## LANGUAGE LEARNING STRATEGIES USED BY STUDENTS THROUGH ENGLISH DISCOVERIES AT THE ENGLISH INTENSIVE CLASS OF UIN SUNAN AMPEL SURABAYA

### **THESIS**

Submitted in partial fulfilment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



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#### **ABSTRACT**

Octaviara, Nindy Putri. (2021). Language Learning Strategies Used by Students through English Discoveries at The English Intensive Class of UIN Sunan Ampel Surabaya, A thesis, English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisors: Hilda Izzati Madjid, MA and Rizka Safriyani, M.Pd.

Key Words: Learning Strategies, English Discovery

There have been many studies that have developed various learning strategies, especially in the realm of language, to support the learning process. However, each learner learns with a different strategy that they think is most suitable for him or her. Oxford (1990) classifies learning strategies into six, namely memory, cognitive, compensation, metacognitive, affective, and social strategies. Then, the researcher conducted this study to find out what strategies were applied by UINSA students in the first semester to learn English in intensive English classes. This study involved 367 students participating in intensive English courses at UINSA for the 2019 academic year as samples. The researcher gave them a questionnaire to find out the learning strategies they applied in learning English through English Discoveries and its factor that affected students to apply it. As a result, this study came to the conclusion that most of the students chose to use a compensation strategy. In other words, they prefer to learn the language by using a dictionary or directly asking their lecturers about things they do not know. The compensation strategy is the most widely used strategy, reaching 145 users. While the strategy that ranks below is the cognitive strategy whose users are only slightly more than half the number of users of the compensation strategy. Besides, the factor that influenced them to apply that strategy are motivation, gender, cultural background, attitude, type of task, L2 stage, learning styles, intelligence, and personality.

#### **ABSTRAK**

Octaviara, Nindy Putri. (2021). Language Learning Strategies Used by Students through English Discoveries at The English Intensive Class of UIN Sunan Ampel Surabaya, Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Hilda Izzati Madjid, MA dan Rizka Safriyani, M.Pd.

Kata Kunci: Strategi belajar, English Discovery

Telah banyak penelitian yang mengembangkan berbagai strategi belajar, khususnya dalam ranah kebahasaan, untuk menunjang proses pemelajaran. Namun, setiap pemelajar belajar dengan strategi yang berbeda yang mereka anggap paling cocok bagi dirinya. Oxford (1990) mengklasifikasikan strategi belajar menjadi enam, yaitu strategi memori, kognitif, kompensasi, metakognitif, afektif, dan sosial. Kemudian, peneliti mengadakan penelitian ini dalam rangka mengetahui strategi-strategi tertentu yang diterapkan oleh para mahasiswa UINSA tahun pertama untuk mempelajari bahasa Inggris di kelas intensif bahasa Inggris. Penelitian ini melibatkan 367 mahasiswa peserta mata kuliah intensif bahasa Inggris di UINSA tahun ajaran 2019 sebagai sampel. Peneliti memberi mereka kuesioner untuk mengetahui strategi belajar yang mereka terapkan dalam mempelajari bahasa Inggris melalui layanan English Discovery dan factor yang mempengaruhi siswa untuk mengapplikasikan strategi tersebut. Sebagai hasilnya, penelitian ini sampai pada kesimpulan bahwa sebagian besar mahasiswa memilih untuk menggunakan strategi kompensasi. Dengan kata lain, mereka lebih senang mempelajari bahasa dengan menggunakan kamus atau bertanya langsung kepada dosennya terkait hal-hal yang tidak mereka ketahui. Strategi kompensasi adalah strategi yang paling banyak digunakan, yaitu mencapai 145 pengguna. Sedangkan strategi yang menduduki peringkat di bawahnya adalah strategi kognitif yang penggunanya hanya setengah lebih sedikit dari jumlah pengguna strategi kompensasi.Disamping itu, faktor yang mempengaruhi para mahasiswa untuk mengapplikasikan strategi tersebut adalah motivasi, jenis kelamin, latarbelakang budaya, sikap, jenis tugas, tahapan L2, gaya belajar, kepandaian, dan kepribadian.

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## **ABBREVIATION**

LLS : Language Learning Strategy

L2 : Second Language

ED : English Discoveries

EDO : English Discoveries Online

ETS : English Testing Service

IBI : Intensive Bahasa Inggris

#### **CHAPTER I**

#### INTRODUCTION

In this chapter, the researcher discusses the background of the study, which explains the reason for conducting investigation. The research questions are also given to make clear the main purpose of conducting this research. Additionally, the researcher also presents the scope and limitation in this chapter so that the discussion in this study does not become too broad.

### A. Background of the Study

Delivering a material related to foreign or second language for nonnative students is quite challenging, because it is not their mother tongue.

When non-native students are taught about second or foreign language, some
of them may got confused and some of them are not. As stated by Lourdes
that many people have the abilities on acquiring many languages besides their
own mother tongue. Some people learn a language by their own wants, and
some learn by the force of their life situation for working, studying abroad and
many more. It is why some people who get second or foreign language will
learn and forget easily as it is not their mother tongue. Therefore, it can be
solved by teachers or lecturers on creating something which can make nonnative students especially become interested and motivated on learning second
or foreign languages. Therefore, it needs strategies on delivering a material
like a foreign language. The strategies or language learning strategies (LLS)
can come from students itself or lecturers who stimulates students for being

<sup>&</sup>lt;sup>1</sup> Lourdes Ortega, *Understanding Second Language Acquisition*. (New York: Routledge, 2013), 1.

interested with language. Based on Oxford (1990), learning strategies functioned as a step taken by students to enhance their own learning. For language learning, strategies are important, which become tools for self-directed and active involvement, in order to improve communicative competence.<sup>2</sup> Learning strategies were also described by O'Malley and Chamot, as behaviors or special thoughts which are used by students to help them learn, comprehend, or get new information.<sup>3</sup> Therefore, strategies can be concluded as a way to make the learner becoming enjoy and understanding the course.

When the lecturers have decided to use a certain strategy of teaching LLS it must be based on some cases or it is called as the variables affecting language learning strategies to be used. According to Herrel who takes a Collier's explanation, it is important for lecturers to make good decision related with instructional practices for students who learn English, the lecturers have to be able to know and understand how the English acquirement of their students and how the difference of acquisition from the way of teaching foreign languages traditionally in the United States. By knowing the variables will make the lecturers easier to use the strategies and their students will also get helped when acquiring the knowledge. There are some variables

<sup>&</sup>lt;sup>2</sup> Rebecca L. Oxford, *Language Learning Strategy: What Every Teacher Should Know.* (USA: Boston, 1990), 1.

<sup>&</sup>lt;sup>3</sup> J. Michael O'Malley, Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*. (New York: University of Cambridge, 1990), 1.

<sup>&</sup>lt;sup>4</sup> Adrienne L. Herrell – Michael Jordan, 50 Strategies for Teaching English Language learners (United States of America: Pearson Education, Inc., 2012), 2.

that affecting LLS (Language Learning Strategy) to be used such as learner factors, situational and social factors, academic factor, cultural background.<sup>5</sup> As known that students have different abilities or background knowledge, it may be caused by those variables; that is why each student has different problem which can also affect the achievement and the development of themselves on learning language and acquiring the knowledge of test that they want to take. So that, as the lecturers who are handling the class must know about the differences among their students and use the suitable strategy on the language learning process, in order to achieve the good result when the students having the test.

Moreover, there were many contributions of studies taken by SL (Second Language)/FL (Foreign Language) students. Those studies have a purpose in the learning process to influence in changing the perception of the students' role and also shows about things that students should do to learn successfully. Therefore, giving encouragement for the lecturers to arrange successful instruction is necessary by recognizing and concerning the students' differences especially designing the teaching methods which appropriate to the students' learning strategies. The more appropriate its methods, the easier for students to understand or acquire the target language.

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<sup>&</sup>lt;sup>5</sup> Ting Liang, Language Learning Strategies – The Theoretical Framework and Some Suggestions for Learner Training Practice (China. 2009), 200-201.

<sup>&</sup>lt;sup>6</sup> Seyed Hossein Fazeli, *The Exploring Nature of Language Learning Strategies (LLS) and their Relationship with Various Variables with Focus on Personality Traits in the Current Studies of Second/Foreign Language Learning*. (Academy Publisher manufactured in Finland. 2011 - Theory and Practice in Language Studies, Vol. 1, No. 10), 1311.

Additionally, at UIN Sunan Ampel Surabaya also used English Discoveries learning on teaching preparation class program or intensive class program. As known, UINSA starts using English Discoveries (ED) in the intensive class program is because nowadays every human activities is mostly done with technology and of course, the education development, especially in English learning, must be developed from time to time. Besides that, ED's concept is the combination of online and offline learning. Therefore, students can access the lesson even they are not in the class with the lecturer. By using ED, it is hoped that it can give students best knowledge and preparation in taking any English test later. Additionally, in the end of intensive class program, the students will have a test, which is hoped that students can manage and get a good score as they have been provided in intensive class program.

Based on the explanation above, it is known why this research takes the topic about English Discoveries and language learning strategy on UIN Sunan Ampel Surabaya. It is because this university uses a new learning program which wants to prepare the students for being able to compete with other people outside the university and acquire the good communication skill, so that it is not only the theories that students will get, but also the real practice. Therefore, UIN Sunan Ampel has an English intensive program, which the students will have a test later. Therefore, intensive class prepares students to be able to handle and do the test well. Additionally, the role of students'

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<sup>&</sup>lt;sup>7</sup> Luk – Tri. "P2B Kenalkan Program Pembelajaran Bahasa Inggris Baru" *News*, (http://www.uinsby.ac.id/id/news/12947/p2b-kenalkan-program-pembelajaran-baru.html, accessed on august 3<sup>rd</sup>, 2018)

learning strategies will also be very important to themselves in doing learning language activities.

Some research studies discussed about learning strategies, the first is a research by Martinez, about the significance of language learning strategies for foreign language teaching, showed that, in order to have and relate a successfully linguistic and strategy training components, between material and course designs must have an enough flexibility. In this research also stated that teachers or lecturers must be facilitators besides being instructors. They must know students' characteristic and background in order that they can decide what the best teaching strategies are. This research also discusses some factors that affected strategies to be used. Therefore, from this research, future researcher can analyze the combining strategies training with the students' development of communicative competence and students' training materials will show their roles as it requires more attention to be discussed.

There was also a research which discussed about language learning strategy. The purpose of this research was to investigate the relationship between the LLS and its practice in real life, both in terms of teachers' perception and students' usage. In this research stated that students who use LLS will achieve the better language proficiency than others, and the strategies that they used are usually for raising their target language. In order to achieve the target language, as a teacher must have an awareness of

<sup>8</sup> Ignacio M. Palacios Martinez, *The Importance of Language Learning Strategies for Foreign Language Teaching*. Notebooks of English Philology, 5/1 1996, pp. 103-120.

students' need and the strategies used in class. So that the target language will be achieved and can change the language education program at the tertiary level.<sup>9</sup> From this research the readers and especially for teachers or lecturers can learn how to lead students to use LLS on their learning.

