencing Learning Achievement**

There are many factors influencing learning achievement. The factors that affect achievement can be classified into two groups, namely internal factors which are based on students themselves and external factors originating from outside the students (Mudzakir, 1997: 155-168; Slameto, 2003: 54).

Internal factors come from the person him/herself. They consist of physical factors and psychological factors. The physical factors include anything relating to students' physic, for example: getting sick and physical disabilities. The psychological factors include anything relating to the psychology of the students, for example: intelligence, talents, interests, motivation and mental health. On the other hand, external factors come from outside of the students themselves. They include the family condition, school condition, and environment (Mudzakir, 1997: 155-168; Slameto, 2003: 54).

##### **1) Internal factors**

Internal factors are factors arising from within the individuals themselves. These factors include intelligence, interests and motivation, learning strategies, and health (Slameto, 2003; Mudzakir, 1997).

##### **a) Intelligence**

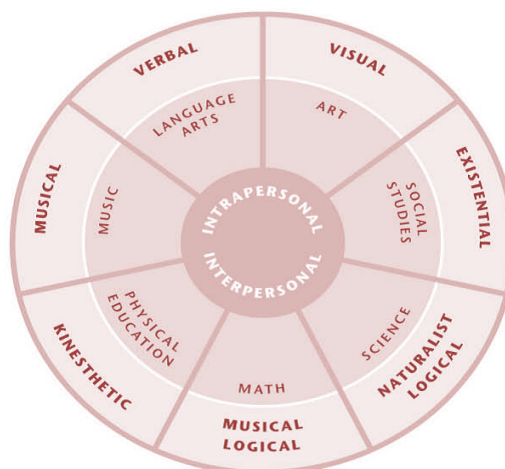
Intelligence means the ability to learn, understand, and think. It has a big influence to student's learning abilities. Garner (1993: 6) first introduces his

Multiple Intelligence theory with eight different intelligences to account for a broader range of human potential in children and adults. They are linguistic, logical-mathematical, visual, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist intelligence. Moreover, McKenzie (2005) adds one intelligence namely an existential intelligence as can be seen in Figure VIII.

Verbal or linguistic intelligence is an intelligence that includes the ability to express oneself orally and in writing, as well as the ability to master foreign languages (McKenzie, 2005: 12). People with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories, and memorizing words along with dates.

Logical intelligence is not simply the intelligence of mathematics, but also of logic and reasoning. This intelligence allows learners to be problem solvers. (McKenzie, 2005: 12).

Visual or spatial intelligence is an intelligence that promotes spatial reasoning through the use of charts, graphs, maps, tables, illustrations, arts, puzzles, costumes, and many other materials (McKenzie, 2005: 12). It deals with spatial judgment and the ability to visualize with the mind's eye.



**Figure VIII:** Traditional classification of disciplines and multiple intelligences  
(Source: McKenzie, 2005: 13).

Kinesthetic intelligence is an intelligence stimulated by active, physical interaction with learner's environment (McKenzie, 2005: 12). The kinesthetic intelligence is promoted through fine and gross motor activities, such as those found in manipulative learning centers, science labs, active games, and dramatic improvisations.

Musical intelligence is an intelligence of patterns, including songs, poetry, instruments, environmental sounds, and rhythms (McKenzie, 2005: 12). People with high musical intelligence normally have good pitch and are able to sing, play musical instruments, and compose music.

Intrapersonal intelligence is an intelligence of feelings, values, and attitudes (McKenzie, 2005: 12). This intelligence helps the learner make an affective connection with the curriculum. People with intrapersonal intelligence are intuitive and typically introverted.

Interpersonal intelligence is an intelligence stimulated by interactions with others (McKenzie, 2005: 12). Students with a strong interpersonal tendency may have been labeled as "too talkative" or "excessively social" in the traditional classroom. They typically learn best by working with others and other enjoy discussion and debate.

Naturalist intelligence is an intelligence of categories and hierarchies (McKenzie, 2005: 12-13). This intelligence can be stimulated in the classroom through activities such as attribute grouping, charting, and semantic mapping.

Existential intelligence is an intelligence of understanding processes within a larger, existential context (McKenzie, 2005: 13). It can include aesthetics, philosophy, and religion and emphasizes the classical values of beauty, truth, and goodness. This intelligence allows students to see their place in the big picture, whether that is the classroom, the community, the world, or the universe. Students with a strong existential intelligence have the ability to summarize and synthesize ideas from many disciplines and sources.

Those intelligences can be assessed by some different standardized tests that result a score named IQ (Intelligent Quotient). This score, which means the general ability of students, influences the academic achievement in the school. A high IQ predicts a success for the academic achievement. But in reality, a high IQ does not guarantee a success in the social life (Epstein, 1998: 17).

#### **b) Interest and motivation**

Interest refers to a positive feeling, an attraction, a preference, or a passion (Valsiner, 1992 in Dai and Stenberg, 2004: 94). It is one of the factors in

students' achievement. The high interest in learning will result in easier learning processes (Hidi and Boscolo, 2007). There are two kinds of interest: individual and situational interest (Hidi and Boscolo, 2007). The individual interest (sometimes called personal interest) is defined as a stable aspect of the individual that can manifest across contexts. The situational interest is generally considered as describing the interaction of the individual with an interest object in a particular context. In research using a cognitive psychology approach, context is often treated as an influence on interest, 'catching' or 'triggering' an affective and cognitive engagement through particular tasks in situational interests (Mitchel, 1993 in Hidi and Boscolo, 2007), or tapping into an existing individual interest through particular topics or task structures (Hidi and Boscolo, 2007).

Motivation refers to the process whereby a goal-directed activity is instigated and sustained (Pintrick and Schunck, 2002: 5 in Lins, 2005: 3). Moreover, Gardner (1993: 361) states that a specific second language motivation is the combination of effort plus desire to achieve the goal of learning the language. It also plays a major role in students' achievement. Motivation can come from within or from outside the student's neighborhood. It is encouraged so that students want to do something (Hidi and Boscolo, 2007).

A closer correlation exists between intelligences and college grades in the students motivated by similar goals. Some studies results that the high achievers have a high need for academic achievement and they take it as a challenge. They also become ego-centric. They have a high level of aspiration too. In contrast, moderate and low achievers have a low level of aspiration and their needs are

mostly connected with the avoidance of failure (Deka, 1993: 21). Thus, it appears that motivation of students is significantly and positively correlated with academic achievement.

**c) Learning strategies**

Learning strategies are mental steps or operations taken by the learners that they use to learn a new language, to regulate their efforts to do so and to enhance their learning (Oxford, 1990: 1; Wenden in Sugeng, 2010: 60). They also affect students' learning achievement. It is because when learning, students need to consider the learning techniques, study timings, places, and learning facilities.

Learning strategies are divided into two major classes: direct and indirect (Oxford, 1990: 14). Direct strategies are language learning strategies that directly involve the target language. In contrast, indirect strategies are strategies that support and manage language learning without (in many instances) directly involving the target language.

The direct class is subdivided into three groups (Memory, Cognitive, and Compensation) (Oxford, 1990: 37). Memory Strategies help students cope with some difficulties, for example in remembering large amounts of vocabulary that is necessary to get fluency. Cognitive Strategies, usually the most popular strategies with language learners, are varied which are ranging from repeating to analyzing expressions to summarizing. Compensation Strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary. They enable learners to use the new language for either comprehension or production despite limitations in knowledge.

The indirect class is also subdivided into three groups (Metacognitive, Affective, and Social) (Oxford, 1990: 135). Metacognitive Strategies are actions which go beyond purely cognitive devices, and which provides a way for learners to coordinate their own learning process. Affective Strategies refer to emotions, attitudes, motivations, and values. Social Strategies relate to communications and interactions that occur between and among students.

Those strategies make the learning become more efficient and effective. It often results in greater an academic success and a larger stock of learning strategies to use elsewhere (Doyle, 1996).

#### d) **Health**

Health is the state in which people can actively participate in life without physical and mental constraints (Unger, 2004: 4). Like the proverbial elephant, it is difficult to define but easy to spot when seeing it. The idea of health is capable of wide and narrow application, and can be negatively as well as positively defined. Health is also related to other complex ideas such as illness and disease.

Health is one of the internal factors that influence learning achievement (Mudzakir, 1997). It is related to the students' physical and mental conditions. The normal and healthy condition of the students' physic gives much influence to the learning. The normal physical condition includes the condition of the brain, five senses, parts of the body such as the hands and legs, and the other inside organs which affect students' health (Hakim, 2005: 12). The condition of student's health also affects the learning. For example, getting frequent headaches, colds, fever etc. may keep students being not excited to learn then.

Psychologically, disorders of thoughts and feelings of disappointments because of the conflicts may also affect the learning process. The mental condition which is stable and good forms positive mental attitudes (Hakim, 2005: 13). These attitudes can be shown by being diligent in learning, not easily discouraged or frustrated when facing problems and failure, having a self-initiative to learn than doing other activities, eager to ask, and always being confident.

## 2) **External factors**

External factors are factors that can affect learning achievement that are beyond the students themselves, i.e. family condition, school condition and environment.

### a) **Family situation**

The family is the basic unit of society (Khadr and El-zeini, 2003: 140). It most basically and ideally consists of father and mother with their children (Corbett, 2004: 3).

In the relation to learning achievement, family situation is very influential on the student's success. Socio-economic status of the family, for example, not only helps a student in getting higher education, but also it helps in academic achievement (Deka, 1993: 22). It is important in achievement because the higher the socio-economic status, the better the educational facilities available. The high socio-economic status of parents also gives more intellectual stimulation to their children than the socio economically deprived children. Socio-economic status seems to influence a student's attitudes, interests, values, motivations etc. and thus his academic accomplishment. Besides socio-economic status, parental education,

housing, relationship with parents and siblings, parental guidance and parental support greatly affect a student's learning achievement. Likewise, they play an important role in the connection to academic accomplishment.

**b) School condition and environment**

A school is a promise of the future (Cash, 1993 in Al-Enezi, 2002). Schools should reflect the environment of success. It is a physical representation of a public message about the value of education. It suggests that the school environment may be just as important as the choice of methods and curriculum to ensure a positive outcome.

School factors that affect the students' learning achievement include the school buildings, school facilities, adequacy and management of a school building, quality of teachers, and the ratio of the number of students per class. A study has investigated a relationship between students' school building and their academic accomplishment. It is found that there is a significant relationship between the school building and students' achievement (Al-Enezi, 2002). A good school facility also supports the educational activity. Research has shown that clean air, good light, and a small, quiet, comfortable, and safe learning environment are important for academic achievement (Cash, 1993; Earthman and Lemasters, 1996; Lemasters, 1997; Lackney, 1999; Cotton, 2001; Schneider, 2002 in Buckley, Schneider and Shang, 2003). Besides, the condition, adequacy, and management of a school building are directly under the control of the school district and state. Hence, improving school facilities offers a possible opportunity for improving academic performances (Buckley, Schneider and Shang, 2003).

### 3. **Assessment**

In the teaching and learning processes, teachers want to know their students' result that can be seen by some scores. To get the scores, some assessments are used by the teachers. They are used to assess the students' knowledge in a specific subject.

#### a. **Definitions of Assessment**

Assessment is a process of collecting data for the purpose of making decisions about students or schools (Salvia, Ysseldyke and Bolt, 2010: 5). A school committee uses assessment information to make decisions about what students have learned and what and where they should be taught. The school committee also uses assessment information to make decisions about schools. School districts are increasingly being held accountable for the performance of their pupils. Parents, the general public, legislators, and bureaucrats want to know the extent to which the students are profiting from their schooling experiences. Federal education plans contain specific expectation for states to develop high educational standards and to use tests to measure the extent to which students meet the standards (Salvia, Ysseldyke and Bolt, 2010: 5).

When the teachers assess the students, they measure their competence (Salvia, Ysseldyke and Bolt, 2010: 5). Specifically, they measure the students' progress toward attaining those competencies that their schools or parents want them to master. In school, the teachers are concerned with competences in three domains in which teachers provide interventions: academic, behavioral (including social), and physical. Historically, the focus of assessment has been on measuring

students' progress toward instructional goals and on diagnosing the need for special programs and related services. For example, the teachers may want to know whether a student needs special education services to help him/her in developing his/her reading skills (need for service in academic domain), whether another student's behavior in class is sufficiently atypical to require special treatments or interventions (behavioral domain), etc. (Salvia, Ysseldyke and Bolt, 2010: 5).