Another research entitled "Language Teaching Strategies and Techniques Used to Support Students Learning in a Language other than Their Mother Tongue" which was conducted by Natascha Thomson discussed about PYP teachers that used strategies and techniques to children who learn English as foreign language which applying the unit of inquiry. In this study aimed to investigate a material source for language teaching strategies, ideas and approaches for teachers to employ when implementing areas of inquiry, and improving teacher understanding of the language learning through inquiry programme. In this research stated that individual teacher beliefs that all aspects that may contribute to the kinds of language used by teachers and techniques chosen by the teachers in the class are the students' language levels and the types of interactions that occur in the class between the teacher and the students. Different with this research, which analyze all strategies that may use by students in learning language. This research will find the mostly used strategies in learning language used by students.

<sup>&</sup>lt;sup>9</sup> Muhammad Fazle Ramzan Khan, *Language Learning Strategies: A Study of Teacher and Learner Perceptions*. BUP JOURNAL, Volume 1, Issue 1, September 2012.

<sup>&</sup>lt;sup>10</sup> Natascha Thomson, Language Teaching Strategies and Techniques Used to Support Students Learning in a Language other than Their Mother Tongue. (Kongsberg International School, 2012). 1

Not only those discussing about language learning strategies, the researcher also found a number of researches in the field of language learning strategies that used English Discoveries platforms. One was written by Solak and Cakir. They conducted an investigation in order to determine if e-learners employ language learning techniques and whether there were links between learning language activity and the academic performance improvement. The researchers took 274 e-learners, 132 men and 142 women, who were participating in this research and from different majors of e-learning program and taking an English course in Turkey, as participants. This research used the Turkish version of the Language Learning Strategy Inventory as an instrument for collecting the data. Finally, it resulted that participants preferred to take use of metacognitive and memory strategies while they were using cognitive and affective strategies least.

Another study was made by Rahayu, Friatin, and Surachmat.<sup>12</sup> They conducted a case study research by doing observation, interview, and distributing questionnaire to a teacher and twenty tenth-grade students of a vocational high school in Cilacap in order to know the steps taken by the teacher to optimize WELL (Web-Enhanced Language Learning) in teaching reading. It did not just end there. They also tried to find out the students' response to this. The results of this study suggested that the instructor had

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<sup>&</sup>lt;sup>11</sup> Ekrem Solak & Recep Cakir, *Language Learning Strategies of Language E-Learners in Turkey*, E-Learning and Digital Media, vol. 12 number 1, 2015)

<sup>&</sup>lt;sup>12</sup> Avita Tri Rahayu, Lilies Youlia Friatin, & A.M. Surachmat, *Optimizing WELL (Web-Enhanced Language Learning) in Teaching Reading*, (Journal of Applied Linguistics and Literacy, vol 4 number 2, 2020)

taken 13 stages of WELL-optimization to teach reading. The result has also shown that students responded positively to optimizing WELL in teaching them reading.

As an additional information, researches in the field of Language Learning Strategies in the context of Technology-Enhanced contests were mostly only in three language learning skills: reading, listening, and writing. It, nevertheless, was very rare in speaking skill.<sup>13</sup>

Through this background, the researcher tries to explain about the language learning strategies used by students when learning English using ED to prepare themselves be able to take any kind of tests or prepare themselves for mastering all English skills. Not only about the strategies used, but also the reason why they choose that strategies to be used.

#### B. Research Problem

The problem of the study can be defined as the following questions in regard to the context of the study already outlined above:

- 1. What language learning strategies are mostly used by the students at the English intensive class of UIN Sunan Ampel Surabaya through English Discoveries?
- 2. What are the factors that affect the students to use their language learning strategies?

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<sup>&</sup>lt;sup>13</sup> Yalun Zhou & Michael Wei, *Strategies in Technology-Enhanced Language Learning*, (Studies in Second Language Learning and Teaching, vol. 8, no. 2, 2018)

### C. Research Objective

Based on the statements of the problems that will be discussed more in this study is identifying the mostly used strategies of students when learning English through English Discoveries at the classes of English intensive class of UIN Sunan Ampel Surabaya. The strategies there may be varies based on some factors of the students. Not only identifies the strategy, but also identifies the factors that affected students to use that strategy.

### D. Significance of the Research

The results of this research are expected to know the strategy used by students when learning English through ED in English intensive class program and the reason why they use it. By knowing that cases it is hoped will give some advantages to the readers or future research.

#### 1. For students

The discussion of this research will show them about language learning strategies and about English discoveries. By this way, it will make them know and understand about the strategies and about the factors that influenced it to be applied. Therefore, after they know it, it is expected can improve their test scores and their whole skill in English.

#### 2. For lecturers

This research provides some explanation about language learning strategies. It may be useful for lecturers to arrange the strategies that suitable with the lessons. Besides that the lecturers will also know about some factors affecting students' learning strategies. Therefore, it is

expected to the lecturers that they can consider the strategies wisely and correctly suitable for students.

#### 3. For future researchers

For further researchers who are willing to analyze any topics related to LLS, this research can be a previous study for them and it may give different perspective. This research also discuss about English discoveries which is a new thing in UIN Sunan Ampel Surabaya. Therefore, it may give new information about it.

### E. Scope and Limitation

The scope of this research is deal with language learning strategies used by students through English discoveries in English intensive class program. This research will analyse the mostly used strategies among the students and its reason why they use it. Specifically, the data are gained from questionnaire that will be given to the students. Additionally, the research will be limited to English Intensive class program of UIN Sunan Ampel Surabaya. As there are many classes in each faculty such as eleven classes in Business and Economic Faculty, seven classes in Social and Politics Faculty, three classes in Psychology and Health Faculty, fourteen classes in Law Faculty, eleven classes in Philosophy Faculty, fifteen classes in Tarbiyah Faculty, fourteen classes in Dakwah and Communication Faculty, nine classes in Adab Faculty, and eight classes in Science and Technology Faculty. The researcher takes some students as the sample. It will be five students on each class in every faculty.

### F. Definition of Key Terms

In this research, the researcher specified some terms as keys to be used in this research in accordance to the experts and researcher's perspective, and it is defined briefly and clearly.

### 1. Language learning strategies (LLS)

Language learning strategies based on Dornyei are a useful tool for learning actively and consciously. It leads to have a great language proficiency, self-sufficiency of the learner, and self-management. In addition based on Oxford (1990), which is mentioned in Tan Khye,'s research, students' language learning strategies are actions they do to make learning easier, faster, more pleasurable, more self-directed, more effective, and more transferable to new conditions. <sup>14</sup> In this research, LLS is defined as a strategy that used by the students of English intensive program to learn and achieve the target language of English. Furthermore, the strategy used, makes the students become easier to understand the lesson.

## 2. English Discoveries (ED)

English Discoveries is a complete, computer-assisted, English learning service. It can cover the aspects of all businesses and the elements of education. English Discoveries actually an online activity which addresses the corporate and institutional markets. By addressing a large form of participants within the English learning market, EDO offers an extremely made-to-order and personalized system that maximizes each the educational effectiveness and business advancement prospects of

<sup>&</sup>lt;sup>14</sup> Tan Khye Chuin - Sarjit Kaur, *Types Of Language Learning Strategies Used By Tertiary English Majors* (TEFLIN Journal, Volume 26, Number 1, January 2015), 20.

its users.<sup>15</sup> In this research, English Discoveries is a platform which is used to do all of English exercise through online. However, in this research English Discoveries can be done through online and offline. Therefore, both students and lectures can do the exercise every time and everywhere they want.

### 3. English Intensive

English Intensive is a program where students can learn in a number of session with a shorter period than normal period. This program is aimed to improve students' English proficiency. In line with it, English Intensive program in this research is also about an English program which has been made by UIN Sunan Ampel Surabaya for students in order to enrich their English skills. In UIN Sunan Ampel Surabaya, students were obligated to take English intensive program for two semesters or at least ten to twelve months.

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<sup>&</sup>lt;sup>15</sup> Educational Testing Service, Edusoft Ltd., *English Discoveries Online – EDO 2.5 Product Overview*, (New Jersey: Edusoft, 2010), 3.

<sup>&</sup>lt;sup>16</sup> Patricia A. Scott and Clifton F. Conrad, *A Critique of Intensive Courses and Agenda For Research.* Madrison WI: Division of Summer Sessions and inter-college programs, University of Wisconsin. ERIC ND. ED 337097.

<sup>&</sup>lt;sup>17</sup> Jayakaran Mukundan, Elaheh Hamed Mahvelati & Vahid Nimehchisalem, *The Effect of an Intensive English Program on Malaysian Secondary School Students' Language Proficiency*. University Putra Malaysia. English Language Teaching; Vol. 5, No. 11; 2012.

#### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

This chapter discusses all aspects of the study's associated review. Language learning strategies, English intensive, and English Discoveries are the three key topics that will be explored. Furthermore, several previous works in the LLS field will be highlighted.

## A. Theoretical Framework

### 1. Language learning strategies (LLS)

To make language learning process become easier, a strategy will be needed. According to Dornyei language learning strategies are a useful tool for learning actively and consciously. It leads to have a great language proficiency, self-sufficiency of the learner, and self-management. Based on Oxford language learning strategies are activities they do to make learning easier, faster, more pleasurable, more personality, more effective, and more transferable to other settings. When learning a second language (L2), students adopt specific tactics or approaches known as learning strategies. In a research by Hong Shi showed that Cohen and Dornyei also stated that language learning strategies are conscious or potentially conscious actions and in the learning process students can identify the strategies. So that, language learning strategies are very useful to be used when teaching language especially foreign language. It must be important for the lecturers to decide the best strategies in

<sup>&</sup>lt;sup>18</sup> Hong Shi, *Learning Strategies and Classification in Education* (China University of Petroleum-Beijing, Volume 1, Fall 2017), 25.

their class because students will adapt the strategies when in the class to the selflearning when at home.

Learning strategies consist of behavioral or mental activity, which related to several certain steps in the whole language acquisition or language use. In other words, students may behavioral such as they do an action like repeating new words loudly in order to remember it, or they can be mental such as use the synonyms words or situational context to infer or get the meaning of a new word. <sup>19</sup> It sometimes happens through students as a sign that they use their strategies to show or to tell what they mean.

In this research, LLS is defined as a strategy that used by the students to learn and achieve the target language of English. Furthermore, the strategy used, makes the students become easier to understand the lesson. Additionally, there are some reasons that makes students apply some specific strategies. There are some main features of language learning strategies based on Oxford, such as give a contribution to the main purpose, make students become more independent, broaden the teachers' role, focus on the problem, make the students do the specific action through the learning, involve not only the cognitive aspects of the students but also all aspects, allows direct and indirect learning, are not always observable when the teacher uses such strategy, are often conscious and flexible when using some language learning strategies, and influenced by a variety of factors.