**b. Kinds of Assessment**

Assessing student learning achievement can be obtained through various ways or types. There are two kinds of assessment: formative and summative assessment (McKenzie, 2005: 152). Formative assessments are snapshots in time that allow teachers and students to check progress in the process of learning. They are ongoing and provide information that allows the teacher to modify instruction to increase opportunities for students' success. On the other hand, summative assessments are measures of students' success at the completing of a lesson or unit. They require the students to take skills and concepts and apply them at higher levels of thinking. For this reason, traditional paper and pencil assessments have used essays, word problems, and lengthy objective sections. They aim to measure the degree to which students have truly mastered the material. Traditionally, summative assessments have been the finals in the way they have been implemented (McKenzie, 2005: 152-153).

Based on *Departemen Pendidikan Nasional* (2006) in School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), there are some kinds of assessment. They are as follows:

- 1) Quizzes, giving short answers in answering questions to test the readiness of the students relating to a new topic.
- 2) Oral questions, measuring understanding of concepts, principles, or theorems.
- 3) Daily tests, conducted periodically at the end of the learning in a particular *Kompetensi Dasar/KD* (Basic Competency).
- 4) Mid-semester and final examination tests, conducted by combining several competences in onetime.
- 5) Individual assignments, given within-time and specific needs in various forms (clippings, papers, etc.).
- 6) Group assignments, used to assess the competence of the group work.
- 7) Practice exams, used on a specific subject which requires practicum, not only *pre* (for identify the preparedness) but also *post* (to determine the achievement of particular Basic Competency or *KD*).
- 8) Reports of practice works, done to the subject that requires practicum by observing a phenomenon and then reporting it.

Those eight types of assessments above are done by School Based Curriculum to assess the students' achievement.

### c. Ways to Assess Learning Achievement

To determine students' progress and difficulties in learning, there are three learning achievement assessments according to *PP No. 19 tahun 2005* (*Departemen Pendidikan Nasional, 2008*). They are assessing learning achievement by teachers, the education unit, and the government.

#### 1) Assessing learning achievement by teachers

According to *UU RI No. 14 tahun 2005* (Law of Teachers and Lecturers), teachers are professional educators with the primary task to educate, guide, direct, train, assess, and evaluate the students in early childhood education, formal education, basic education, and secondary education. In assessing the students' learning achievement, they usually use some tests such as: daily, mid-semester, final-semester, and final examination tests. Daily tests aim to measure students' understanding of the lessons that have been given. Mid-semester tests are evaluation programs that are not held by every compulsory subject in schools. However, if they are implemented, they will have many benefits that can be viewed, both for students and classroom teachers. Final semester tests are given in the end of a semester to know the understanding of the material given by the teacher in one semester. Final examination tests are given to test the students before they continue to the next grade.

#### 2) Assessing learning achievement by the education unit

Assessment of learning achievement by the education unit is conducted to assess the attainment of students in all subjects. *Permendiknas no. 20 tahun 2007* explains that the assessment for learning outcomes by the education unit includes

some activities, for example coordinating mid-semester, final-semester, and final examination tests. The other activity is reporting the results of learning achievement levels of the educational unit to the local education district offices.

### 3) Assessing learning achievement by the government

Assessment of learning outcomes, as outlined in Article 63 paragraph (1) point c *UU RI no. 14 tahun 2005*, aims to assess the achievement of the national competency in certain subjects in science and technology subjects and the group. It is performed in the form of a national exam.

## **B. RELEVANT STUDIES**

Many studies show the relationship between learning strategies and English learning achievement. In her study, Martiwi (2005) found significant and positive relationships between Memory, Cognitive, Metacognitive, Affective, and Social Strategies and English learning achievement. The coefficients of the correlations were 0.230, 0.542, 0.493, 0.400, and 0.440 respectively. However, she also found a non-significant relationship between Compensation Strategy and English learning achievement with the correlation coefficient of 0.209.

In his study, Sugeng (2010) found the different uses of learning strategies by the elementary school and third-year university students. The elementary school students tended to use Memory and Cognitive Strategies when they were learning English. On the other hand, the third-year university students mostly used Compensation Strategy in learning English.

The previous studies motivate the writing of this study. Those help the researcher to build up a conceptual framework.

### **C. CONCEPTUAL FRAMEWORK**

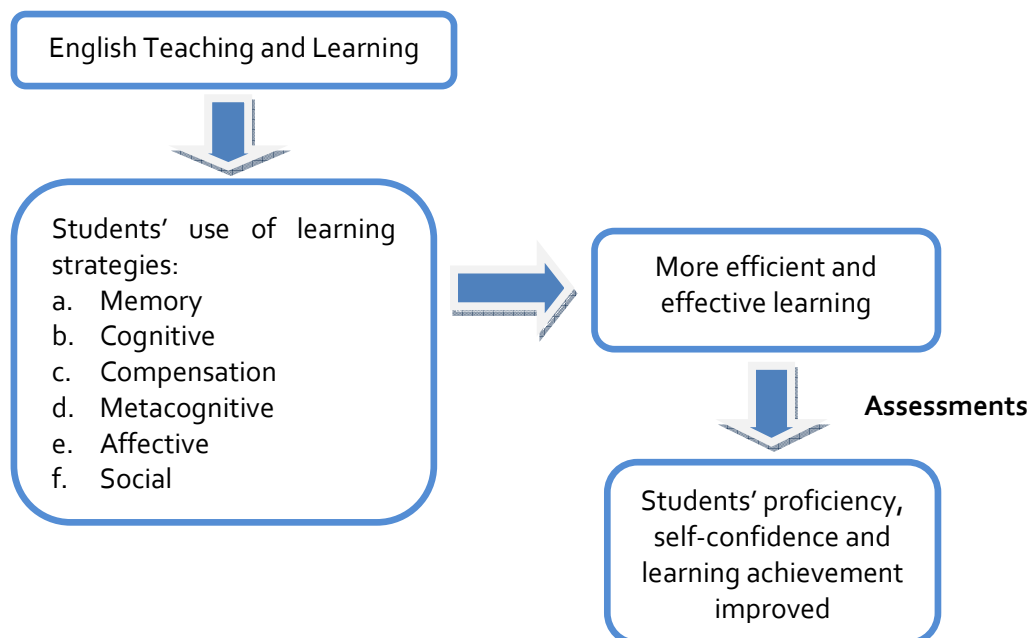
English teaching and learning processes in the junior high schools have three purposes. First, the teaching of English is aimed at developing students' communicative competence in speaking and writing to achieve a functional level. Second, it is aimed at building the students' awareness of the importance of English in the global community. Third, it is aimed at improving the students' understanding of the relationship between language and culture.

Those competences can be seen by the students' learning achievement. The learning achievement is the grade that is accomplished by the students as the result of the teaching and learning processes. It is usually taken by giving such kind of examination and tests given in the end of a topic lesson or in the end of a semester.

In order to develop the competences and to increase the learning achievement, learning strategies are important for the reason that they are tools for active and self-directed involvement. In this case, the teachers may help the students to find the appropriate strategies for successful learning. By using the appropriate learning strategies, the students will improve their proficiency, self-confidence, and learning achievement.

Referring to the opinions and theories about the language learning strategies and the students' English learning achievement above, the researcher arrives at a framework on the relationship between the learning strategies and the English achievement of junior high school students. This conceptual framework is

aimed at focusing this study on the problem concerned. This is shown in Figure IX.



**Figure IX:** Relationship between English teaching and learning, learning strategies, assessments, and learning achievement.

#### D. HYPOTHESES

A hypothesis is a statement in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics (Creswell, 2008: 122). Referring to the theoretical review and conceptual framework, the writer proposes the alternative hypotheses of this study as:

1. *There is a positive and significant relationship between the students' Memory Strategies and their English learning achievement.*
2. *There is a positive and significant relationship between the students' Cognitive Strategies and their English learning achievement.*

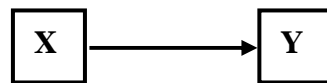
3. *There is a positive and significant relationship between the students' Compensation Strategies and their English learning achievement.*
4. *There is a positive and significant relationship between the students' Metacognitive Strategies and their English learning achievement.*
5. *There is a positive and significant relationship between the students' Affective Strategies and their English learning achievement.*
6. *There is a positive and significant relationship between the students' Social Strategies and their English learning achievement.*

## CHAPTER III

### RESEARCH METHOD

#### A. Type of the Study

This study is categorized into a correlational study or sometimes called associational study (Fraenkel and Wallen, 2008: 328). This design is used to investigate the possibility of a relationship between only two variables, although the investigations of more than two variables are common (Fraenkel and Wallen, 2008: 328). The two variables in this study are learning strategies as the independent variable and students' English learning achievement as the dependent variable. The relationship between the variables can be shown as follow.



**Figure X:** Representation of the design of the study.

In which:

→ = correlate to

X = learning strategies (independent variable)

Y = English learning achievement (dependent variable)

This research design can be said as non-experimental research because there is no treatment which is given to the subjects during the study. As such, the study does not involve any experimental grouping.

## B. Setting of the Study

The study was conducted in State Junior High School 2 of Wonosari Klaten. The school is located at Jl. Raya Samben, Kingkang, Wonosari, Klaten. It has 18 classrooms, a principal's room, a teachers' room, an administration room, a science and art laboratory, a library, an UKS (students' health center), three canteens, five toilets, a mosque, a sport equipment room, and a hall. There are two parking areas for the students and the teachers. There is a basketball yard, a volleyball yard, and a main yard for doing the school ceremony and playing football for the students. The study took place mostly in the classroom.

## C. Subjects of the Study and Sampling Technique

The population of the study consisted of the second-grade students of State Junior High School 2 of Wonosari Klaten in the academic year of 2009/2010. They consisted of 234 students which were divided into six classes: classes A, B, C, D, E, and F. Each class consisted of 38-40 students with almost the same number of males and females.

**Table 2. Population of the Second-Grade Students of State Junior High School 2 of Wonosari Klaten in the Academic Year 2009/2010**

Name of Class	Male	Female	Number of Students
A	20	20	40
B	20	20	40
C	19	20	39
D	18	20	38
E	20	18	38
F	18	21	39
Total	115	119	234

Due to the small number of the population (234 students) the researcher took all the population to be the sample of the study. The other reason was that the researcher wanted to make sure of the findings of the study since she did not have to make a generalization. The last was because of a social reason. The researcher did not want to arouse jealousy among the students who were taken to be the samples and who were not. Then, this study could be said as population research while the sample was called a population sample.

#### **D. Data Collection Techniques**

The data of the study were gathered through a questionnaire and documentation. The questionnaire was used to collect the data on the students' learning strategies. Meanwhile, the documentation was used to see the students' English learning achievement.

##### **a. Instrument for Learning Strategies**

The instrument for obtaining the data of the English learning strategies of the second-grade students of State Junior High School 2 of Wonosari Klaten was a questionnaire. The questionnaire, consisting of 50 items, was taken from the Strategies Inventory for Language Learning (SILL) version 7.0 (ESL/EFL) developed by Oxford (Oxford, 1990: 293-296).

There were some considerations of using the published questionnaire. First, it took a far less time than developing a new instrument (Fraenkel and Wallen, 2008: 113). Second, it fulfilled the content validity since the extent to which the questions on the questionnaire and the scores from these questions are representative of all the possible questions that a researcher could ask about the

content or skills (Creswell, 2008: 172). Third, it has been used by some other researchers in developing such a correlational research so that it provided some evidence that the questions on the questionnaire provide good and consistent measures. It could be seen from the reliability of scores from past uses of the questionnaire by other researchers ranging from 0.93 (Rezaei and Almasian, 2007), 0.90 (Borzabadi and Nejati, 2008), to 0.89 (Faryadres and lavasani, 2010). Those scores indicated high stability coefficients which meant that the questionnaire was stable and consistent.

In using the instrument, the researcher adapted it by translating it into Indonesian. It was to make the students not to misinterpret the questions given and made the questions easy to understand. In other words, it was to make it suitable for Indonesian students especially for the junior high school level.

The SILL questionnaire uses five Likert-type responses for each item ranging from 1 to 5. They are including always true of me (*sangat setuju*), usually true of me (*setuju*), somewhat true of me (*kadang*), usually not true of me (*tidak setuju*), and never or almost never true of me (*sangat tidak setuju*). The framework of the learning strategy questionnaire is presented in Table 3.

**Table 3. Details of the Strategies Inventory for Learning Strategy (SILL) Questionnaire**

<b>No.</b>	<b>Categories</b>	<b>Number of Items</b>	<b>Number</b>
1.	Memory Strategies	9	1, 2, 3, 4, 5, 6, 7, 8, 9
2.	Cognitive Strategies	14	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
3.	Compensation Strategies	6	24, 25, 26, 27, 28, 29
4.	Metacognitive Strategies	9	30, 31, 32, 33, 34, 35, 36, 37, 38
5.	Affective Strategies	6	39, 40, 41, 42, 43, 44
6.	Social Strategies	6	45, 46, 47, 48, 49, 50
<b>Total</b>		<b>50</b>	

From the table above, it can be seen that there are 9 items of Memory Strategy, 14 items of Cognitive Strategy, 6 items of Compensation Strategy, 9 items of Metacognitive Strategy, 6 items of Affective Strategy, and 6 items of Social Strategy. Thus, the instrument contains 50 items in total.

#### **b. Instrument for Measuring Students' English Learning Achievement**

The instrument for measuring the students' English learning achievement was in the form of documentation. The documentation was taken from the students' achievement of their final semester test or *UAS (Ujian Akhir Semester)* in the first semester of the second-grade in the academic year of 2009/2010. It was the score of the final semester test of the English subject.

#### **E. Data Analysis Techniques**

To analyze the data obtained from the study, descriptive analyses and inferential analyses were used. More detailed description of these data analyses are presented below.

## 1. Descriptive Analyses

The descriptive statistics was aimed at measuring the central tendency and variability of the data. It was used to describe the level of the students' learning strategies and the students' English learning achievement. The levels were categorized as very good, good, fairly good, poor, or very poor.

The descriptive statistics used two statistic properties called central tendency and variability. To describe the characteristics of the students' learning strategies and their English learning achievement, the central tendency used the mean score ( $\bar{X}$ ) and the variability used the standard deviation score ( $SD$ ).

### a. Mean ( $\bar{X}$ )

To describe the distribution of learning strategies and English learning achievement or to measure the central tendency, the *mean* was used. The mean can be defined as the arithmetic average—the sum of all the scores divided by the number of scores (Wiersma and Jurs, 2009: 384; Fraenkel and Wallen, 2008: 192; Priyatno, 2009: 29).

### b. Standard Deviation ( $SD$ )

The *standard deviation* was used for the measures of variability. Deviation means the difference between an observed score and the mean of the distribution. Furthermore, the standard deviation is defined as the positive square root of the variance (the average of the squared deviations from the mean). It is the interval on the scale of measurement, and it indicates the spread of the distribution (Wiersma and Jurs, 2009: 385; Fraenkel and Wallen, 2008: 195).

The researcher used *SPSS version 17.0* to do the calculation of the means and SDs. Then, the score range was categorized by the conversion criterion by five scales as follows:

> (M + 1.5 SD)	very good
(M + 0.5 SD) up to (M + 1.5 SD)	good
(M – 0.5 SD) up to (M + 0.5 SD)	fairly good
(M – 1.5 SD) up to (M – 0.5 SD)	poor
< (M – 1.5 SD)	very poor

## 2. Inferential Analyses

The inferential statistics was focused to answer the research question of the formulation of the problem, which was whether or not there was a relationship between the students' learning strategies and their English learning achievement. It was used to test the hypotheses of the research, which was related to the correlation between the students' English learning achievement and their learning strategies. Before the hypotheses were tested, the test of normality and the test of linearity were carried out.

### a. Test of Normality

The normality test was employed to see whether or not the distribution of the data represents the normal distribution. The researcher used the *Kolmogorov-Smirnov* formula to conduct this. The distribution of the data on the students' learning strategy and the English learning achievement are considered normal if the  $p$  or the probability value is equal or higher than the predetermined alpha set at 0.05 ( $p \geq 0.05$ ).

**b. Test of Linearity**

To test the linearity of the relation between the dependent variable and independent variable, the analysis of variance (*ANOVA*) was utilized. The relationship is considered linear if the  $p$  or the probability value is equal or higher than the predetermined alpha 0.05 ( $p \geq 0.05$ ).

**c. Hypothesis Testing**

Hypothesis testing is used to test the hypothesis of the research study. It concerns the relationship between the students' English learning strategies and their achievement.

To see the relationship between the variables, the researcher used *Pearson Product Moment* formula. The proposed hypothesis is accepted if the  $p$  or the probability value is equal or lower than the predetermined alpha set by the researcher 0.05 ( $p \leq 0.05$ ). In other words, when the proposed hypothesis is accepted, it is significant statistically.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This study is correlational research. It is aimed at finding out whether or not there is a relationship between students' learning strategies and their English learning achievement. This chapter presents the research findings in two parts. The first part presents the research findings which contain the results of the descriptive and inferential analyses. The second part presents the discussions of the research findings.

#### **A. Research Findings**

##### **1. Descriptive Analyses**

Descriptive analyses are applied to provide answers to the questions concerning the students' learning strategies and their English learning achievement. The analyses include the calculation of the means, standard deviations, highest scores and lowest scores, and frequency distributions.

##### **a. Students' Learning Strategies**

Presentation of results is given in six sections in line with the six learning strategy categories. These are Memory, Cognitive, Compensation, Metacognitive, Affective, and Social scores.

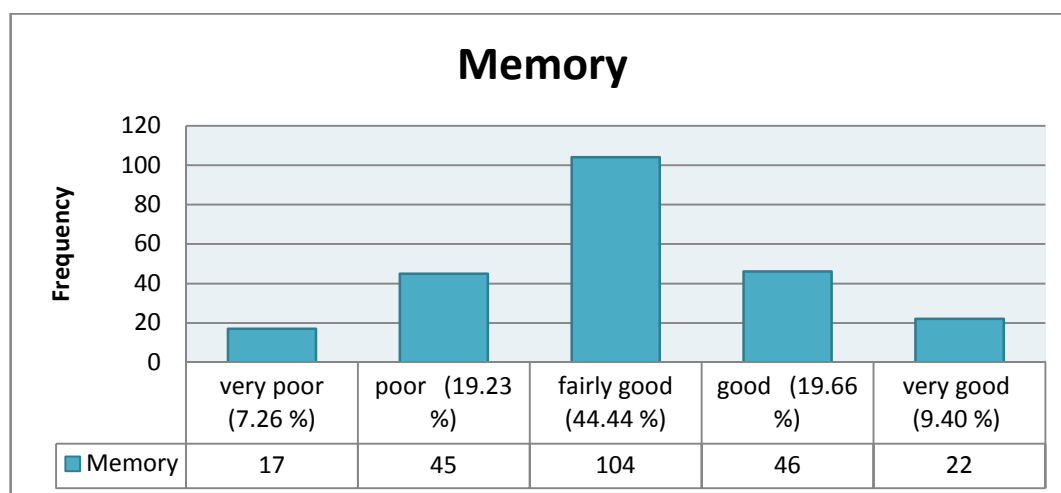
##### **1) Students' Memory Strategy**

From the data analysis, the researcher finds out that the highest score of the students' Memory Strategy is 4.57 and the lowest score is 2.00, while the mean score is 3.22 with the standard deviation of 0.57. Table 4 presents the descriptive statistics of the Memory Strategy.

Table 4. **Descriptive Statistics of the Memory Strategy**

	N	Lowest score	Highest score	Mean	Std. Deviation
Memory	234	2.00	4.57	3.22	0.57

Meanwhile, the results of the analysis of the Memory Strategy are presented by the frequency distribution as shown in Figure XI.



**Figure XI:** Frequency distribution of the Memory Strategy.

Figure XI shows that 17 students (7.26 %) belong to the very poor category, 45 students (19.23 %) to the poor category, 104 students (44.44 %) to the fairly good category, 46 students (19.66 %) to the good category, and 22 students (9.40 %) to the very good category. Therefore, it can be seen that the highest number of the students is in the fairly good category in using Memory Strategy.

From the analysis above, the researcher can interpret that the second-grade students of State Junior High School 2 of Wonosari Klaten fairly use strategies in memorizing. These strategies are creating mental linkages, applying images and sounds, reviewing well and employing actions.

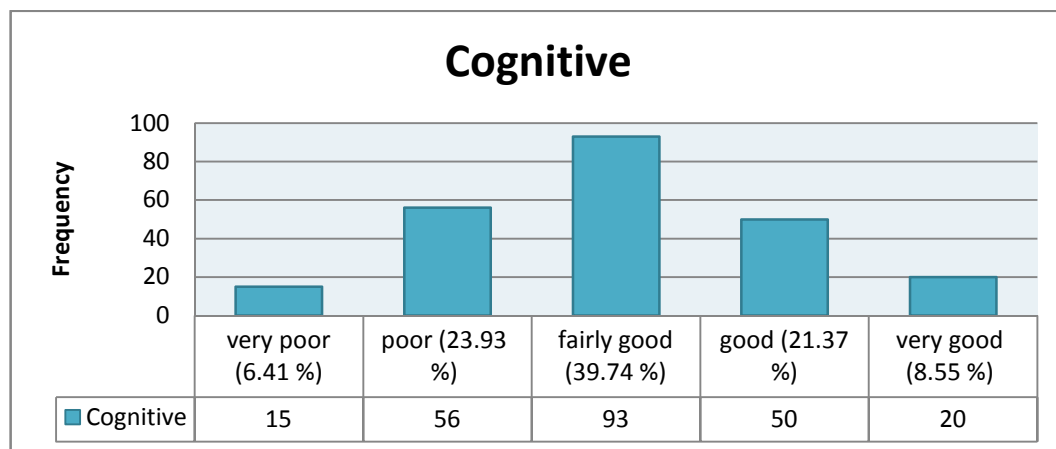
## 2) Students' Cognitive Strategy

The results of the analysis report that the highest and the lowest scores of the students' Cognitive Strategy are 4.57 and 1.29 respectively, while the mean score is 2.99 with the standard deviation of 0.65. The descriptive statistics is presented in Table 5.

Table 5. **Descriptive Statistics of the Cognitive Strategy**

	N	Lowest score	Highest score	Mean	Std. Deviation
Cognitive	234	1.29	4.57	2.99	0.65

Therefore, the results of the analysis of the Cognitive Strategy can be seen in the frequency distribution in Figure XII.



**Figure XII:** Frequency distribution of the Cognitive Strategy.

The above figure shows that 15 students (6.41 %) belong to the very poor category, 56 students (23.93 %) to the poor category, 93 students (39.74 %) to the fairly good category, 50 students (21.37 %) to the good category, and 20 students (8.55 %) to the very good category. Thus, the finding is that the biggest number of the students falls in the fairly good category in using the Cognitive Strategy.

It can be interpreted from the finding that the students fairly employ Cognitive Strategy in learning. They use their mental processes in learning a new language sufficiently. They frequently employ the Cognitive Strategy such as practicing, receiving and sending messages, analyzing and recognizing, and creating structure for input and output.

### 3) Students' Compensation Strategy

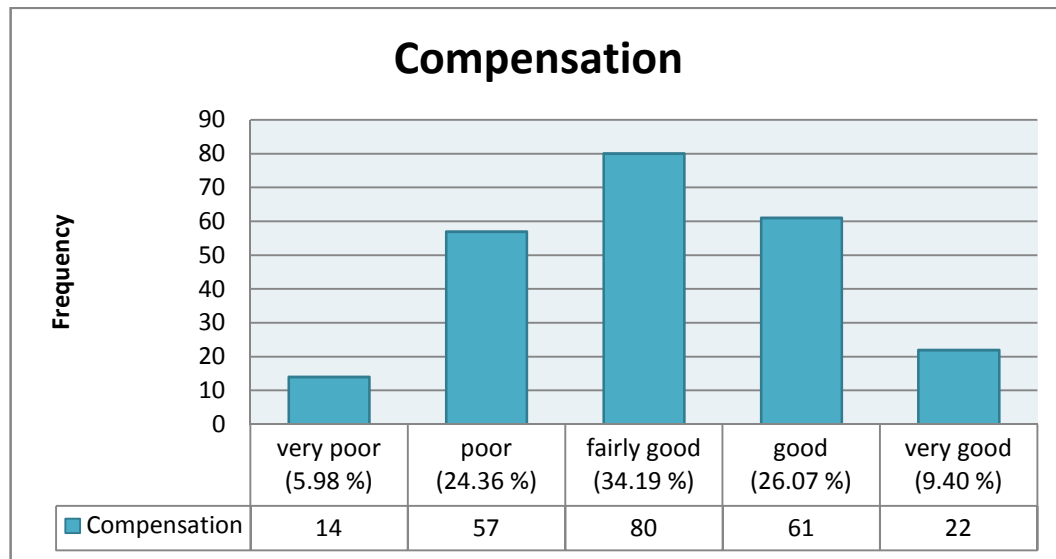
Table 6 below presents the descriptive statistics of Compensation Strategy.

**Table 6. Descriptive Statistics of the Compensation Strategy**

	N	Lowest score	Highest score	Mean	Std. Deviation
Compensation	234	1.4	4.6	3.06	0.65

Based on the results of the data analysis, the highest score of the students' Compensation Strategy is 4.6 and the lowest score is 1.4, while the mean score is 3.06 with the standard deviation of 0.65.