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<sup>&</sup>lt;sup>19</sup> Hong Shi, *Learning Strategies and Classification in Education* (China University of Petroleum-Beijing, Volume 1, Fall 2017), 25.

By knowing the main features of language learning strategies, it can make students easier to decide what the suitable strategies for them. Furthermore, there are three components based on Jones, Polincsar, Ogle, & Carr which explain about how to apply the strategy, when and where to use it.<sup>20</sup> The components will help lecturers in deciding the strategies.

- 1. First, the most effective way to teach learning skills is in the context of content area education. When teachers integrate instruction to strategy understanding with deep topic learning in subjects such as history and science, they support the development of understanding. When children understand that this method is a tool for comprehending text concepts, it becomes an intentional and centered reading activity. Students will benefit more from instructor support if they are assisted in developing learning methods in the context of learning about subject rather than teaching offered during classes or a specific area of study. Additionally, they will also have more and more opportunities to put their skills into practice.
- 2. Second, the skills taught and the approaches used to teach students should be appropriate with their age and grade.
- 3. Third, the way how to use strategy must be understood explicitly. It should be started by teacher's modelling of strategy and skills, then followed by the students in order to practice and apply the skills. The teacher later gives

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<sup>&</sup>lt;sup>20</sup> Jones, B. F., Palincsar, A. S., Ogle, D. S., & Carr, E. G. *Strategic teaching and learning: Cognitive instruction in the content areas*. Alexandria, VA: Association for Supervision and Curriculum Development, in cooperation with North Central Regional Educational Laboratory. 1987.

feedback to strengthen the appropriate use of strategy and correct or do a reteaching if the strategy is not applied appropriately.

By knowing those strategies instruction components, the students can use and develop a strategy based on their needs or to new type of tasks. That is a skill from effective students have, but for less effective students, they may stuck or fixate on the skill learned most recently or one that worked well for them in the past although it is a very different type of task.

Besides of the main features and the appliances of language learning strategies, there are some classifications of language learning strategies from some experts such as Wenden's classification, Dansereau's classification, Oxford's, Rubin's, O'Malley's, and Cohen's classification. However, this research will be based on the classification made by Oxford to gather the data, because Oxford's classification has already contained all of the classifications mentioned.<sup>21</sup> Based on oxford classification, the categories are divided into six categories as in the table below:

Table 1.1 Kinds of strategies classified by Oxford's theory

| 1. | Memory strategies    | Usually called mnemonics, this strategy  |
|----|----------------------|--|
|    |                      | helps students keep and take new         |
|    |                      | information.                             |
| 2. | Cognitive strategies | The necessary learner tools to           |
|    |                      | manipulate and transform the target      |
|    |                      | language of students in order to develop |

<sup>&</sup>lt;sup>21</sup> Rebecca. L. Oxford. *Language Learning Strategies: What teacher should know.* Newbury House, New York, 1990.

|                         | their interlanguage and produce the        |
|-------------------------|--|
|                         | utterances of the target language.         |
| 3. Compensation         | Allowing pupils to make adjustments in     |
| strategies              | their target language expertise by         |
|                         | modifying or guessing the message to       |
|                         | the most appropriate and available         |
|                         | ways.                                      |
| 4. Metacognitive        | Assist students in synchronizing their     |
| strategies              | brain processes in order to make           |
|                         | learning easier for them. The goal of      |
|                         | these strategies is to assist students who |
|                         | are dealing with a number of new           |
|                         | information in focusing and organizing     |
|                         | themselves for both immediate task         |
|                         | demands and long-term goals, as well as    |
|                         | to assess students' progress.              |
| 5. Affective strategies | Make students to regulate their            |
|                         | emotions, motivations, and attitudes       |
|                         | about understanding and learning a new     |
|                         | language. In this sector, the teacher's    |
|                         | role is critical because he or she will    |
|                         | build a classroom environment that can     |

|                      | support and increase students' self-     |
|----------------------|--|
|                      | esteem, ambiguity tolerance, and risk-   |
|                      | taking behaviors in the face of cultural |
|                      | incompatibilities and hard situations.   |
| 6. Social strategies | These strategies encourage               |
|                      | communication, which is the most         |
|                      | important aspect of language learning.   |
|                      | If communicative competence is the       |
|                      | goal of language acquisition, students   |
|                      | should practice language engagement      |
|                      | with others in and out of the classroom. |

Those classifications of language learning strategies are available to be applied by students by adjusting to the materials, grade, and primarily knowing their characteristics. There are some variables that affect LLS to be applied. The first variables are taken from Sylwia's research, on her research explained there are five variables that affect LLS to be applied.<sup>22</sup>

### a. Age

Age is known as one of the most important criterias in learning second or foreign languages. Children are said to learn better and

<sup>&</sup>lt;sup>22</sup> Sylwia Grabiec, *Learner Factors Influencing Second Language Learning*. (Re-trieved from <a href="http://www.publikacje.edu.pl/pdf/7970.pdf">http://www.publikacje.edu.pl/pdf/7970.pdf</a>, accessed on august 3<sup>rd</sup>, 2018)

faster than adults. According to several studies, children who begin learning a foreign language as youngsters are more likely to acquire a native accent than teenagers or adults, and children are also better at acquiring grammar. On the other hand, another study conducted in formal learning environments found that adults perform better in syntax and morphology, whereas adolescents perform best and progress the fastest.

Furthermore, adult students are good at grammar and applying the linguistics rules when using language, while children use language as a means of communicating meaning and are unable to respond to it as a method of communication. However, learning second language will be better start when children, it is because a longer exposure to the language can make students gain a higher overall success.

### b. Intelligence and aptitude

Studies about intelligence have shown that someone who has high IQ score can achieve better results on tests and easily acquire second language. Based on Ganesee's statement, intelligence creates possibility in a formal context, to anticipate the rate and success of second language acquisition. In the other hand, based on Spolsky's point of view, intelligence that scores well on traditional intelligence tests has a strong correlation with how second

language learning is performed at school, but not with acquiring a second language for informal and social purposes.

Additionally, some students have been gifted on the abilities of acquiring second language with ease and some students have not, even they are on the same age and have the same motivation on learning language. It can be said that acquiring second language or learning second language not only need an intelligence, but also need an aptitude. Aptitude is an inborn ability that some students have, and some do not have. According to Carroll Aptitude is a constant factor that can't be taught and has nothing to do with motivation, achievement, or IQ. It is a skill that enables pupils to learn a second language more quickly and with less effort. Grammatical sensitivities, phonemic coding capability, and the ability to acquire a language inductively, and rote learning ability are four elements in language aptitude described by Caroll.

Therefore, between intelligence and aptitude cannot be separated, if students have good aptitude, they will also have good intelligence or high IQ score. However, if there are some students who do not have good aptitude, they can enrich their knowledge when acquiring second language through an intensive study.

### c. Learning styles

Learning styles are students' behavior when acquiring second language. Based on Keefe stated that learning styles described as

"the characteristic cognitive, affective, and physiological behaviors that serve relatively stable indicators of how students perceive, interact with, and respond to the learning environment." There are some factors affecting students' learning styles, such as their genetic, their culture and previous learning experiences.

#### d. Motivation and attitudes

Motivation and attitudes are very important when learning second language, because it can influence students' interest or students' behavior through target language. Therefore, the lecturers or teacher in class must be aware on the students' motivation and attitude as it is not stable and must be able to create a positive environment which can lead to success when learning L2. Based on Gardner and Lambert explain motivation as the whole purpose or orientation of the students, while attitude is the tenacity which students have in the struggle to achieve the goal. Gardner and Lambert also distinguish integrative and instrumental motivation are the two types of motivation. The interest of the students is referred to as integrative motivation. through the culture and people of target language and instrumental is the students' purposes on learning L2 are functional, such as getting a better job or entering university in the target country. There are three classifications of attitudes according to Gardner and Lambert which were classified by Stern:

- 1) Attitudes about the community of people who speak L2,
- 2) Attitudes toward the education process and the language in concern,
- 3) Attitudes regarding languages and language acquisition in broad.

Additionally, if students' motivation and attitudes towards foreign language or target language are good, they will also get the best result on acquiring that target language. Therefore, it must be balance.

### e. Personality

In acquiring language, there is personality which can also affect the progress of acquiring target language. Based on Ellis, personality has been explained as a thing that characterizes an individual with a set of features. Because of its complexity, personality is difficult to define and quantify. Many research on personality are founded on the assumption that students bring not just their cognitive but also their emotive abilities to the classroom and it affects their abilities to acquire language, and some of the personalities have been found as an obstacle and some as a benefit. Introversion/extroversion, self-esteem, inhibition, risk-taking, anxiety, and empathy are the most essential personality traits.

The second variables are taken from Ting Liang's research, on his research stated that there are four variables affecting LLS's appliance.<sup>23</sup>

#### a. Learner factors

Some students will have different point of view through language learning and anything of it, and it will affect the way and the result of language learning that they do. Weden stated that students have at least two different perspectives on language learning. Some of them believe that learning language is highly important, so they rely on cognitive techniques, whilst others believe that using language is more important than just learning it, so they focus on communicative strategies.

#### b. Situational and social factors

When having language learning, it will have some strategies applied, and some situational factors may also be causes. The lecturer may use different strategies in two classes which have the same subject, it can be happened because of some factors, that is why it is called as situational factors. Aside from the learning environment, task type is another situational consideration. Grammar and vocabulary tasks, for example, frequently necessitate the use of self-monitoring, and predicting word

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<sup>&</sup>lt;sup>23</sup> Ting Liang, Language Learning Strategies – The Theoretical Framework and Some Suggestions for Learner Training Practice (China. 2009), 200-201.

meaning necessitates the use of an inductive technique. Learning strategies are more likely to improve in appropriate environments and through well planned challenges, according to a growing body of evidence.

In social factors, one type of social nature is gender. Female students, according to Gu, make greater use of most learner methods, especially those that help expand vocabulary size, and have higher overall EFL competency than their male counterparts. In terms of gender differences in language learning, girls in general outperformed boys in methods like note-taking and advance preparation. There are, however, some guys who have exceptional language skills, and boys in general tend to be more adaptable and creative when it comes to language learning.

### c. Academic factor

Academic factor can influence the strategy used by the teacher or learner when learning and teaching language. If the students have academic background or educational background which relates to language, they will have a basic on acquiring that language and also it will affect the strategy that will be used.