Then, the results of the analysis of the Compensation Strategy can be seen by the frequency distribution of the strategies as shown in Figure XIII. The figure shows that 14 students (5.98 %) belong to the very poor category, 57 students (24.36 %) to the poor category, 80 students (34.19 %) to the fairly good category, 61 students (26.07 %) to the good category, and 22 students (9.40 %) to the very good category. Therefore, it can be concluded that the biggest number of the students using Compensation Strategy falls in the fairly good category.



**Figure XIII:** Frequency distribution of the Compensation Strategy.

The interpretation is that the second-grade students of State Junior High School 2 of Wonosari Klaten employ the Compensation Strategies. They are guessing intelligently in listening and reading and overcoming limitations in speaking and writing frequently.

#### 4) Students' Metacognitive Strategy

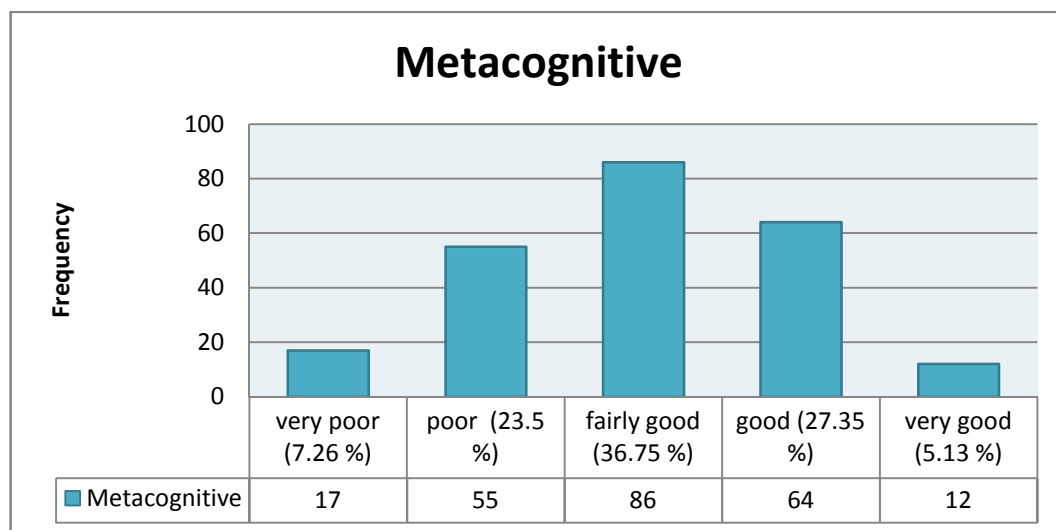
Referring to the results of the data analysis, the researcher finds the highest and the lowest scores of the students' Metacognitive Strategy as 4.89 and 1.56 respectively, while the mean score is 3.2 with the standard deviation of 0.7. Table 7 presents the descriptive statistics of the strategy.

**Table 7. Descriptive Statistics of the Metacognitive Strategy**

	N	Lowest score	Highest score	Mean	Std. Deviation
Metacognitive	234	1.56	4.89	3.2	0.7

Meanwhile, the results of the analysis of the Metacognitive Strategy can be seen in the form of the frequency distribution as can be seen in Figure XIV. It

shows that 17 students (7.26 %) belong to the very poor category, 55 students (23.5 %) to the poor category, 86 students (36.75 %) to the fairly good category, 64 students (27.35 %) to the good category, and 12 students (5.13 %) to the very good category. Then, it can be said that most students using Metacognitive Strategy are in the fairly good category. It can be interpreted that the students employ Metacognitive Strategy such as centering the learning, arranging and planning, and evaluating the learning sufficiently.



**Figure XIV:** Frequency distribution of the Metacognitive Strategy.

##### 5) Students' Affective Strategy

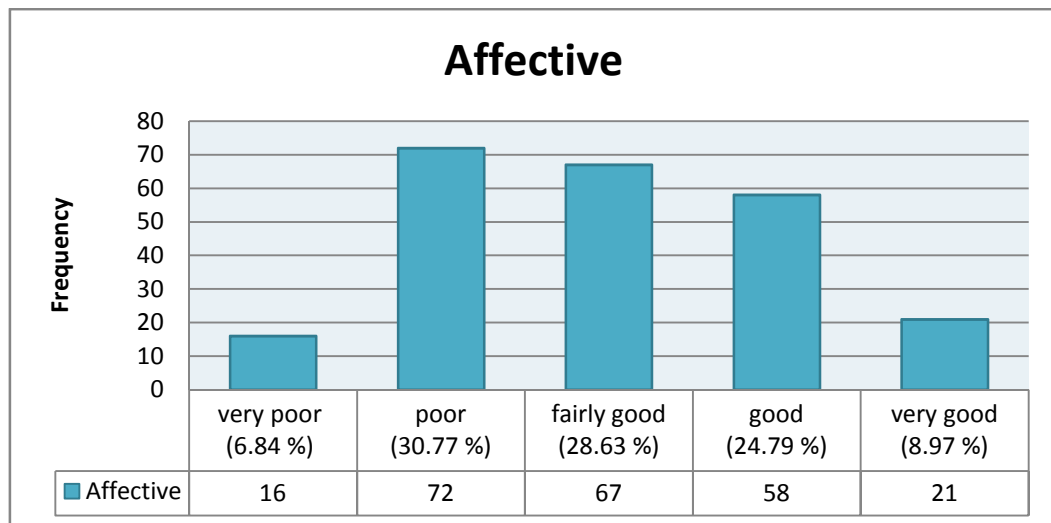
According to the results of the data analysis, it is found that the highest score of the students' Affective Strategy is 4.75 and the lowest score is 1.5, while the mean score is 2.87 with the standard deviation of 0.68. The summary of the descriptive statistics of the Affective Strategy is presented in Table 8.

Table 8. **Descriptive Statistics of the Affective Strategy**

	N	Lowest score	Highest score	Mean	Std. Deviation
Affective	234	1.5	4.75	2.87	0.68

The frequency distribution of the Affective Strategy shows that 16 students (6.84%) belong to the very poor category, 72 students (30.77 %) to the poor category, 67 students (28.63 %) to the fairly good category, 58 students (24.79%) to the good category, and 21 students (8.97%) to the very good category. Therefore, the finding is that the biggest number of the students is in the poor category in using Affective Strategy.

The frequency distribution can be seen in Figure XV.



**Figure XV:** Frequency distribution of the Affective Strategy.

The finding shows that the students do not frequently encourage themselves like making positive statements, rewarding themselves and taking risks wisely. They also rarely use the Affective Strategy like lowering self-anxiety and taking emotional temperature.

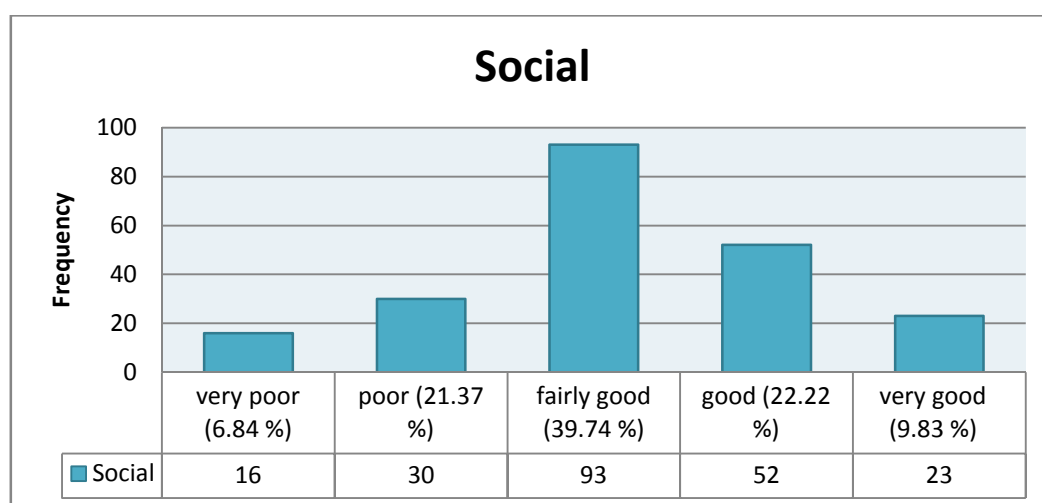
## 6) Students' Social Strategy

The results of the data analysis show that the highest and the lowest scores of the students' Social Strategy are 4.67 and 1.33 respectively, while the mean score is 3.15 and the standard deviation is 0.63. Table 9 below presents the descriptive statistics of Social Strategy.

**Table 9. Descriptive Statistics of the Social Strategy**

	N	Lowest score	Highest score	Mean	Std. Deviation
Social	234	1.33	4.67	3.15	0.63

The frequency distribution of the results of the analysis of the Social Strategy shows that 16 students (6.84 %) belong to the very poor category, 30 students (21.37 %) to the poor category, 93 students (39.74 %) to the fairly good category, 52 students (22.22 %) to the good category, and 23 students (9.83 %) to the very good category as can be seen in Figure XVI. Then, it can be seen that the biggest number of the students using Social Strategy (39.74 % or 93 students) falls into the fairly good category.



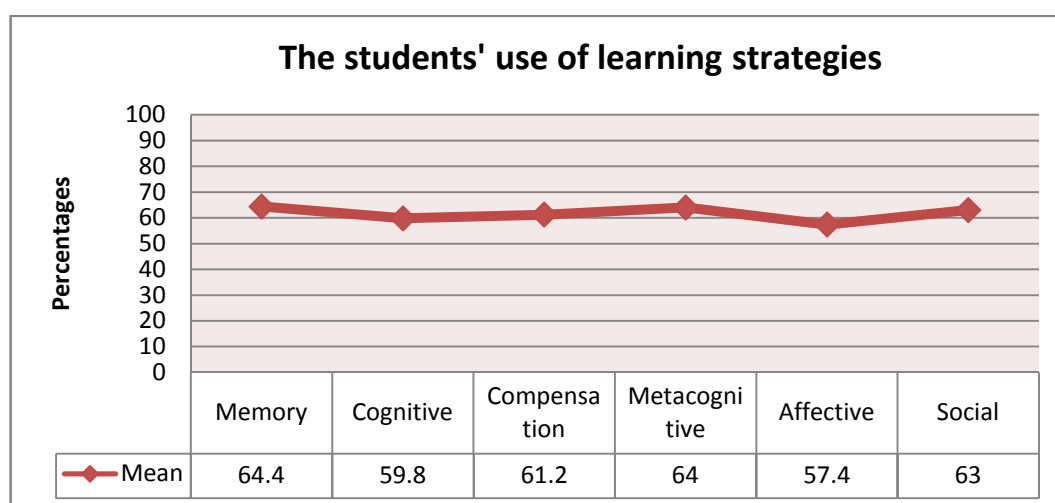
**Figure XVI:** Frequency distribution of the Social Strategy.

Thus, it can be interpreted that the students learn with others frequently and empathize with others. They sometimes ask for clarification or verification, cooperating with peers, and ask for correction. They do not like learning English individually.

#### 7) Ranking of the use of learning strategies by students

After presenting the descriptive analysis of each sub category of the learning strategies, the researcher compared the use of the Memory, Cognitive, Compensation, Metacognitive, Affective and Social Strategy. It was done to know the strategies that the students use most. To conduct the comparison, the researcher used means of each sub category. However, since the number of the instrument items of each category was different, the researcher changed the means of the six categories in percentages, so that each category had the same standard. It was done by dividing the mean by the highest score and multiplying it by 100%.

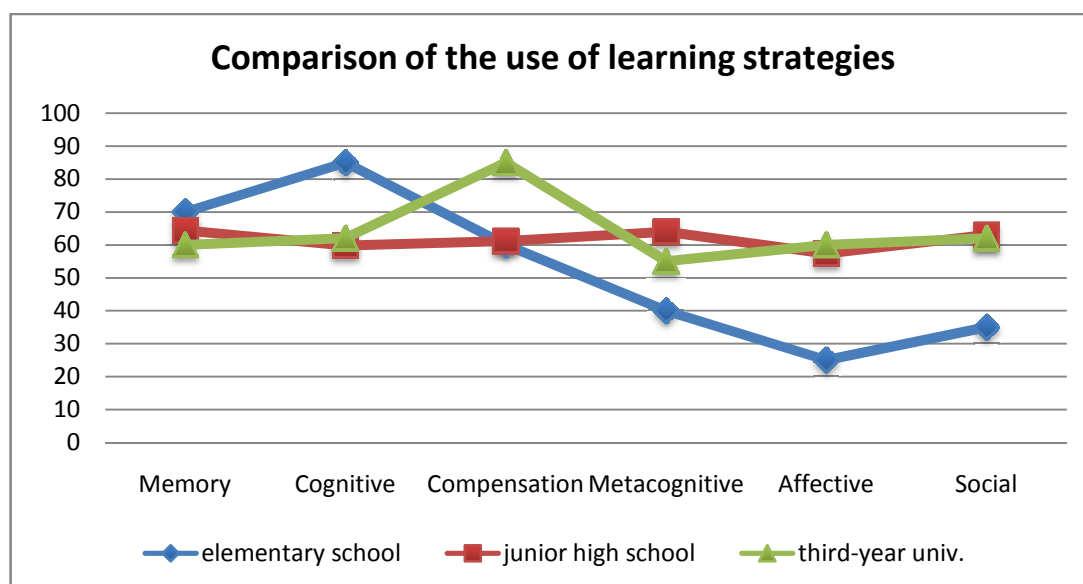
Figure XVII presents the result of the means of the students' use of the six learning strategies in percentages.