As stated in the research conducted by Ting Liang, another source of variation in language learning processes could be one's academic major. Using questionnaires and exams, Gu discovers that in terms of overall English proficiency, arts majors dominate

science majors, but have a lesser vocabulary than scientific majors. Engineering students choose more analytic tactics than humanities students, according to Oxford, Nyiko, and Ehrman's research. Although these findings are inadequate and factual to make any concrete recommendations for EFL teachers, it is fair to keep an eye on the potential correlations between learner techniques and academic majors or career opportunities in the absence of additional info about other individuals in a given setting.

### d. Cultural background

The cultural element may be deemed too broad and difficult to be dealt with, as it includes a variety of factors that can lead to a number of strategy implementations. Based on the research and the classroom that handled by Ting Liang, Chinese students' tactics differ significantly from those commonly espoused in western EFL literatures. In a classroom setting, Chinese students, for example, rely more on note-taking strategies and more frequently, ask lecturers for repeating, paraphrasing, illustrations, and explanations. Introverts are more inclined to take notes, but extroverts are more likely to ask questions, according to these pupils. Their western counterparts, on the other hand, are more likely to use cooperative techniques such as collecting input and pooling resources.

The third is adapted from Oxford's theory, and it highlighted on how the following factors affect the students' strategies while learning a second language.<sup>24</sup>

Table 1.2 Kind of factors affect students' strategies

| 1. Motivation    | The more motivated students, the more they       |
|------------------|--|
|                  | are interested in learning or achieving target   |
|                  | language and interested to use more strategies.  |
| 2. Gender        | Female students can master or use the whole      |
|                  | strategies than male students. In the other      |
|                  | hand, male students are very good in the         |
|                  | practicing strategies.                           |
| 3. Cultural      | When in one class having multicultural           |
| background       | students, it will make the lecturer or teacher   |
|                  | confused, it is because if those students are    |
|                  | not the native speaker of the target language,   |
|                  | the strategy used will be quite complex for      |
|                  | lecturer and if that strategy does not work well |
|                  | for the students, there will be a failure on     |
|                  | achieving target language.                       |
| 4. Attitudes and | Attitudes and beliefs have big impact for        |

<sup>&</sup>lt;sup>24</sup> Rebecca. L. Oxford. *Language Learning Strategies: What teacher should know.* Newbury House, New York, 1990.

| beliefs           | students for deciding certain strategy.        |
|-------------------|--|
|                   | Therefore, attitudes and beliefs must be in a  |
|                   | positive way, because negative attitudes and   |
|                   | beliefs often cause poor strategy use.         |
| 5. Type of task   | When the lecturer gives a task, its category   |
|                   | must be considered for students. Because       |
|                   | when the task is very difficult, the students  |
|                   | have to match it with the strategy, whether it |
|                   | is suitable or not.                            |
| 6. Age and L2     | For students who have different age and        |
| stage             | different stage in acquiring L2 must be given  |
|                   | different strategies also to make them easily  |
|                   | acquire the L2.                                |
| 7. Learning style | When students know what types of students      |
|                   | they are or they have already known their      |
|                   | learning styles, it will make them easy to     |
|                   | choose their learning strategies.              |
| 8. Tolerance of   | Students with more tolerance of ambiguity      |
| ambiguity         | will use different learning strategies         |
|                   | significantly than students who are less       |
|                   | intolerance of ambiguity.                      |

## 2. English Discoveries

English Discoveries is an online learning which known as English Discoveries Online. It is a comprehensive, computer-assisted, English learning service, which covers all aspects of businesses and educational system. It is developed by Edusoft, a subsidiary of ETS which provides models of implementation of blended learning and distance learning. English Discoveries also combine online learning service with the newest teaching methods to provide activities, courses and options that assure English learning success. The objective of English Discoveries is using English as a means of international communication in the 21<sup>st</sup> century. Therefore, it is aimed to improve students' English proficiency and to develop Internet literacy in English.<sup>25</sup> Therefore, English Discoveries is an online program that can provide students any course to increase their English skills. This research, in accordance with the explanation of English intensive class program, explain that English Discoveries are not only an online-based learning, but also an offline based learning. Therefore, it is combined to make the learning process easier and to cover all of English skills.

In English Discoveries, provide eight topic-based units that cover subjects of general interest. Those units work on Listening, Reading,

<sup>25</sup> Educational Testing Service, Edusoft Ltd., *English Discoveries Online – about the product*, (New Jersey: Edusoft, 2002), 3.

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Speaking, Writing and Grammar and all of those components except speaking, which does not include a test, will be divided into three modes such as Explore which presents the content, Practice which reinforces the content via a range of interactive exercises, and Test which test students' mastery of the new content.<sup>26</sup> It will facilitate teacher or lecturer and students to do some activities with the latest task-based, and communicative task. In English Discoveries learning also present a real-life situation on each content of the worksheet. Therefore, it focuses on language use in context for communicative purposes. In line with the coordinator of IBI, Raudlotul Jannah, said that from ED it can prepare students for being able to do an English test and teach students to be more communicative using English.

## 3. English Intensive Program

English Intensive or Intensive English Program is a learning program developed in many countries such as in Indonesia just like at UIN Sunan Ampel Surabaya. This intensive English Program has been done and developed through year by year. A program of Intensive English in UIN Sunan Ampel Surabaya applies English discoveries in the teaching process. This is aimed in order to make students easily receive the material on the class. This program takes about two semester which is ten to twelve months. Intensive English itself actually has short period than normal

<sup>&</sup>lt;sup>26</sup> Educational Testing Service, Edusoft Ltd., *English Discoveries Online – EDO 2.5 Product Overview*, (New Jersey: Edusoft, 2010), 21.

program of studying in a college that is commonly takes two to four years studying. As stated by Scott and Conrad that intensive program has some periods for students who want to learn English in a short term. The period is divided into some types, such as session of interim, session of summer, system of modular calendar, weekend colleges, and programs of foreign language training are all examples of these types of programs. Those programs or sessions are developed during World War II. <sup>27</sup> For this era, the programs or sessions on Intensive English are depended on the University or Institution related. Just like in the University Putra Malaysia has intensive program which is conducted about four weeks per session and it is full time (one session of 20 days). There are some tiers in that curriculum, which contain twenty-eight-classroom lessons every week and practice all parts of English, including trying to speak, having to listen, read, trying to write, pronunciation of words, vocabularies, and grammatical.<sup>28</sup> Therefore, it depends on the place that conducts intensive English program.

The purpose itself is for enhancing student abilities on English skills.

In UIN Sunan Ampel designed intensive English program for preparing students be able to handle and do any kind of test and face international

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<sup>&</sup>lt;sup>27</sup> Patricia A. Scott and Clifton F. Conrad, *A Critique of Intensive Courses and Agenda For Research*. Madrison WI: Division of Summer Sessions and inter-college programs, University of Wisconsin. ERIC ND. ED 337097.p.412-413.

<sup>&</sup>lt;sup>28</sup> Jayakaran Mukundan, Elaheh Hamed Mahvelati & Vahid Nimehchisalem, The Effect of an Intensive English Program on Malaysian Secondary School Students' Language Proficiency. University Putra Malaysia. English Language Teaching; Vol. 5, No. 11; 2012. p.2.

world like studying abroad, working overseas, and any kind of international activities. Just like in Victorian Government Schools which International Education Division (IED) developed, also has Intensive English Program, it is aimed to accompany schools to increase and give high quality of Intensive English Program for foreign students and to provide ESL material for international students, provide the specialist of ESL in order to get the advices and the teachers for the implementation and program planning, and provide the resources that can be used by schools and teachers for teaching in Intensive English Program.<sup>29</sup> By knowing this, Intensive English Program is hoped can improve and make students be able to acquire all English skills within short period.

## **B.** Previous Studies

In the current research, the author provided a number of previous investigation results that have correlation with the object of this research. The first previous study was made by Ali Günay Balım.<sup>30</sup> He conducted a study that was aimed to determine the effects or impacts of the discovery learning approach on pupils' insight to inquiry learning skills, academic achievements, and their memory for taking into account what they had learned. By doing this study, the researcher also investigated if there was noteworthy distinction between two groups, experimental and control, in learning the subjects given,

<sup>&</sup>lt;sup>29</sup> International Education Division Department of Education and Early Childhood Development. Intensive English Language Program Guide: International Student Program in Victorian Government schools. State Government of Victoria 2010. p.5

<sup>&</sup>lt;sup>30</sup> Ali Günay Balım, The Effects of Discovery Learning on Students' Success and Inquiry Learning Skills. Egitim Arastirmalari-Eurasian Journal of Educational Research, 35, 2009, 1.

based on the point of affective and cognitive learning levels. Having done the investigation, the results showed that the students of the experimental learning group differed significantly in relation to the academic average performance from those of the control group, learning retentions score, and the perception towards inquiry learning skills scores, both on cognitive and affective levels. In this previous study, the researcher focused on the effects of discovery learning on the learning outcomes achieved by the students and the improvement of their inquiry learning skills. It was different from this research, which focused only on the strategies of language learning applied by the students using English discoveries and its factors that affected students to apply that strategy.

Another research was done by Thach Pham, Vijay Thalathoti, and Eva Dakich.<sup>31</sup> Their primary aim to carry this research was to investigate the interaction between students and teachers in an online learning environment of English. The authors started the research by studying a variety of literature on the interaction between student and instructor used in online language learning. A description of the EDO (English Discoveries Online) learning management system was then presented. The results of this study showed that the contact between the student and the teacher did not have a specific role in the online English language learning environment. Students were getting more motivated by the content of the course rather than how interaction took place.

<sup>&</sup>lt;sup>31</sup> Thach Pham, Vijay Thalathoti, Eva Dakich, Xuan Thu Dang, English Discoveries Online (EDO): Examining Learner - Instructor Interaction A Case Study at Hanoi University – Vietnam. (Australia: Melbourne, 2012),1.

If the content can catch their attention, then they would start interaction with other students, and instructors. Study results also reveal that technical errors have a strong impact on the students" motivation. Finally, there is not a clear linkage between the frequencies of interaction and quality of learning outcomes. What made this research similar to the previous one was the way of explaining English Discoveries in online activities. On the other hand, what made this investigation distinct from previous study was that the previous study focused on interaction between students and teacher in online English environment using English Discoveries, while this investigation focused mainly on the strategies applied by the students in learning English and its factors that affected students to apply that strategy.

The third previous study was conducted by Daniar Soveny. It discussed about whether discovery learning could be considered effective or not on improving writing skill of students with different personality: extrovert and introvert. Not only tried to make sure that it was effective, they also compared discovery learning and direct instruction as a traditional strategy on teaching with discovery learning. The findings of this study indicated that using discovery learning was very beneficial for extroverted students, but not really for the students with introverted personality. In line with it, the result also showed that introverted students are more effective using direct

instruction strategy.<sup>32</sup> From that research, discovery learning does not really work on many different characteristics of students, it must be based on students' characteristics like introvert or extrovert so the strategy used will work effectively. In line with this research, the researcher will also analyze the reason of students using such strategies in learning English using English Discovery on intensive class program.