**Figure XVII:** Comparison of means of students' use of learning strategies in percentages.

The findings show that the second-grade students of State Junior High School 2 of Wonosari Klaten use Memory Strategies as much as 64.4%, Cognitive 59.8%, Compensation 61.2%, Metacognitive 64%, Affective 57.4%, and Social 63%. Therefore, it can be concluded that the strategy used most by the students is the Memory Strategy, while the least used strategy is the Affective Strategy.

Then, the researcher compared the findings with the use of the strategies by elementary school and third-year university of language students, as shown in Figure XVIII. The figure shows that there is a different use of each category in different levels of students. Indonesian elementary school students are high in using Cognitive and Memory Strategies, while the third-year university language students like to use Compensation and Social Strategies (Sugeng, 2010: 91-92). It can be seen by the high use of the strategies in the figure.



**Figure XVIII:** Comparison of the use of learning strategies by elementary school, junior high school, and third-year university students.

## b. Students' English Learning Achievement

Data of the students' English learning achievement were taken from the documentation of the students' semester test in the academic year 2009/2010. Based on the statistic calculation using *SPSS version 17.0* computer program, the results show that the obtained mean is 68.16 with the standard deviation of 6.71, while the highest and the lowest scores of the achievement are 86 and 53 respectively. The results of descriptive statistics can be seen in Table 10.

Table 10. Descriptive Statistics of the English Learning Achievement

	N	Lowest score	Highest score	Mean	Std. Deviation
Achievement	234	53	86	68.16	6.71

Meanwhile, the frequency distribution of the students' English learning achievement can be seen in Figure XIX.

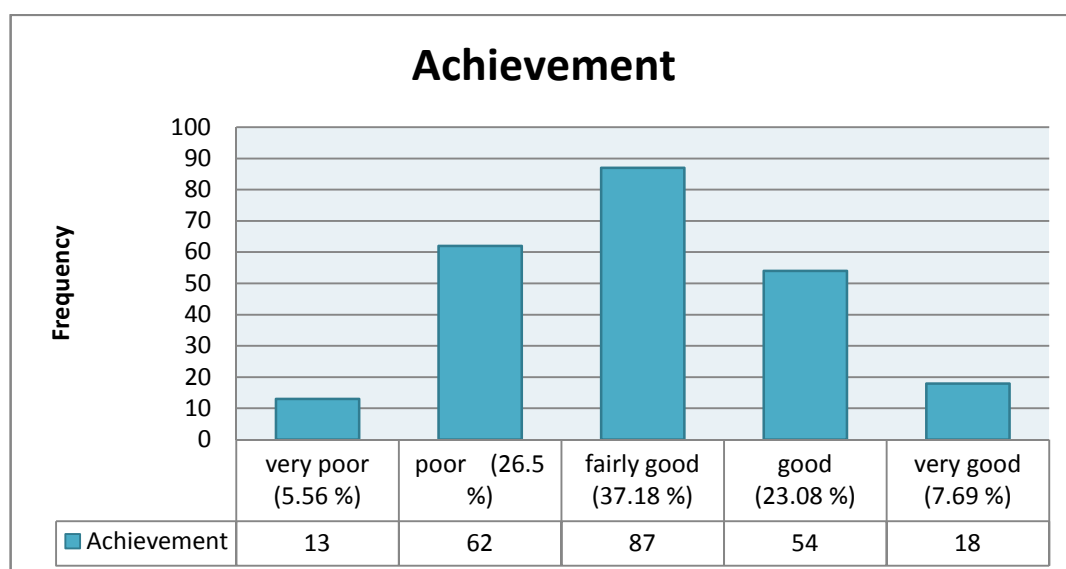


Figure XIX: Frequency distribution of the students' English learning achievement.

The figure shows that 13 students (5.56 %) belong to the very poor category, 62 students (26.5 %) to the poor category, 87 students (37.18 %) to the

fairly good category, 54 students (23.08%) to the good category, and 18 students (7.69%) to the very good category. In conclusion, most students are in the fairly good category in the English learning achievement.

Referring to the analysis above, the researcher interprets that the students can achieve English competences fairly. They are quite good at understanding what the teacher says, instructs, or explains during the teaching and learning processes. Their ability in reading a simple text or dialogue is also moderate. Meanwhile, in the skills of writing, the students are regarded to be fairly able to complete a short paragraph, and they ask questions, express their feeling, and share opinion for practicing their speaking skill.

However, this result is not in line with what the teacher said at the background of the study. The teacher said that the students found the learning difficult in understanding the lesson from the teacher. It is the opposite with the result of the calculation.

## **2. Inferential Analyses**

The researcher conducted inferential analyses in order to test the formulated hypotheses. The inferential analysis was done by doing the hypothesis testing. However, before the test was conducted, the two tests of normality and linearity were done first as the pre-analyses.

### **a. Pre-analysis Tests**

#### **1) Test of normality**

To see whether the distribution of the data represented the normal distribution, the researcher used the *Kolmogorov-Smirnov* formula. The results of

the computation of the formula show that the probability value of each strategy and English achievement is higher than the predetermined alpha 0.05 ( $p \geq 0.05$ ) as can be seen in Table 11. Therefore, the distribution is considered as a normal distribution.

Table 11. **Results of the Normality Test of the Learning Strategies and the English learning Achievement**

<b>Variables</b>	<b><i>p</i></b>	<b>Interpretation</b>
Memory Strategy	0.100	Normal
Cognitive Strategy	0.095	Normal
Compensation Strategy	0.068	Normal
Metacognitive Strategy	0.272	Normal
Affective Strategy	0.055	Normal
Social Strategy	0.204	Normal
English Achievement	0.060	Normal

*p* : Probability value

## 2) **Test of linearity**

To see whether the relationship between variable X and variable Y was linear or not, the researcher applied the analysis of variance (ANOVA). Table 12 shows the results of the computation.

*df* = degree of freedom

*F* = Chi-square score

*p* = probability value

Table 12. **Results of the Linearity Test of the Learning Strategies and the English Learning Achievement**

<b>Variables</b>	<b><i>df</i></b>	<b><i>F</i></b>	<b><i>p</i></b>	<b>Interpretation</b>
Memory → Achievement	18	1.462	0.106	Linear
Cognitive → Achievement	22	1.588	0.051	Linear
Compensation → Achievement	15	1.604	0.074	Linear
Metacognitive → Achievement	27	0.771	0.786	Linear
Affective → Achievement	10	1.751	0.071	Linear
Social → Achievement	18	1.524	0.084	Linear

The computation of the analysis of variance shows that the probability value of the relationship between each learning strategy and the English learning achievement is higher than the predetermined alpha 0.05 ( $p \geq 0.05$ ) as can be seen in Table 12. Thus, it can be said that the relationship between each learning strategy and English learning achievement is linear.

#### **b. Hypothesis Testing**

After fulfilling the requirements for conducting the hypothesis testing, which were tests of normality and linearity, the testing of the research hypothesis was done. The testing was aimed at answering the formulated second question through testing the hypotheses stated. In this study, the researcher used the alternative hypothesis which asserted there was a positive and significant correlation between the students' learning strategies and their English learning achievement.

To test this relationship, the Pearson Product Moment formula was employed. Since the  $p$  or the probability value was less than the predetermined alpha level 0.05 ( $p \leq 0.05$ ), then, the alternative hypothesis was accepted. The

results of the computation of the Pearson's Product Moment correlation can be seen in Table 13.

Table 13. **Results of the Pearson Product Moment Correlation of Each Learning Strategy and the English Learning Achievement**

<b>Correlations</b>	<b><i>r</i></b>	<b><i>p</i></b>	<b>Interpretation</b>
Memory - Achievement	.249	.000	Significant
Cognitive - Achievement	.157	.016	Significant
Compensation - Achievement	.230	.000	Significant
Metacognitive - Achievement	.086	.189	not significant
Affective - Achievement	.299	.000	Significant
Social - Achievement	.207	.001	Significant

*r* = coefficient correlation

*p* = probability value

From the table, it can be seen that all strategies are positively correlated with learning achievement. Regarding the correlation, the significant positive correlations indicated that the better the grades, the more frequently they used the strategies. The strongest correlation (0.249) is between English achievement and Memory Strategy, while the weakest correlation (0.086) is between achievement and Metacognitive Strategy. The only correlation which is not significant is the correlation between Metacognitive Strategy and achievement.

#### 1) **Correlation between Memory Strategy and English learning achievement**

The first alternative hypothesis in this study is that there is a positive and significant relationship between Memory Strategy and the English learning achievement among the second-grade students of State Junior High School 2 of Wonosari Klaten. From the results of the Pearson Product Moment analysis, the

researcher finds out that the correlation coefficient of the relationship between the Memory Strategies and the English learning achievement is 0.249 with  $p=0.000$ . Since  $p$  or the probability value is lower than the predetermined alpha 0.05, it can be concluded that the hypothesis is accepted. It means that there is a positive and significant relationship between the students' Memory Strategy and their English learning achievement.

## **2) Correlation between Cognitive Strategy and English learning achievement**

The second alternative hypothesis in this study is that there is a positive and significant relationship between Cognitive Strategy and the English learning achievement among the second-grade students of State Junior High School 2 of Wonosari Klaten. Based on the computation of the Pearson Product Moment analysis, the researcher finds out that the correlation coefficient of the relationship between the Cognitive Strategy and the English learning achievement is 0.157 with  $p=0.016$ . It can be seen that the  $p$  or the probability value is lower than the predetermined alpha 0.05, so that it can be said that the hypothesis is accepted. Then, it means that there is a positive and significant relationship between the students' Cognitive Strategy and their English learning achievement.

## **3) Correlation between Compensation Strategy and English learning achievement**

The third proposed alternative hypothesis in this study is that there is a positive and significant relationship between Compensation Strategy and the English learning achievement among the second-grade students of State Junior High School 2 of Wonosari Klaten. The results of the analysis show that the

correlation coefficient of the relationship between the Compensation Strategy and the English learning achievement is 0.230 with  $p=0.000$ . The probability value is lower than the predetermined alpha 0.05, so that the hypothesis is accepted. Then, it can be said that there is a positive and significant relationship between the students' Compensation Strategy and their English learning achievement.

#### **4) Correlation between Metacognitive Strategy and English learning achievement**

The fourth alternative hypothesis in this study is that there is a positive and significant relationship between Metacognitive Strategy and the English learning achievement among the second-grade students of State Junior High School 2 of Wonosari Klaten. From the results of the analysis, the researcher finds out that the correlation coefficient of the relationship between the Metacognitive Strategy and the English learning achievement is 0.086 with  $p=0.189$ . It shows that the probability value is higher than the predetermined alpha 0.05, so that it can be said then that the fourth alternative hypothesis is rejected. Therefore, it can be said that there is a positive relationship between students' Metacognitive Strategy and their English learning achievement, but it is not significant.

#### **5) Correlation between Affective Strategy and English learning achievement**

The fifth alternative hypothesis in this study is that there is a positive and significant relationship between Affective Strategy and the English learning achievement among the second-grade students of State Junior High School 2 of Wonosari Klaten. The results of the Pearson Product Moment analysis show that the correlation coefficient of the relationship between the Affective Strategy and the English learning achievement is 0.299 with  $p=0.000$ . The probability value,

which is lower than the predetermined alpha 0.05, indicates that the fifth alternative hypothesis is accepted. It means that there is a positive and significant relationship between the students' Affective Strategy and their English learning achievement.

#### **6) Correlation between Social Strategies and English learning achievement**

The last alternative hypothesis in this study is that there is a positive and significant relationship between Social Strategy and the English learning achievement among the second-grade students of State Junior High School 2 of Wonosari Klaten. From the results of the analysis, the researcher finds out that the correlation coefficient of the relationship between the Social Strategy and the English learning achievement is 0.207 with  $p=0.001$ . It can be said that the last alternative hypothesis is accepted because the probability value is lower than the predetermined alpha 0.05. This means that there is a positive and significant relationship between the students' Social Strategy and their English learning achievement.