Another research was also done by Joyce A. Castronova.<sup>33</sup> This study focused on discovery learning, a sort of learning that can be aided by certain teaching methods and guided learning techniques. The phrase "discovery learning" used in this work referred to the learning that occurred within an individual, the teaching and instructional tactics devised by the teacher, and the environment created during such strategies were employed. The goal of this review was to demonstrate that the growth of new technologies necessitated fresh research comparing the efficacy of technology-based learning to conventional learning, which was done with traditional technology. WebQuests was an internet-based application that blended discovery learning ideas into a useable classroom product. In current educational climate, which tend to be test-driven, WebQuests could create contextual learning that fulfill the required objectives. The results of the study indicated that discovery learning was consistent with what companies and

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<sup>&</sup>lt;sup>32</sup> Daniar Sofeny, *The Effectiveness of Discovery Learning in Improving English Writing Skill of Extroverted and Introverted Students*. Jurnal Penelitian Humaniora, Vol. 18, No. 1, Februari 2017: 41-46

<sup>&</sup>lt;sup>33</sup> Joyce A. Castronova, Discovery Learning for the 21st Century: What is it and how does it compare to traditional learning in effectiveness in the 21st Century?. 1.

society wanted. Existing legislation, on the other hand, works against discovery learning in the classroom, favoring accountability based on test performance, standardizing content-based curriculum, and retaining bigger class sizes to save money. As a result, the lack of professionally educated teachers on the market hampered the adoption of discovery learning. Teachers need to be taught and be completely aware of the methodology and concepts of how to engage children as early learners in order to properly embrace discovery learning. The previous study and this study have a lot in common when it comes to the use of English Discoveries in the twenty-first century. The difference between this study and the last one is that this one will focus on students' language strategies rather than their efficacy, as the previous one did.

Another research about interference was also done by Nelson and Frayer. The title is "Discovery Learning Versus Expository Learning: New Insight into an Old Controversy".<sup>34</sup> The subjects of this study were 228 seventh grade students who had not previously mastered the four geometry concepts-quadri-lateral, rhombus, trapezoid, and parallelogram. They were requested to take part in the study to make a comparison between discovery and exhibitory learning. In essence, this study had similarities with the previous one, in which the two elements of these learning techniques were compared: immediate ideas acquisition and retention. In this previous study,

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<sup>&</sup>lt;sup>34</sup> Nelson, Barbara A., Frayer, Dorothy. *Discovery Learning Versus Expository Learning: New Insight into an Old Controversy.* (Wisconsin Univ., Madison, 1972), 1.

the researcher combined quantitative and qualitative analysis and revealed that learners in the groups of expository group needed less time than the discovery groups in order to master the lesson. In addition, their acquisition were far better and the retention rates were the same. So, at least for measured dimensions, the advantage of the explanatory technique was proved. This previous study discussed about the comparison between expository learning and Discovery learning, while this research will discuss about language learning strategies using English discoveries.

Another research about discovery learning, was done by Wouter Van Joolingen entitled "Cognitive tools for discovery learning". The purpose of this essay is to discuss how to promote discovery learning processes. The role of learner support provided by a discovery learning environment, as well as the role of intelligent system components in such environments, will be examined in this article. The method mentioned in this article is to use cognitive tools to assist students in practicing discovery skills. The notion of cognitive tool is defined in this article, as well as its application in learning. Two versions of cognitive tools for discovery environments are shown, with the ability to function as hooks for anchoring intelligent instruction made obvious. Finally, concerns related to the design of cognitive tools in a discovery context are examined. The study's findings revealed that using cognitive tools as hooks for adaptively and intelligently assisting learning

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<sup>&</sup>lt;sup>35</sup> Wouter Van Joolingen. Cognitive tools for discovery learning. International Journal of Artificial Intelligence in Education (IJAIED), 1998, 10, pp.385-397.

processes is a potential way to address the issue of adaptive assistance for students in open learning settings. Intelligent approaches of creating assistance become possible due to their nature of assisting learning processes by making them explicit and visible. This previous study explained about cognitive tools for discovery learning, which is quite the same with this research. The previous study linked the LLS aspects, cognitive skill which focus on the media for ED, like using cognitive tools for ED environment. However, this research will discuss about language learning strategies used by students using ED.

Another research related to the factors that affected students to apply a strategy on their language learning which entitled "An investigation into the factors affecting the use of language learning strategies by Persian EFL students" that conducted by Mohammad Rahimi et.al. stated that the level of proficiency and motivation was the most influential on the implementation of the strategy. In addition, this study also showed that gender did not have a significant influence on the application of students' language learning strategies and in this previous study stated that most students used metacognitive strategy. Different with this research that discusses about LLS and its factors through English Discoveries.

Generally, previous studies about English Discoveries and Language Learning Strategies which commonly focused on its effects on students or its

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<sup>&</sup>lt;sup>36</sup> Mohammad Rahimi, Abdolmehdi Riazi Shiraz, Shahrzad Saif. *An investigation into the factors affecting the use of language learning strategies by Persian EFL learners.* (Canadian Journal of Applied Linguistic, 11, 2008), 31-60.

role for students and teacher. Therefore, this research will discuss about Language learning strategies used by students when learning English using English Discoveries and also its factors why students applied that kind of strategy.



#### **CHAPTER III**

#### RESEARCH METHOD

In this chapter discusses about the research method including the design of the research, subject of the research, the data and its source, the technique of collecting the data, instrument of the research, and the technique od analysis data.

# A. Research Design

Because this was a survey study, quantitative descriptive methods were used. The researcher asked various questions on people's beliefs, opinions, qualities, and behavior in survey research. In political science, psychology, business, sociology and education research, questionnaires were frequently employed as a source of data. In the domains of government business, education and health, survey research can also provide some information for non-research planning and policy development.<sup>37</sup> Based on Isaac and Michael, the usage of survey research is to answer questions that have been constructed. It was becoming a problem solver for observed cases, evaluating needs and setting objectives, determining if specific targets have been met, establishing baselines against which future examinations can be conducted, breaking down trends over time, and, for the most part, portraying what exists, in what sum, and in what setting. Based on Kraemer, he identified three characteristics which are different of survey research. At beginning, survey research is utilized to quantitatively define specific elements of a population. Examining the relationships between variables is a common component of these aspects. Second, because the data for

<sup>&</sup>lt;sup>37</sup> Donald Ary, Lucy Cheser Jacobs, and Cristine K. Sorensen. *Introduction to Research in Education: Eighth Edition*. (Wadsworth Cengage Learning, USA. 2010), 414.

survey research is collected from humans, it is subjective. Finally, survey research uses a subset of the population from which the results can be extrapolated to the entire population.<sup>38</sup>

Therefore, in this research used a survey on the sample that has been decided.

The survey was based on the research questions of this research focus.

## B. Research Setting

This research was conducted in UIN Sunan Ampel Surabaya in all nine faculties by focusing on language strategy used by students using specific strategy in learning language and achieve the target language of English. The participants were the students of English intensive class on each faculty.

# C. Population and Sample

As this research is a survey research, it needed big population to get the data. However, it also had to consider the sample of the population, because through sampling it made the researcher easier to manage the population, help the researcher to minimize the cost of the research, reduce the errors from the participant of the big population, and save the researcher's time to do the research. There are three important parts of survey design: considering the selection of the sample, deciding the requirements of the needed sample size, and determining the appropriate survey media.<sup>39</sup> The sample of this research is random sampling. This research used random sampling because every participant on the research has the same chance for being

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<sup>&</sup>lt;sup>38</sup> Priscilla A. Glasow. Fundamentals of Survey Research Methodology (Virginia, 2005), 1-1.

<sup>&</sup>lt;sup>39</sup> Ibid, 2-1.

selected. 40 So in this research, the researcher took the sample randomly but still based on the focus of this research. The researcher distributed questionnaires to 3 to 5 students in each class randomly. Previously, selected students were asked for permission to become research respondents. So, students are not forced to fill out the questionnaire. Before filling out the questionnaire, the researcher explained about the filling procedure, and the names or identities of students were not shown.

The population of this research was all of nine faculties of UIN Sunan Ampel Surabaya, such as in Law Faculty has fourteen classes, Ushuluddin Faculty has eleven classes, Tarbiyah faculty has fifteen classes, Dakwah Faculty has fourteen classes, Adab Faculty has nine classes, Science and Technology Faculty has eight classes, Economy and Islamic Business Faculty has eleven classes, Social and Politics Faculty has seven classes and Psychology Faculty has three classes. All the populations are ninety-two classes and it will be taken some students (five students each classes). To calculate the number of samples used in this research, the researcher used Slovin's formula.<sup>41</sup> In this study, the researcher determined the degree of confidence as 95%. Thus, the margin of error used to calculate the population is 100% - 95% = 5% or 0.05. The sample was gained from this measurement, where n is the sample size, N is the population size, and e is the margin of error:

$$n = \frac{N}{1 + N e^2}$$

$$n = \frac{4458}{1 + (4458) (0,05)^2}$$

<sup>&</sup>lt;sup>40</sup> Priscilla A. Glasow. Fundamentals of Survey Research Methodology (Virginia, 2005), 2-1...

<sup>&</sup>lt;sup>41</sup> E. Stephanie. Slovin's Formula Sampling Techniques. Houghton-Mifflin, New York, USA, 2003.

$$n = \frac{4458}{1 + 11,145}$$
$$n = \frac{4458}{12,145}$$
$$n = 367$$

The researcher did a random sampling because in the new design of intensive class program did not put the students into a class which signed that they are intermediate class or basic class based on their English ability. Therefore, it is hoped even taken randomly on each faculty, it could describe the whole population.

#### D. Data and Data Sources

In a research, it will have data and its source. Therefore, in this research also explained about the data and the source.

#### 1. Data

The data of this research were LLS used by students through ED in intensive class program and the reason why they use that strategy.

#### 2. Source of Data

The source of data in this research was the questionnaire. After all of the data are gained, the researcher analyzed the data. The data were analyzed based on the questionnaire. From that source the researcher knew the answer of the research questions.

#### E. Research Instrument

Data are required to undertake the findings of this study. Those data were obtained by using questionnaire. As this research was a survey research, it used a

questionnaire to gain the data. The questionnaire provided some information used for non-research planning and policy setting in the areas of government, business, health, and education.<sup>42</sup> The questionnaire of this research was based on the Oxford's classification of LLS, which of course it would answer the research question. The researcher gave an open questionnaire in order to give the respondents a chance to express their strategies in teaching ED, although the researcher had provided some choices related to the kinds of strategies.

#### F. Data Collection Technique

In this research, there was a technique for answering the research question or gaining the data. The technique was first, the data were from the questionnaires that had been filled by the students. The researcher gave the students a questionnaire in order to know the mostly applied strategies among students when learning English using ED in the English intensive class.