### **B. Discussion**

In this section, the results of the data analyses will be discussed in two parts. The first is the discussion of the students' use of learning strategies covering all the Memory, Cognitive, Compensation, Metacognitive, Affective, and Social Strategies. The second is the discussion of the relationship between students' learning strategies and their English learning achievement.

## 1. Use of Learning Strategies by Students

From the findings, it can be seen that the use of Memory, Cognitive, Compensation, Metacognitive, and Social Strategy by second-grade students of State Junior High School 2 of Wonosari Klaten falls in the fairly good category. However, the students' use of Affective Strategy is poor.

The results of the comparison between learning strategies used by junior high school students and elementary school and third-year university students show that there is a difference regarding to the strategy choice. The elementary school students are high in using Cognitive and Memory Strategy (Sugeng, 2010: 91-92). It means that they use mental processes while they are learning English. It is because Cognitive Strategy enables learners to understand and produce a new language. They also tend to do much in memorizing because the Memory Strategy helps students store and retrieve new information.

This is different from the use of learning strategies by third-year university students. They tend to choose one strategy, which is Compensation Strategy, when they are learning English (Sugeng, 2010: 91-92). This represents that the students compensate for missing knowledge.

On the other hand, junior high school students use all strategies equally. All strategies almost make one straight line. It means that the students use all learning strategies equally while they are learning English. It is because, in junior high schools, students are introduced with many strategies by the teachers. It is a chance for teachers to introduce and give many strategies to their students in facing problems while learning. So, it is time for the students to enrich their

strategies in order that they are able to use them according to what they need while learning English.

## **2. Correlation between Students' Learning Strategies and their English Learning Achievement**

The correlations between students' learning strategies and their English learning achievement will be discussed in six parts. They are the correlations between students' English learning achievement and their Memory, Cognitive, Compensation, Metacognitive, Affective, and Social Strategy.

### **a. Correlation between Memory Strategy and English Learning Achievement**

From the findings in Table 13, it can be seen that the correlation between students' Memory Strategy and their English learning achievement is positive and significant. It is consistent with Martiwi's study (2005) which also finds that there is a positive and significant correlation between students' Memory Strategy and their English learning achievement. It can be concluded that the more students use the Memory Strategy, the higher English achievement they will get. It is because the Memory Strategy helps language learners to cope with some difficulties in learning, for example, remembering large amounts of vocabulary necessary to achieve fluency, storing verbal material and then retrieving it when needed for communication, etc. (Oxford, 1990: 39-40).

### **b. Correlation between Cognitive Strategy and English Learning Achievement**

The results of the computation reveal that there is a positive and significant correlation between the students' Cognitive Strategy and their English learning achievement. Again, the finding agrees with Martiwi's study concerning

these two variables. In this case, the use of the Cognitive Strategy, like reasoning, analyzing, note-taking, summarizing, synthesizing, outlining, reorganizing information, influences the English learning achievement positively. Hence, it can be said that the more students carry out the strategies, the higher their English learning achievement will be.

**c. Correlation between Compensation Strategy and English Learning Achievement**

The findings suggest that there is a positive and significant correlation between the students' Compensation Strategy and their English learning achievement. It is in harmony with Oxford (1990) who believes that Compensation Strategy enables learners to use the new language for either comprehension or production despite limitations in knowledge. However, it is not coherent with Martiwi's study (2005) which finds that there is no significant relationship between students' Compensation Strategy and their English achievement.

Although the finding is not in concord with Martiwi's study, it supports Oxford's theory that states that Compensation Strategy can improve students' achievement. Therefore, it can be concluded that the more students employ the Compensation Strategy, the higher achievement they will get.

**d. Correlation between Metacognitive Strategy and English Learning Achievement**

According to the results of the analyses, it can be said that there is a positive but not significant correlation between students' Metacognitive Strategy and their English learning achievement. It is inconsistent with Martiwi's study

that finds a significant relationship in the correlation. It also does not support Oxford's theory saying that Metacognitive Strategy can increase students' academic accomplishment. Consequently, since the correlation is not significant, it cannot be used individually to predict the students' English learning achievement. It means that students' use of the Metacognitive Strategy does not guarantee a higher students' achievement.

Here, however, the researcher believes that there might be reasons or factors that cause the insignificant correlation. First, it may be true that there is certainly no correlation between the Metacognitive Strategy and achievement. So, the use of the Metacognitive Strategy does not influence the students' achievement in learning English. If the situation happens like this, it is not necessary for the students to use the Metacognitive Strategy to improve their English well.

Second, it is possible that the students are not able to use the Metacognitive Strategy appropriately. However, since they do not use the strategy appropriately and effectively, the utilization will not affect their English achievement. The worse is that the use of the Metacognitive Strategy even makes the English learning achievement low.

With the two possibilities, the researcher still has a major question to find a solution. Then, it is open for other researchers to investigate this phenomenon in research studies on learning strategies to verify whether this finding is consistent.

**e. Correlation between Affective Strategy and English Learning Achievement**

The findings indicate that there is a positive and significant correlation between the students' Affective Strategy and their English learning achievement. It is inline with Martiwi's study (2005) which also gets the same finding. It means that there is an interconnection between the variables and it can be used in predicting the variables. It strengthens Oxford's theory stating that by using Affective Strategy students can control their emotions, attitudes, motivations, and values so that indirectly their achievement in learning can also be improved.

**f. Correlation between Social Strategy and English Learning Achievement**

In the findings it is concluded that there is a positive and significant correlation between the students' Social Strategy and their English learning achievement. Martiwi's finding with the coefficient correlation of 0.440 supports the researcher's study. The positive and significant correlation means that the higher the students employ the Social Strategy, the higher their' English learning achievement will be. It also supports Oxford's theory stating that the Social Strategy, such as asking questions, cooperating with others, and empathizing with others, will help students in learning and will improve their accomplishment.

## CHAPTER V

### CONCLUSION AND IMPLICATIONS

This chapter consists of two parts. The first part deals with the conclusion or summary of the research findings and discussions. The second part deals with the implications of the research findings.

#### A. Conclusion

Two items of conclusion are presented at the completion of this study. The first is related to the descriptive data of each of the sub-category of learning. The second is related to the correlation between the students' learning strategies as the independent variable of the study and their English learning achievement as the dependent variable.

##### 1. Use of Students' Learning Strategies

Referring to the results of the descriptive analyses in the previous chapter, there are three items of conclusion that can be mentioned. First, the use of Memory, Cognitive, Compensation, Metacognitive, and Social Strategies by the second-grade students of State Junior High School 2 of Wonosari Klaten falls in the fairly good category. The fact suggests that students do not use those learning strategies frequently. Students do techniques to remember the instructional material fairly. Besides, they sometimes compensate for missing knowledge. However, they do not organize their learning frequently. They also do not evaluate their learning regularly. In addition, they sometimes learn with others. Second, the use of Affective Strategy is in the poor category. It means that they do not manage their emotion well. Third, the ranking of the six learning strategy

categories according to the frequency of use is Memory, Metacognitive, Social, Compensation, Cognitive, and Affective. It can be seen that the learning strategy used most is the Memory Strategy while the least used is the Affective Strategy. It means that students tend to do much memorizing in their learning. However they do not seem to show enough skills in managing their own emotion, motivation, and attitudes.

## **2. Relationship between Students' Learning Strategies and their English Learning Achievement**

From the computation of the Pearson Product Moment correlation, there are two items of conclusion related to the correlation between students' learning strategies and their English learning achievement. The first is related to the significant correlation. The second is related to the non-significant correlation.

First, the results of the computation show that five strategies, namely Memory, Cognitive, Compensation, Affective and Social Strategies are positively and significantly correlated to the English learning achievement. The correlation coefficients are 0.249, 0.157, 0.230, 0.299, and 0.086 respectively. It means that the use of the five strategies, such as remembering effectively, using mental processes, compensating for missing knowledge, managing emotions, and learning with others, improves the students' achievement in learning English. The more students use the strategies, the better results will be achieved.

Second, from the six learning strategies, the Metacognitive Strategy does not have a significant correlation with the English learning achievement. It means that the score of the students' English achievement cannot be predicted from the level of the Metacognitive Strategy use. Although the students' use of the

strategies is high, like managing and organizing in the learning, it will not guarantee that the students will get high achievement in learning English. It is because the students possibly do not use the Metacognitive Strategy appropriately and effectively.

## **B. Implications**

In this part, the researcher proposes the implications as follow-ups of the results of the study. The implications are related to the use of the learning strategies and the correlation between the students' learning strategies and their English learning achievement.

First, the use of Memory, Cognitive, Compensation, Metacognitive, and Social Strategy by the second-grade students of State Junior High School 2 of Wonosari Klaten falls in the fairly good category. Since the utilization of those strategies is fairly good, it is advisable for the students to increase the use of the strategies in learning. It is because the Memory Strategy can help students to cope with some difficulties in memorizing. Moreover, using Cognitive Strategy enables students to understand and produce new language. Compensation Strategy, on the other hand, allows students to use the language despite their gaps in knowledge. Metacognitive Strategy allows students to control their learning processes. Meanwhile, using the Social Strategy can help learners to encourage their conversation partners to provide larger quantities of the input in the target language and to indicate interest and involvement. That is why there is a need to increase the use of those strategies while learning English. On the other hand, the use of Affective Strategy falls in the poor category. The fact indicates that the

students use the strategies poorly. They do not manage their emotion well. Since Affective Strategy helps to regulate students' emotion, motivations, and attitudes, it is also recommended for the students to improve the use of this strategy in learning English.

Second, the correlations between English learning achievement and Memory, Cognitive, Compensation, Affective and Social Strategies are positive and significant. It indicates that the more strategies are used, the better results will be achieved. Then, it suggests the students to advance their use of those strategies in order to improve their English achievement. It also suggests the teachers to introduce many strategies to the students and to teach them how to use those strategies in the teaching and learning processes. On the other hand, the correlation between Metacognitive Strategy individually and English learning achievement is positive but not significant. It means that the use of the Metacognitive Strategy in learning English will not really influence the English learning achievement. This leaves a major question for the researcher to find a resolution. Then, it is open for other researchers to investigate this phenomenon in research on learning strategies to verify whether or not this finding is consistent.

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**APPENDIX A: STUDENTS' SCORES OF SEMESTER TEST (UAS)**

Student number	UAS' score					
	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F
1	62	63	56	61	86	73
2	70	62	60	63	79	74
3	74	66	56	78	84	81
4	74	82	59	66	68	73
5	65	70	57	59	85	71
6	68	62	65	62	86	73
7	72	75	62	64	77	74
8	64	75	65	63	77	73
9	62	62	66	67	69	70
10	62	74	62	69	81	75
11	63	74	66	68	81	75
12	64	71	63	67	76	72
13	62	69	69	67	85	76
14	62	83	55	59	78	72
15	79	72	58	68	80	79
16	62	73	67	69	78	71
17	85	73	59	64	80	77
18	62	65	65	64	68	71
19	66	77	68	63	78	75
20	62	74	54	62	74	78
21	62	66	58	68	66	69
22	65	67	66	70	69	70
23	65	67	60	65	70	70
24	62	64	59	67	75	67
25	62	64	58	69	68	73
26	62	64	64	67	71	71
27	63	65	66	66	75	79
28	62	64	61	67	70	74
29	64	64	53	63	75	76
30	62	67	62	65	71	73
31	62	62	61	65	62	73
32	63	62	58	68	66	69
33	63	62	63	66	66	69
34	62	62	65	67	68	67
35	65	67	60	68	68	66
36	63	62	54	68	68	62
37	62	62	62	68	66	68
38	62	62	57	77	70	83
39	66	61	63	-	-	70
40	68	58	-	-	-	-

## **APPENDIX B: INSTRUMENT FOR MEASURING LEARNING STRATEGIES**

### **KUESIONER**

#### **STRATEGI BELAJAR BAHASA**

Daftar pertanyaan ini diajukan kepada Anda untuk mengetahui ciri-ciri pelajar bahasa yang baik (sukses). Dalam hal ini, kami memilih anda menjadi model untuk tujuan tersebut.

Daftar pertanyaan ini bersifat kelompok dan rahasia. Pertama, kami tidak akan menelaah secara perseorangan keterangan-keterangan yang Anda berikan; jadi, nama anda tidak akan kami cantumkan di manapun juga dalam laporan. Kedua, kami akan menjaga dengan baik kerahasiaan data yang Anda berikan. Jadi, Anda tidak perlu merasa ragu-ragu untuk memberikan jawaban sesuai dengan kemauan Anda.