## G. Data Analysis Technique

The researcher analyzed the collected data using quantitative method which used survey design. The data were collected through questionnaire analysis. When the researcher analyzed the questionnaire, the researcher did some steps, such as read the questionnaire one by one, did a grouping or classification of each point based on the questionnaire and count the percentage of each point based on classification of LLS and its factors affecting to be used. After that, the researcher took the conclusion based on the research question.

<sup>42</sup> Donald Ary, Lucy Cheser Jacobs and Christine K. Sorensen. *Introduction to Research in Education: Eighth Edition.* Wadsworth Cengage Learning (USA.2010), 372.

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## H. Research Stages

This research used a survey method and get the data quickly and inexpensively by involving a large sample of population. Therefore, survey research needs careful planning, implementation, and analysis in order to get reliable and valid information. There are six basic steps which will be used in survey research.<sup>43</sup>

# 1. Planning

In planning, the researcher must decide the questions of the research related with survey design like the research questions of this research. The research question in survey research typically focuses on the beliefs, preferences, attitudes, or other reports of behaviors of the participants of this research. Because making a planning will make the researcher easy to do the steps of the research, what the research will be, the design of the research, and the instrument of the research.

## 2. Defining the population

After done with planning, the researcher has to define the population of the research. The population of the research may be very large but limited. Defining the population is important because to whom the survey distributed and appropriate with. The population of this research was all nine faculties of UIN Sunan Ampel Surabaya. When the researcher done with defining the population, the researcher took some people of the population, it is called as sampling.

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<sup>&</sup>lt;sup>43</sup> Donald Ary, Lucy Cheser Jacobs and Christine K. Sorensen. *Introduction to Research in Education: Eighth Edition.* Wadsworth Cengage Learning (USA.2010), 378-379.

## 3. Sampling

Due to big population, the researcher could not take a survey to the entire population. That is why there is a sampling. It is very important to decide a sample that will show the same results which have been gathered if the entire population had been surveyed. It can be said that sample must represent the entire population. In this research, the researcher took some students in each classes of every faculty of UIN Sunan Ampel Surabaya. The total sample will be around 367 students.

## 4. Constructing the instrument

The main task for the researcher in this survey research is constructing the instrument. That instrument would be used for gaining the data from the sample. The instruments of this research was questionnaire.

## 5. Conducting the survey

After the instruments were well arranged and prepared, the researcher would conduct the survey or the research. When conducting the survey the researcher did some steps such as training the users of the instrument, distributing questionnaire to the lecturers, and then analyzing the data.

# 6. Processing the data.

The last step is processing the data, means that the researcher will do the statistical analysis, interpreting the results, and reporting the findings of the research.

# I. Framework of Research

| Research Questions                 | Instrument    | Data Analysis  |
|------------------------------------|---------------|--|
| What are the applied language      |               | The researcher use questionnaire in                    |
| learning strategies of students at | Questionnaire | order to know the percentage of the                    |
| English intensive class program    |               | applied strategies.                                    |
| of UIN Sunan Ampel Surabaya        |               |  |
| through English Discoveries?       |               |  |
| What is the factor that affected   | Questionnaire | The researcher use questionnaire in                    |
| students to apply the strategies?  |               | order to know the percentage of the                    |
| 4                                  |               | factors that affected students to apply the strategies |

#### **CHAPTER IV**

#### RESEARCH FINDINGS AND DISCUSSION

This chapter reported the findings and the discussion of the research. The presentation order in this chapter was arranged chronologically in accordance to the research questions. Since this research was conducted to answer two research questions. The findings related to the first research question would be described first, then followed by an explanation of the findings related to the second research question. After that, the researcher presented a discussion to formulate the answers written in the next chapter.

# A. Findings

This research gave the 367 participants some questionnaires in term to find out language learning strategies used by students through English Discoveries in intensive class program of UIN Sunan Ampel Surabaya. The questions stated in the questionnaires consisted of two kinds of questions. Those were open and close-ended questions. The findings were presented in two sections. They are the strategy used by students when learning English through ED on English intensive class program which they may be varies based on some factors of the students and the factors why students used it. The result of the responses will be explained in quantitative descriptive. The followings are the strategies that applied by students when learning English through English Discoveries on English intensive class program of UIN Sunan Ampel Surabaya and its factors or the reason why those were used.

# Applied strategies of students when learning English through English Discoveries on English intensive class program

The researcher administered all 367 questionnaires to the students of English intensive class program at Universitas Islam Negeri Sunan Ampel, Surabaya. She gave the questionnaires to the number of students who represented each faculty in UINSA. The close-ended questionnaires made by the researcher contained the statements related to LLS based on Oxford's classification. There are six strategies mentioned and it has different ways in learning language. Those strategies were shown in the questionnaire by some statements that reflected to the strategies. The questionnaire which discussed about the applied strategies used by students was classified in some aspects as the following table showed (see table 4.1).

Table 4.1. Six aspects of Language Learning Strategies used by students

| No. | Topics               | Numbers of each | <b>Total Items</b> |
|-----|----------------------|-----------------|--------------------|
|     |                      | item            |                    |
| 1   | Metacognitive        | 1,2,3,4         | 4                  |
|     | Strategies           |                 |                    |
| 2   | Cognitive Strategies | 5,6,7,8         | 4                  |
| 3.  | Memory Strategies    | 9,10,11,12      | 4                  |
| 4.  | Social Strategies    | 13,16,20        | 3                  |

| 5. | Compensation         | 14          | 1 |
|----|----------------------|-------------|---|
|    | Strategies           |             |   |
| 6. | Affective Strategies | 15,17,18,19 | 4 |

In this research then, the researcher found some findings related to the six strategies.

## a. Memory strategy

The first is memory strategy usually called mnemonics, which it can help students keep and take new information. In memory strategies, students can do some repetition activities, make a list of vocabularies or phrases, analyze language structure, and any activities that can make students easy to remember new information. In this research found that some students rarely did some activities that can help them to memorize English materials as it was shown on the figure 4.1, and some of them often did that activities as it was shown on the figure 4.2. Those activities were like asking the lecturer to do some repetition for every activity or in a listening activity, making some vocabulary lists in order to make them easier to memorize new words, analyzing a sentence or paragraph to know the grammar, so that they can learn and also memorize the concept of it, and analyzing the structure of listening.

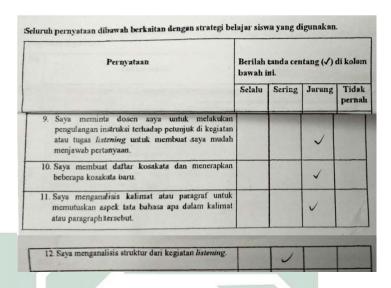


Figure 4.1 The questionnaire of memory strategy

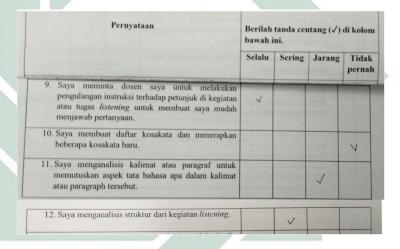


Figure 4.2 The questionnaire of memory strategy

# b. Cognitive strategy

The second is cognitive strategies, this strategy can help students to develop the interlanguage and produce utterances in the target language such as English. Students can do the exercises from the simplest to the most complicated one, because it can help students develop their ability in

producing utterances of English, besides that, students can also practice what they have gotten from their lecturers. It can make them become easy to process what they have gotten and apply it on their daily activities, because from practicing, students memorize each word, sentence, paragraph or every material. In this research found that some of them rarely did the activities that reflect on cognitive strategy, and others did it often, like there were shown in the figures below.

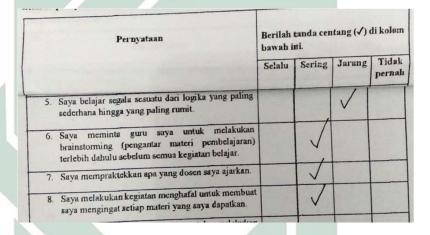


Figure 4.3 The questionnaire of cognitive strategy

| Pernyataan |  | Berilah tanda centang (√) di kolom<br>bawah ini. |        |        |                 |
|------------|--|--|--------|--------|-----------------|
|            |  | Selalu   | Sering | Jarang | Tidak<br>pernah |
| 5.         | Saya belajar segala sesuatu dari logika yang paling sederhana hingga yang paling rumit.  |  | /      |        |                 |
| 6.         | Saya meminta guru saya untuk melakukan<br>brainstorming (pengantar materi pembelajaran)<br>terlebih dahulu sebelum semua kegiatan belajar. |  |        | V      |                 |
| 7.         | Saya mempraktekkan apa yang dosen saya ajarkan.  |  |        | 7      |                 |
| 8.         | Saya melakukan kegiatan menghafal untuk membuat<br>saya mengingat setiap materi yang saya dapatkan.  |  |        | /      |                 |

Figure 4.4 The questionnaire of cognitive strategy

# c. Compensation strategy

The third is compensation strategy, this strategy gives the students allowance to solve the gaps effectively in target language knowledge whether adjusting or guessing the message to the suitable and available means. So, students can use video, movie, music or any technological tools such as e-dictionary or Google translate that can make them easy to understand the meaning of every English material that they got. In line with the findings, most of students were very often to do it as it was shown in the figure 4.5 and few students rarely did those activities like it was shown in the figure 4.6.

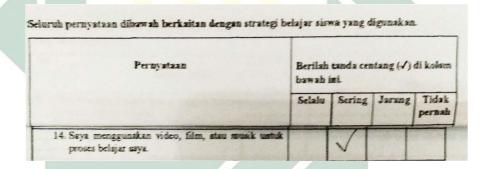


Figure 4.5 The questionnaire of compensation strategy

|   | Berilah tanda centang (√) di kolo<br>bawah ini. |        |        |                 |
|---|---|--------|--------|-----------------|
|   | Selalu  | Sering | Jarang | Tidak<br>pernah |
| 14. Saya menggunakan video, film, atau musik untuk proses belajar saya. |   |        | 7      |                 |

Figure 4.6 The questionnaire of compensation strategy

## d. Meta-cognitive strategy

While metacognitive strategy helps students coordinating their mental processes in order to give the students facilitation for their learning. The goal of this method is to assist students in coping with the influx of new knowledge, focusing and organizing themselves for both immediate and long-term goals, as well as evaluating their progress. In this research found that students did a self-reflection, made mind mapping, made a writing outline, and arranged an online or offline discussion with their peers as shown on the figures below. From those activities, it can help them focus and load new information, additionally it can help students become well organize, so they can evaluate their progress. Yet, some students rarely did one of the activities (see figure 4.7) and some students also had never done some activities (see figure 4.8).

| Pernyataan   |        | Berilah tanda centang (🗸) di kolon<br>bawah isi. |        |                 |  |
|--|--------|--|--------|-----------------|--|
|  | Selalu | Sering   | Jarang | Tidak<br>pernal |  |
| Saya melakukun evaluasi diri seperti menulis atau<br>melakukan refleksi siswa.   |        |  | /      |                 |  |
| <ol> <li>Saya membuat pemetaan pikiran (mind mapping)<br/>dalam kegiatan membaca untuk membuat saya<br/>menjadi lebih mudah dalam memahami teks bacaan.</li> </ol> |        | ~  |        |                 |  |
| Saya membuat garis besar (outline) sebelum melakukan kegiatan menulis.   |        | V  |        |                 |  |
| Saya melakukan diskusi online atau di perpustakaan dengan teman-teman saya.  |        | V  |        |                 |  |

Figure 4.7 The questionnaire of meta-cognitive strategy

| Pernyataan   | Berilah tanda centang (√) di kolon<br>bawah ini. |        |        |                 |
|--|--|--------|--------|-----------------|
|  | Selalu   | Sering | Jarang | Tidak<br>pernah |
| Saya melakukan evaluasi diri seperti menulis atau<br>melakukan refleksi siswa.   |  |        |        | /               |
| <ol> <li>Saya membuat pemetaan pikiran (mind mapping)<br/>dalam kegiatan membaca untuk membuat saya<br/>menjadi lebih mudah dalam memahami teks bacaan.</li> </ol> |  |        |        | /               |
| Saya membuat garis besar (outline) sebelum melakukan kegiatan menulis.   |  |        | /      |                 |
| melakukan kegiatan menulis.  4. Saya metakukan diskusi online atau di perpustakaan dengan teman-teman saya.  |  |        | /      |                 |

Figure 4.8 The questionnaire of meta-cognitive strategy

## e. Affective strategy

The next is affective strategy. It allows students to manage their emotions, motivation and attitudes towards language learning. In this strategy can be influenced by internal such as students itself or external such as their environment, therefore students prefer to do some things that can make them happy, motivated, and enjoy doing all task related to learning English.

In this research, mostly, affective students preferred to learn a thing that they thought difficult, such as grammar as shown in the figure 4.9. But, at the same time they also avoided it when their lecturers or teachers gave such tasks. It was quite confusing when they want to learn the difficult thing, but they also avoided it to make themselves happy or less worry. In addition, students also asked their lecturers to give some topics in writing activities. They asked about the topics because they did not

want to make themselves difficult and then it can make them become less interested in learning English.

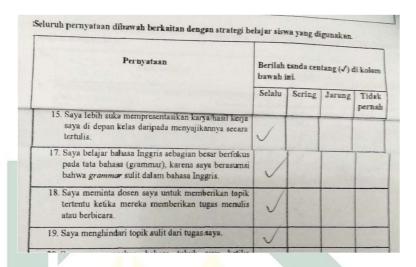


Figure 4.9 The questionnaire of affective strategy

# f. Social strategy

The last is social strategy. This strategy promote communication that is the main point of language learning. If the aim of language learning is communicative competence, students ought to practice. In this research, social students were usually like to practice and communicate with their peers. They were also very interested in speaking activities. So, the way they could achieve the target language, they did a communication, practicing the target language both in class or daily life as it shown in the figure 4.10.

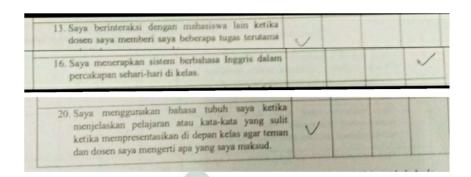


Figure 4.10 The questionnaire of social strategy

Based on that aspects, the participants were mostly using compensation strategies. As known that compensation strategies allow students or students to use dictionary both online or offline, ask to their lecturers if they found some difficulties, and any kind that can solve students' or students' difficulties.

Additionally, in open-ended questionnaire student 1 stated that he learned English usually using Google translate for translating every reading material they got. So, they can know directly what the meaning of their reading materials. Another opinion from student 2 said that he learned English through listening songs and some podcasts in the internet. He said that listening English songs and English podcasts can add more new English vocabularies, and when he did not know with the meaning directly he opened Google translate or dictionary. Different with student 3 stated that he made some statuses on his social media using English, so that it helped him learn English automatically.

From the results of some respondents said that they need everything which can make them become easy in learning English. So, students are mostly using compensation strategies. It shown that 145 students choose the statements of compensation strategies, because it was reflecting themselves. Then, cognitive strategy has 75 students, social strategy has 58 students, metacognitive strategy has 48 students, affective strategy has 21 students and the lowest one is memories strategy has 20 students. All of those amounts are based on students experience or opinion, so they definitely choose some statements which reflect themselves.

To know the total amount of each response in the close questionnaire about the aspect of LLS, it will represent on the table below:

Table 4.2 total amount of Language Learning Strategies used by students

| Strategies    | Total | Percentage |
|---------------|-------|------------|
| Metacognitive | 48    | 13,08      |
| Cognitive     | 75    | 20,44      |
| Memories      | 20    | 5,45       |
| Social        | 58    | 15,80      |
| Compensation  | 145   | 39,51      |
| Affective     | 21    | 5,72       |
|               | 367   | 100,00     |

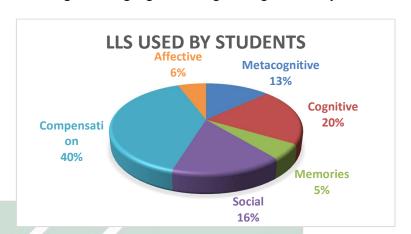


Chart 4.1 Percentage of Language Learning Strategies used by students

# 2. The factors that influencing the LLS to be applied

From the data that were taken by researcher, it was found that students mostly applied compensation strategies during learning English through English Discoveries in intensive class program. The researcher also arranged some statements in the questionnaire that purposely find the factors influencing LLS to be applied. The factors are based on Oxford's classification. There are eight classification of factors.

#### a. Motivation

Based on Oxford stated that students who are more motivated they will use more strategies than less motivated students will and have specific reasons to learn English.<sup>44</sup> Therefore, it is very important to students for having such good environment so that

<sup>&</sup>lt;sup>44</sup> Muhammad Fazle Ramzan Khan, *Language Learning Strategies: A Study of Teacher and Learner Perceptions*, (BUP Journal, Volume 1, Issue 1, September 2012), 145.

their motivation in learning English can be appeared. If students' motivation appeared, they will do anything to achieve what they want, but they do it based on their interests. For example, students are motivated in English for getting a better job abroad, to achieve that, they will learn English just for looking a job, like learning for TOEIC or kind of a test to get a job.

On this research found that students are mostly influenced by motivation from their environment and interests. For example, it was shown on the figures below.

|     |   |  | 1 4/4/25 3 |  |
|-----|---|--|------------|--|
| No. | Faktor-faktor   | Berilah tanda centar<br>di kolom bawah i |            |  |
|     |   | Ya                                       | Tidak      |  |
| 1   | Saya tertarik belajar bahasa Inggris, terutama dalam tata<br>bahasa dan kosa kata.                                  |  |            |  |
|     | Saya tertarik untuk belajar bahasa Inggris, terutama dalam keterampilan bahasa produktif (speaking and writing).    | /  |            |  |
|     | Saya tertarik untuk belajar bahasa Inggris, terutama dalam<br>keterampilan bahasa reseptif (listening and reading). | \<br>\                                   |            |  |

Figure 4.2.1 Some question of the questionnaire about motivation

From the figure above, some of them were interested on learning English when the lesson about grammar and English skills such as writing, speaking, and listening, while others were interested on learning English when the topics about grammar and English skills like speaking and writing only, as it was shown in the

figure 4.2.2, and some of them was only interested on listening and reading, as it was shown on the figure 4.2.3.

| No. | o.<br>Faktor-faktor   |    | ah tanda centang (v<br>kolom bawah ini. |  |
|-----|---|----|---|--|
|     |   | Ya | Tidak                                   |  |
| 1   | Saya tertarik belujar bahasa Inggris, terutama dalam tata<br>bahasa dan kosa kata.                                  | ~  |   |  |
|     | Saya tertarik untuk belajar bahasa Inggris, terutama dalam<br>keterampilan bahasa produktif (speaking:and writing). | ~  |   |  |
|     | Saya tertarik untuk belajar bahasa Inggris, terutama dalam keterampilan bahasa reseptif (listening and reading).    |    | 1                                       |  |

Figure 4.2.2 Some question of the questionnaire about motivation

| No. | Faktor-faktor   | Berilah tanda centang (√)<br>di kolom bawah ini. |         |
|-----|---|--|---------|
|     |   | ¥a   | Tidak 0 |
| 1   | Saya tertarik belajar bahasa Inggris, terutama dalam tata<br>bahasa dan kosa kata.                                  | 74   | 1       |
|     | Saya tertarik untuk belajar bahasa Inggris, terutama dalam<br>keterampilan bahasa produktif (speaking and writing). |  |         |
|     | Saya tertarik untuk belajar bahasa Inggris, terutama dalam<br>keterampilan bahasa reseptif (listening and reading). | V  |         |

Figure 4.2.3 Some question of the questionnaire about motivation

From the figures above, it can be said that students have their own interest and they got their motivation through it, then it influenced their learning strategies while learning English.

#### b. Gender

In learning context, female students are more advanced in mastering the material than male students. It was also stated that female students can master or use the whole strategies than male students. In the other hand, male students are very good in the

practicing strategies. 45 It can be seen that learning process can be affected by gender. Female students are really easy to cover all strategies, therefore female students are seen very well structured when doing anything, such as taking a note, female students are like to put some decorating on their note and it shows that they are visual students and they do it to make them easier when remembering the materials, besides, female students also do some communication with their peers to discuss about the materials they have got in order to review and make a deep understanding about it. That are some examples that female students can done with whole strategies, unlike with male students that they are dominantly only able to practice the strategy but not by memorizing the details of the strategy's theory, they can only master the material by practicing the learning strategies they want. It can be said that male students are good at practicing learning strategies than female students.

In this research was found that gender also influenced learning strategies for students, as it was shown on the figures below.

| Name and Address of the Owner, where | 2 | Teman laki-laki saya di kelas lebih aktif daripada teman perempuan saya. |   |  |  |
|--------------------------------------|---|--|---|--|--|
| Name and Address of                  |   | Teman perempuan saya di kelas lebih aktif daripada teman laki-laki saya. | 1 |  |  |

Figure 4.2.4 Some question of the questionnaire about gender

<sup>&</sup>lt;sup>45</sup> Muhammad Fazle Ramzan Khan, *Language Learning Strategies: A Study of Teacher and Learner Perceptions*, (BUP JOURNAL, Volume 1, Issue 1, September 2012), 145-146.

Female students were mostly said that they were dominantly active in the class. So, for male students they become shy and were passive in the class.