Daftar pertanyaan ini terdiri atas 6 bagian. Masing-masing bagian berisi buti-butir pertanyaan yang berhubungan dengan kegiatan belajar bahasa Inggris sebagai bahasa asing. Berikan tanggapan Anda terhadap pertanyaan-pertanyaan tersebut dengan menentukan pilihan-pilihan sebagai berikut:

A. Sangat tepat	: Benar-benar sesuai dengan keadaan/kebiasaan Anda.
B. Tepat	: Banyak menggambarkan keadaan/kebiasaan Anda; katakanlah 75% - 80% sesuai.
C. Kadang-kadang	: Kira-kira 50% sesuai dengan keadaan/kebiasaan Anda.
D. Tidak tepat	: Tidak sesuai dengan keadaan/kebiasaan Anda.
E. Sangat tidak tepat	: Sama sekali tidak sesuai dengan keadaan/kebiasaan Anda; bahkan bertolak belakang.

Berikan jawaban Anda yang menggambarkan keadaan/kebiasaan Anda yang sesungguhnya; bukan yang Anda inginkan/atau yang Anda anggap seharusnya; dan bukan menurut pendapat orang, atau pendapat umum. Jadi, semuanya berhubungan dengan apa yang benar-benar terjadi pada Anda.

Tuliskan jawaban Anda pada Lembar Jawaban yang telah disediakan dengan cara menyalangi huruf A, B, C, D, atau E yang mewakili pilihan Anda. Jika ada kata atau istilah yang tidak Anda pahami, tanyakanlah pada petugas.

Atas kesediaan Anda mengisi daftar pertanyaan ini, kami ucapkan banyak terima kasih.

### **Bagian I (Memory Strategies)**

1. Dalam belajar Bahasa Inggris, saya menghubungkan hal-hal yang telah saya ketahui dengan hal-hal yang baru.
2. Untuk mengingat kata-kata bahasa Inggris baru, saya menggunakan kata-kata baru tersebut dalam kalimat-kalimat.
3. Untuk membantu mengingat kata-kata bahasa Inggris baru, saya menghubungkan ucapan kata-kata tersebut dengan suatu benda atau gambar tertentu.
4. Saya mengingat arti kata bahasa Inggris baru dengan cara membayangkan suatu peristiwa atau situasi di mana kata tersebut dapat digunakan.
5. Saya menggunakan sajak (persamaan bunyi) untuk mengingat kata-kata bahasa Inggris baru.
6. Saya menggunakan *flashcards* (kartu bergambar) untuk mengingat kata-kata bahasa Inggris baru.
7. Saya memperagakan kata-kata bahasa Inggris baru dengan gerakan-gerakan tangan, kaki, dan sebagainya.
8. Kadang saya mengulang kembali pelajaran-pelajaran yang telah saya terima.
9. Saya mengingat arti kata-kata baru dengan cara mengingat-ingat kembali letak kata-kata itu dalam buku, papan tulis, atau tempat-tempat lain.

## **Bagian II (Cognitive Strategies)**

10. Saya mengucapkan atau menuliskan kata-kata bahasa Inggris baru berulang-ulang.
11. Saya berusaha untuk berbicara seperti penutur asli/orang Inggris.
12. Saya berlatih pelafalan/cara baca bahasa Inggris.
13. Saya menggunakan kosakata bahasa Inggris yang saya ketahui dalam berbagai kalimat.
14. Saya memulai berbicara/berdialog menggunakan bahasa Inggris.
15. Saya menonton program tv yang berbahasa Inggris atau menonton film yang berbahasa Inggris.
16. Saya membaca buku berbahasa Inggris untuk kesenangan.
17. Saya menulis catatan, surat, atau laporan dalam bahasa Inggris.
18. Dalam membaca bacaan berbahasa Inggris, saya membaca dengan cepat dahulu, kemudian membacanya kembali dengan teliti.
19. Saya mencari kata-kata dalam bahasa saya (bahasa Indonesia) yang sama artinya dengan kata-kata baru dalam bahasa Inggris.
20. Saya mencoba untuk mencari pola tata bahasa Inggris.
21. Saya mencari arti kata bahasa Inggris dengan cara memecah kata tersebut menjadi bagian-bagian yang saya ketahui.
22. Saya mencoba untuk tidak menerjemahkan kalimat kata demi kata.
23. Saya membuat ringkasan dari informasi yang saya dengar atau baca dalam bahasa Inggris.

#### **Bagian IV (Metacognitive Strategies)**

30. Saya berusaha mencari kesempatan sebanyak mungkin untuk mempraktekkan bahasa Inggris saya.
31. Saya memperhatikan kesalahan-kesalahan dalam berbahasa Inggris untuk saya gunakan dalam meningkatkan kemampuan saya dalam berbahasa Inggris.
32. Saya memperhatikan ketika seseorang berbicara bahasa Inggris.
33. Saya berusaha mencari tahu bagaimana belajar bahasa Inggris yang baik.
34. Saya membuat jadwal sendiri sehingga saya mempunyai cukup waktu untuk belajar bahasa Inggris.
35. Saya mencari orang yang dapat saya ajak berlatih/berbicara menggunakan bahasa Inggris.
36. Saya berusaha untuk mencari kesempatan yang sebanyak-banyaknya untuk membaca buku berbahasa Inggris.
37. Saya memiliki tujuan yang jelas dalam belajar bahasa Inggris.
38. Dalam belajar bahasa Inggris, saya memikirkan apakah ada kemajuan dalam belajar saya.

#### **Bagian V (Affective Strategies)**

39. Saya mencoba untuk santai bila saya merasa takut menggunakan bahasa Inggris.
40. Saya memberanikan diri untuk berbicara bahasa Inggris walaupun saya takut membuat kesalahan.
41. Saya memberikan penghargaan pada diri saya sendiri ketika saya melakukan hal yang baik dalam belajar bahasa Inggris.
42. Saya mengingat ketika saya merasa tegang atau grogi dalam belajar bahasa Inggris.
43. Saya membuat catatan dalam buku harian tentang perasaan saya dalam belajar bahasa Inggris.
44. Saya bercerita ke orang lain tentang perasaan saya dalam belajar bahasa Inggris.

**Bagian VI (Social Strategies)**

45. Jika saya tidak paham/mengerti dalam pembicaraan berbahasa Inggris, saya meminta orang lain tersebut untuk memelankan pembicaraanya atau mengulanginya.
46. Saya meminta orang yang berbahasa Inggris untuk mengoreksi saya ketika saya berbicara.
47. Saya berlatih bahasa Inggris dengan siswa yang lain.
48. Saya meminta bantuan kepada orang yang berbahasa Inggris.
49. Saya bertanya dengan menggunakan bahasa Inggris.
50. Saya mencoba untuk mempelajari kebudayaan Inggris.

**APPENDIX C: RESULTS OF CALCULATION OF THE DESCRIPTIVE ANALYSES**

**Statistics**

	Memory	Cognitive	Compensation	Meta Cognitive	Affective	Social	Achievement
N	234	234	234	234	234	234	234
Valid	0	0	0	0	0	0	0
Missing	3.2275	2.9857	3.0615	3.2019	2.8707	3.1542	68.1624
Mean	3.1400	2.8600	3.0000	3.2200	2.7500	3.1700	67.0000
Median	3.14	2.86 <sup>a</sup>	3.40	3.00	3.00	3.17	62.00
Mode	.57024	.65185	.64533	.69545	.67933	.62983	6.71039
Std. Deviation	.325	.425	.416	.484	.461	.397	45.029
Variance	2.57	3.28	3.20	3.33	3.25	3.34	33.00
Range	2.00	1.29	1.40	1.56	1.50	1.33	53.00
Minimum	4.57	4.57	4.60	4.89	4.75	4.67	86.00
Maximum	755.24	698.66	716.40	749.24	671.75	738.08	15950.00
Sum							

a. Multiple modes exist. The smallest value is shown

## Frequency Table

### Memory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	3	1.3	1.3	1.3
	2.14	10	4.3	4.3	5.6
	2.29	4	1.7	1.7	7.3
	2.43	9	3.8	3.8	11.1
	2.57	13	5.6	5.6	16.7
	2.71	13	5.6	5.6	22.2
	2.86	10	4.3	4.3	26.5
	3.00	26	11.1	11.1	37.6
	3.14	31	13.2	13.2	50.9
	3.29	21	9.0	9.0	59.8
	3.43	26	11.1	11.1	70.9
	3.57	14	6.0	6.0	76.9
	3.71	16	6.8	6.8	83.8
	3.86	7	3.0	3.0	86.8
	4.00	9	3.8	3.8	90.6
	4.14	8	3.4	3.4	94.0
	4.29	12	5.1	5.1	99.1
	4.43	1	.4	.4	99.6
	4.57	1	.4	.4	100.0
	Total	234	100.0	100.0	

## Cognitive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.29	1	.4	.4	.4
	1.43	1	.4	.4	.9
	1.57	2	.9	.9	1.7
	1.71	4	1.7	1.7	3.4
	1.86	3	1.3	1.3	4.7
	2.00	4	1.7	1.7	6.4
	2.14	9	3.8	3.8	10.3
	2.29	17	7.3	7.3	17.5
	2.43	14	6.0	6.0	23.5
	2.57	16	6.8	6.8	30.3
	2.71	23	9.8	9.8	40.2
	2.86	24	10.3	10.3	50.4
	3.00	17	7.3	7.3	57.7
	3.14	18	7.7	7.7	65.4
	3.29	11	4.7	4.7	70.1
	3.43	9	3.8	3.8	73.9
	3.57	24	10.3	10.3	84.2
	3.71	12	5.1	5.1	89.3
	3.86	5	2.1	2.1	91.5
	4.00	5	2.1	2.1	93.6
	4.14	7	3.0	3.0	96.6
	4.29	5	2.1	2.1	98.7
	4.43	1	.4	.4	99.1
	4.57	2	.9	.9	100.0
	Total	234	100.0	100.0	

**Compensation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.40	1	.4	.4	.4
	1.80	4	1.7	1.7	2.1
	2.00	9	3.8	3.8	6.0
	2.20	12	5.1	5.1	11.1
	2.40	23	9.8	9.8	20.9
	2.60	22	9.4	9.4	30.3
	2.80	29	12.4	12.4	42.7
	3.00	28	12.0	12.0	54.7
	3.20	23	9.8	9.8	64.5
	3.40	30	12.8	12.8	77.4
	3.60	17	7.3	7.3	84.6
	3.80	5	2.1	2.1	86.8
	4.00	9	3.8	3.8	90.6
	4.20	15	6.4	6.4	97.0
	4.40	6	2.6	2.6	99.6
	4.60	1	.4	.4	100.0
	Total	234	100.0	100.0	

**Meta Cognitive**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.56	1	.4	.4	.4
	1.78	2	.9	.9	1.3
	1.89	2	.9	.9	2.1
	2.00	3	1.3	1.3	3.4
	2.11	9	3.8	3.8	7.3
	2.22	7	3.0	3.0	10.3
	2.33	13	5.6	5.6	15.8
	2.44	7	3.0	3.0	18.8
	2.56	9	3.8	3.8	22.6
	2.67	12	5.1	5.1	27.8
	2.78	7	3.0	3.0	30.8
	2.89	6	2.6	2.6	33.3
	3.00	22	9.4	9.4	42.7
	3.11	12	5.1	5.1	47.9
	3.22	17	7.3	7.3	55.1
	3.33	13	5.6	5.6	60.7
	3.44	16	6.8	6.8	67.5
	3.56	8	3.4	3.4	70.9
	3.67	9	3.8	3.8	74.8
	3.78	6	2.6	2.6	77.4
	3.89	10	4.3	4.3	81.6
	4.00	12	5.1	5.1	86.8
	4.11	13	5.6	5.6	92.3
	4.22	6	2.6	2.6	94.9
	4.33	2	.9	.9	95.7
	4.44	4	1.7	1.7	97.4
	4.56	3	1.3	1.3	98.7
	4.67	2	.9	.9	99.6
	4.89	1	.4	.4	100.0
	Total	234	100.0	100.0	

**Affective**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.50	6	2.6	2.6	2.6
	1.75	10	4.3	4.3	6.8
	2.00	15	6.4	6.4	13.2
	2.25	25	10.7	10.7	23.9
	2.50	32	13.7	13.7	37.6
	2.75	33	14.1	14.1	51.7
	3.00	34	14.5	14.5	66.2
	3.25	30	12.8	12.8	79.1
	3.50	17	7.3	7.3	86.3
	3.75	11	4.7	4.7	91.0
	4.00	11	4.7	4.7	95.7
	4.25	5	2.1	2.1	97.9
	4.50	4	1.7	1.7	99.6
	4.75	1	.4	.4	100.0
	Total	234	100.0	100.0	

**Social**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.33	1	.4	.4	.4
	1.67	1	.4	.4	.9
	1.83	1	.4	.4	1.3
	2.00	7	3.0	3.0	4.3
	2.17	6	2.6	2.6	6.8
	2.33	15	6.4	6.4	13.2
	2.50	12	5.1	5.1	18.4
	2.67	23	9.8	9.8	28.2
	2.83	16	6.8	6.8	35.0
	3.00	21	9.0	9.0	44.0
	3.17	32	13.7	13.7	57.7
	3.33	24	10.3	10.3	67.9
	3.50	18	7.7	7.7	75.6
	3.67	18	7.7	7.7	83.3
	3.83	9	3.8	3.8	87.2
	4.00	7	3.0	3.0	90.2
	4.17	13	5.6	5.6	95.7
	4.33	4	1.7	1.7	97.4
	4.50	5	2.1	2.1	99.6
	4.67	1	.4	.4	100.0
	Total	234	100.0	100.0	

## Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53.00	1	.4	.4	.4
	54.00	2	.9	.9	1.3
	55.00	1	.4	.4	1.7
	56.00	2	.9	.9	2.6
	57.00	2	.9	.9	3.4
	58.00	5	2.1	2.1	5.6
	59.00	5	2.1	2.1	7.7
	60.00	5	2.1	2.1	9.8
	61.00	4	1.7	1.7	11.5
	62.00	27	11.5	11.5	23.1
	63.00	12	5.1	5.1	28.2
	64.00	9	3.8	3.8	32.1
	65.00	13	5.6	5.6	37.6
	66.00	16	6.8	6.8	44.4
	67.00	14	6.0	6.0	50.4
	68.00	17	7.3	7.3	57.7
	69.00	10	4.3	4.3	62.0
	70.00	10	4.3	4.3	66.2
	71.00	7	3.0	3.0	69.2
	72.00	8	3.4	3.4	72.6
	73.00	16	6.8	6.8	79.5
	74.00	9	3.8	3.8	83.3
	75.00	8	3.4	3.4	86.8
	76.00	3	1.3	1.3	88.0
	77.00	5	2.1	2.1	90.2
	78.00	5	2.1	2.1	92.3
	79.00	4	1.7	1.7	94.0
	80.00	2	.9	.9	94.9
	81.00	3	1.3	1.3	96.2
	82.00	1	.4	.4	96.6
	83.00	2	.9	.9	97.4
	84.00	1	.4	.4	97.9
	85.00	3	1.3	1.3	99.1
	86.00	2	.9	.9	100.0
	Total	234	100.0	100.0	

**APPENDIX D: RESULTS OF THE NORMALITY TEST**

**NPar Tests**

**One-Sample Kolmogorov-Smirnov Test**

	Memory	Cognitive	Compensation	Meta Cognitive	Affective	Social	achievement
N	234	234	234	234	234	234	234
Normal Parameters: Mean	3.2275	2.9857	3.0615	3.2019	2.8707	3.1542	68.1624
Std. Deviation	.57024	.65185	.64533	.69545	.67933	.62983	6.71039
Most Extreme Differences	.080	.081	.085	.065	.088	.070	.087
Absolute Positive	.071	.081	.085	.056	.088	.070	.087
Negative	-.080	-.076	-.060	-.065	-.058	-.070	-.064
Kolmogorov-Smirnov Z	1.224	1.235	1.300	.999	1.340	1.068	1.324
Asymp. Sig. (2-tailed)	.100	.095	.068	.272	.055	.204	.060

a. Test distribution is Normal.

b. Calculated from data.

## APPENDIX E: RESULTS OF THE LINEARITY TEST

### 1. Achievement \* Memory

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Achievement * Memory	Between Groups	(Combined)	1239.068	19	65.214	1.501	.087
		Linearity	95.878	1	95.878	2.207	.139
		Deviation from Linearity	1143.190	18	63.511	1.462	.106
Within Groups			9296.094	214	43.440		
Total			10535.162	233			

Measures of Association

	R	R Squared	Eta	Eta Squared
Achievement * Memory	.095	.009	.343	.118

### 2. Achievement \* Cognitive

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Achievement * Cognitive	Between Groups	(Combined)	1718.751	23	74.728	1.789	.018
		Linearity	259.296	1	259.296	6.207	.014
		Deviation from Linearity	1459.455	22	66.339	1.588	.051
Within Groups			8773.078	210	41.777		
Total			10491.829	233			

Measures of Association

	R	R Squared	Eta	Eta Squared
Achievement * Cognitive	.157	.025	.405	.164

### 3. Achievement \* Compensation

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Achievement * Compensation	Between Groups	(Combined)	1066.940	16	66.684	1.528	.092
		Linearity	17.208	1	17.208	.394	.531
		Deviation from Linearity	1049.733	15	69.982	1.604	.074
Within Groups			9468.222	217	43.632		
Total			10535.162	233			

Measures of Association

	R	R Squared	Eta	Eta Squared
Achievement * Compensation	.040	.002	.318	.101

#### 4. Achievement \* Meta Cognitive

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Achievement * Meta Cognitive	Between	(Combined)	1037.834	28	37.065	.804	.749
	Groups	Linearity	78.075	1	78.075	1.693	.195
		Deviation from Linearity	959.759	27	35.547	.771	.786
	Within Groups		9453.995	205	46.117		
	Total		10491.829	233			

Measures of Association

	R	R Squared	Eta	Eta Squared
Achievement * Meta Cognitive	.086	.007	.315	.099

#### 5. Achievement \* Affective

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Achievement * Affective	Between	(Combined)	969.187	11	88.108	2.045	.026
	Groups	Linearity	214.838	1	214.838	4.986	.027
		Deviation from Linearity	754.349	10	75.435	1.751	.071
	Within Groups		9565.975	222	43.090		
	Total		10535.162	233			

Measures of Association

	R	R Squared	Eta	Eta Squared
Achievement * Affective	.143	.020	.303	.092

#### 6. Achievement \* Social

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Achievement * Social	Between	(Combined)	1589.837	19	83.676	2.012	.009
	Groups	Linearity	448.500	1	448.500	10.782	.001
		Deviation from Linearity	1141.336	18	63.408	1.524	.084
	Within Groups		8901.992	214	41.598		
	Total		10491.829	233			

Measures of Association

	R	R Squared	Eta	Eta Squared
Achievement * Social	.207	.043	.389	.152

## APPENDIX F: RESULTS OF THE HYPOTHESIS TEST

### Correlations

#### Achievement

Memory	Pearson Correlation	.249**
	Sig. (2-tailed)	.000
	N	234
Cognitive	Pearson Correlation	.157*
	Sig. (2-tailed)	.016
	N	234
Compensation	Pearson Correlation	.230**
	Sig. (2-tailed)	.000
	N	234
Meta Cognitive	Pearson Correlation	.086
	Sig. (2-tailed)	.189
	N	234
Affective	Pearson Correlation	.299**
	Sig. (2-tailed)	.000
	N	234
Social	Pearson Correlation	.207**
	Sig. (2-tailed)	.001
	N	234
Achievement	Pearson Correlation	1
	N	234

\*\* . Correlation is significant at the 0.01 level

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

## APPENDIX G: RESEARCH LICENSES



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA  
**SEKRETARIAT DAERAH**  
Kepatihan – Danurejan, Yogyakarta – 55213

Nomor : 070/2426/V/2010  
Hal : Ijin Penelitian

21 April 2010

**Kepada Yth.**

Gubernur Provinsi Jawa Tengah  
Cq. Ka. Bakesbanglinmas  
Di -

SEMARANG

Menunjuk surat

Dari : Dekan Fak. Bahasa dan Seni UNY.  
Nomor : 612/H34.12/PP/2010..  
Tanggal : 20 April 2010.  
Perihal : Ijin Penelitian

Setelah mempelajari proposal/desain riset/usulan penelitian yang diajukan, maka dapat diberikan surat keterangan untuk melaksanakan penelitian kepada

**N a m a** : ANITA LISTYOWATI K  
**NIM/NIP** : 05202244151  
**Alamat** : Karangmalang Yogyakarta  
**Judul Penelitian** : THE LEARNING STRATEGIS OF THE SECOND GRADE STUDENTS OF SMP N 2 WONOSARI KLATEN IN RELATION TO THEIR ENGLISH LEARNING ACHIEVEMENT IN THE ACADEMIC YEAR 2009/2010  
**L o k a s i** : Kabupaten Klaten, Jawa Tengah.  
**Waktu** : 3 (tiga) Bulan Mulai Tanggal, 21 Maret s/d 21 Juni 2010

Peneliti berkewajiban menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah penelitian.

Kemudian harap menjadikan maklum

Tembusan disampaikan Kepada Yth.

1. Gubernur DIY (sebagai laporan);
2. Dekan Fak. Bahasa dan Seni UNY
3. Yang bersangkutan

An. Sekretaris Daerah  
Asisten Perekonomian dan Pembangunan  
**Ub.**  
Kepala Biro Administrasi Pembangunan





**PEMERINTAH KABUPATEN KLATEN**  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**  
**(BAPPEDA)**

Jl. Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314-318 Fac 328730  
 KLATEN 57424

**SURAT IJIN PENELITIAN / SURVEY**

Nomor : 072/165II/09

- Dasar :
1. Peraturan Daerah Kabupaten Klaten Nomor 22 Tahun 2008 Tentang Susunan Organisasi dan Tata Kerja Badan Perencanaan Pembangunan Daerah Kabupaten Klaten.
  2. Peraturan Bupati Klaten tanggal 28 Nopember 2008 Nomor 53 Tahun 2008 Tentang Rincian Tugas, Fungsi dan Tata Kerja Badan Perencanaan Pembangunan Daerah Kabupaten Klaten.
  3. Surat Rekomendasi ijin dari Dekan Fakultas Bahasa Dan Seni L'NY.No 612/H.34.12/PP/IV/2009.Tgl 19 April 2010.

Badan Perencanaan Pembangunan Daerah Kabupaten Klaten bertindak atas nama Bupati Klaten, memberikan ijin untuk mengadakan penelitian/survey di Daerah Kabupaten Klaten Kepada :

Nama : Anita Listyowati K  
 Pekerjaan/Mahasiswa : Mhs. UNY  
 Alamat : Karang Malang Yogyakarta  
 Penanggungjawab : Drs.Suhaini M.Shaleh,M.A.  
 Judul/Tujuan : THE LEARNING STRATEGIES OF THE SECOND-GRADE STUDENTS OF SMP N 2 WONOSARI KLATEN IN RELATION TO THEIR ENGLISH LEARNING ACHIEVEMENT IN THE ACADEMIC YEAR OF 2009/2010.  
 Lokasi : Kabupaten Klaten  
 La.manya : April s/d Mei 2010

Dengan ketentuan sebagai berikut :

1. Memberikan hasil penelitian/survey kepada BAPPEDA Kabupaten Klaten 1 (Satu) Exemplar.
2. Sebelum melaksanakan penelitian/Survey dimulai harus menghubungi pejabat setempat.
3. Seluruh biaya yang berhubungan dengan adanya penelitian/Survey ini ditanggung sendiri oleh pemohon.

Demikian untuk menjadi maklum dan guna seperlunya

Tembusan surat ini dikirim Kepada :

1. Ka. Badan Kesbangpollinmas Kab.Klaten
2. Ka. Dinas Pendidikan Kab. Klaten
3. Ka. SMPN 2 Wonosari Klaten
4. Dekan Fakultas Bahasa Dan Seni UNY
5. Yang Bersangkutan
6. Arsip.

Klaten, 26 April 2010

An. BUPATI KLATEN

Kepala BAPPEDA Kabupaten Klaten  
 Sekretaris



Hari Budiono, SH

Pembina Tk. I

NIP. 19611008 198802 1 001



**PEMERINTAH KABUPATEN KLATEN**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 2 WONOSARI**

*Alamat : Kinkang – Wonosari – Klaten – Telp. 0272 5531111 – Kode Pos 57473*

**SURAT KETERANGAN**

Nomor : 780 / 217 / 13 / 2010

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Wonosari Klaten menerangkan bahwa:

Nama	: ANITA LISTYOWATI K
N I M	: 05202244151
Fakultas	: Fakultas Bahasa dan Seni
Jurusan	: Pendidikan Bahasa Inggris
Program Studi	: Pendidikan Bahasa Inggris
Semester	: X
Tahun Akademik	: 2209 / 2010
Alamat	: Gondang Legi, Gondang Sari, Juwiring, Klaten

Saudara tersebut benar-benar telah mengadakan penelitian untuk skripsi dengan judul **“THE LEARNING STRATEGIES OF THE SECOND-GRADE STUDENTS OF SMP N 2 WONOSARI KLATEN IN RELATION TO THEIR ENGLISH LEARNING ACHIEVEMENT IN THE ACADEMIC YEAR OF 2009/2010”** mulai tanggal 05 sampai dengan 06 Mei 2010.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan semestinya.

Wonosari, 06 Mei 2010

Kepala Sekolah,



SU GI YANTO, S.Pd., MACE.  
NIP. 19610605 198703 1 015