## c. Cultural background

In some field, cultural background is very strong on giving big influence. Based on Politzerof & McGroarty, factually cultural background defined learning strategies in a certain type. 46 It can make students easily get the thing they learned or maybe they can get difficulty on learning a new thing. On this research, it was found that some students were influenced by cultural background like they were not confidence when doing anything in English because they were not a native speaker. So, whenever they learned a native language, especially English, they were afraid to deliver their opinions. Besides that, it was found that some students were very influenced by their mindset that it was difficult when doing some presentation if in their class has a foreign student. Like it was shown on the figure below.

| No. | Berilah tanda cent<br>Faktor-faktor di kolom bawa   |    |       |
|-----|---|----|-------|
|     |   | Ya | Tidak |
| 3   | Sulit bagi saya untuk menerima materi Bahasa Inggris<br>karena saya bukan penutur asli (non-native students).         |    | V     |
|     | Sulit bagi saya untuk berinteraksi atau presentasi di kelas<br>jika ada siswa asing (toreign students) di kelas saya. |    | /     |

<sup>&</sup>lt;sup>46</sup> R. L. Politzer, & M. McGroarty. *An exploratory study of learning behaviours and their relationship to gains in linguistic and communicative competence*. (1985). TESOL Quarterly, 19, 103-123.

Figure 4.2.5 Some question of the questionnaire about cultural background

| No. | Faktor-faktor   | Beriah tanda centang (√)<br>di kolom bawah ini. |       |
|-----|---|---|-------|
|     |   | Ya  | Tidak |
| 3   | Sulit bagi saya untuk menerima materi Bahasa Inggris<br>karena saya bukan penutur asli (non-native students).         | ✓   |       |
|     | Sulit bagi saya untuk berinteraksi atau presentasi di kelas<br>jika ada siswa asing (foreign students) di kelas saya. | <b>V</b>  |       |

Figure 4.2.6 Some question of the questionnaire about cultural background

Those findings can be assumed that students were afraid or had difficulty, because they think that the respondent or foreign students will misunderstand the information he says or presents. Which we know that every student, especially foreign students, must have a different background, so the learning strategies they use tend to be passive and use more learning strategies by memorization, but less practice.

#### d. Attitude

In learning foreign language, good attitude is important, because it can affect the use of LLS. As it was stated by Gardner that even though attitude did not give an impact directly on the students' achievement, it was very important to be applied on learning a foreign language.<sup>47</sup> When student can make their behavior well through learning English, they will easily master it.

<sup>&</sup>lt;sup>47</sup> R. C, Gardner. *Social Psychological Aspects of Second Language Acquisition*. (In H. Giles, & R. S. Clair (Eds.), Language and Social Psychology, 1979). 193-220.

Titone stated that attitudes do not come naturally from birth.<sup>48</sup> Additionally, Genesee said that students can change and learn the attitudes through their life.<sup>49</sup> Therefore, students can learn and get surrounded by good environment, so their attitudes towards learning English change to better. In this research found that most students claimed that their attitude when learning English was good. It was

shown by the figure below.

| No. | Faktor-faktor   | Berilah tanda centang (v<br>di kolom bawah ini. |       |
|-----|---|---|-------|
|     |   | <b>V</b> a                                      | Tidak |
| 4   | Saya sangat interaktif ketika dosen saya menyampaikan materi. | ~   |       |

Figure 4.2.7 Question of the questionnaire about attitude

From the figure was shown that students were interactive with their lecturer on learning English. It was a good thing that they can be very interactive, so that they can improve their English skill.

#### e. Type of task

Type of task is determined by the level of difficulty and the way it will be solved. If students enjoy or not of their task, their learning strategies when learning English will be determined. As stated by Oxford that the character of tasks affects naturally the

<sup>&</sup>lt;sup>48</sup> R, Titone. *A Psycho-Sociolinguistic Perspective in EFL Learning: The Role of Attitude a Dynamic Factor*. Paper presented at The World Congress of Applied Linguistics, sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, 15-21 April 1990) ERIC Document Resume, ED, 326-073.

<sup>&</sup>lt;sup>49</sup> F, Genesee. *Bilingual Education of Majority-Language Children: The Immersion Experiments in Review.* (Applied Psycholinguistics, 4, 1983). 1-46.

strategies used for finishing tasks.<sup>50</sup> In this research was found that most of students were enjoyed with their tasks or no tasks. They were also enjoyed with group or individual tasks. The finding was shown on the figure below.

| No. | Faktor-faktor                                     | Ber∎ah tanda centang (√)<br>di kolom bawah ini. |       |
|-----|---|---|-------|
|     |   | Ya  | Tidak |
| 5   | Saya menikmati ketika mengerjakan tugas individu. |   |       |
|     | Saya menikmati ketika melakukan tugas kelompok.   |   |       |
|     | Sava menikmati ketika tidak melakukan tugas.      |   |       |
|     | Sava selalu menyerahkan tugas tepat waktu.        |   |       |

Figure 4.2.8 some question of the questionnaire about type of task

# f. L2 Stage

Language learners from various ages and stages of L2 learning implemented numerous learning strategies. It is known that older and more advanced students employed specific strategies more frequently.<sup>51</sup> The level of students will also determine what kind of strategies that will be used. Their experience in the senior high school or junior high school also gave an impact of their L2 stage, then it would also give an influence on their learning strategies on learning English. In this research discovered that students mostly in a same L2 stage because they have got their knowledge about English when they were at junior or senior high school.

<sup>&</sup>lt;sup>50</sup> R.L, Oxford, *Language learning strategies and beyond: A look at strategies in the context of styles*. In S.S. Magnan (Ed.), Shifting the instructional focus to the learner. (Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages, 1990a), 35-55.

<sup>&</sup>lt;sup>51</sup> R.L, Oxford, *Language learning strategies and beyond: A look at strategies in the context of styles.* In S.S. Magnan (Ed.), Shifting the instructional focus to the learner. (Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages, 1990a), 35-55..

| Faktor-faktor  | Berilah tanda centang ( )  di kolom bawah ini.     |  |
|--|--|--|
|  | Ya   | Tidak  |
| Saya dengan mudah memahami materi karena saya tahu<br>materi-materi Bahasa Inggris yang disampaikan itu ketika<br>sekolah menengah | 7  |  |
|  | Saya dengan mudah memahami materi karena saya tahu | Faktor-faktor  di kolom  Ya  Saya dengan mudah memahami materi karena saya tahu materi-materi Bahasa Inggris yang disampaikan itu ketika |

Figure 4.2.9 Question of the questionnaire about L2 stage

## g. Learning style

Based from Ehrman and Oxford stated that the type of LLS used by students are influenced by the learning styles.<sup>52</sup> On this research found that each student was different. Some of them were very easy to express their ideas, engage with other classmates, or take a communication with other classmates. It was influenced by their learning styles. In the other hands, some of them was not confident with their ideas, their ability or the way they had an interaction with their classmates. From the figure below, it can give a clue that learning styles gives a certain strategy to be used. This finding can help the researcher to determine what the most strategies used is.

| No.  | Faktor-faktor   | Berilah tanda centang (√)<br>di kolom bawah ini. |          |
|------|---|--|----------|
|      |   | Ya   | Tidak    |
| 7    | Saya dapat berkomunikasi dengan mudah dengan dosen tentang semua materi.                                      |  | ~        |
|      | Saya ragu untuk mengungkapkan ide saya.   |  |          |
|      | Saya selalu gugup ketika dosen saya meminta saya untuk<br>melakukan presentasi atau berbicara di depan kelas. | ~  |          |
|      | Sava takut melakukan kesalahan.   |  |          |
|      | Sava suka pujian dari dosen saya.   | V  |          |
|      | Saya suka berbagi dengan teman-teman saya.  | ~  | -        |
| 1000 | Saya dan teman-teman saling peduli satu:sama lain (saling menyemangati)                                       | × ×21  | and want |

<sup>&</sup>lt;sup>52</sup> M. Ehrman, and R. Oxford. *Adult language learning styles and strategies in an intensive training setting*. Modern Language Journal, 74, 1990, 311–326.

Figure 4.2.10 some question of the questionnaire about learning styles

#### h. Intelligence

Intelligent students are allowed them to be efficiently apply a strategy and more motivated in learning.<sup>53</sup> In this research found that students were mostly claimed that they got more difficulty in learning English as the shown figure below. They claimed like that, because they were not an English department student. Even though, English can be learnt by any other department students. It depends on the students' intelligence, because there is no excuse to say that they got difficulty on learning English.

| No. | Faktor-faktor  | Berilah tanda centang (√)<br>di kolom bawah ini. |        |
|-----|--|--|--------|
| 0 0 | Save sulid bulian D.L. V   | Ya   | Tidak  |
| 0   | Saya sulit belajar Bahasa Inggris karena saya bukan<br>mahasiswa Jurusan Bahasa Inggris. | /  | 7 3338 |

Figure 4.2.10 Question of the questionnaire about Intelligence

## i. Personality

In some case, students who learn English and they are in a basic level will be so confused if they got a correction without any hint of their works from their lecturer and they were asked to correct it. It is because of their background knowledge about English which is lack. If students who are in a basic level, but they have good knowledge about English, and they are willing to be

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<sup>&</sup>lt;sup>53</sup> Murayama, K., Pekrun, R., Lichtenfeld, S., & Vom Hofe, R. (2012). Predicting Long-Term Growth in Students' Mathematics Achievement: The Unique Contributions of Motivation and Cognitive Strategies. Child Development, n/a. doi:10.1111/cdev.12036

active and interactive with their classmate or lecturer, they will not get so much confusion to correct the mistakes even without any hint. In this research found that some students got difficulty when they have to correct what their mistakes are and others did not. That is all because their personality, they want to be active or not in the class and outside, or they get interacted with their friends to practice

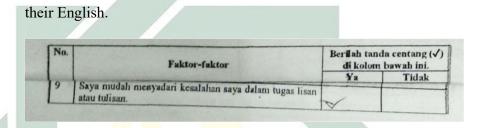


Figure 4.2.10 Question of the questionnaire about Personality

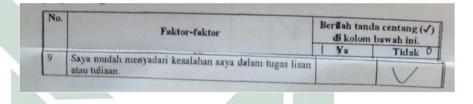


Figure 4.2.11 Question of the questionnaire about Personality

# B. Discussion

## 1. Strategies Applied by the Students for Learning English

Based on the Oxford's theory of strategies there are six categories of strategies. They are memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy.<sup>54</sup> This research was conducted at UIN

<sup>&</sup>lt;sup>54</sup> Rebecca L. Oxford, *Language Learning Strategy: What Every Teacher Should Know.* (USA: Boston, 1990)

Sunan Ampel Surabaya. The researcher took the data by giving questionnaires to 367 students who were involved in the English intensive class program, academic year 2018-2019. The questions in the questionnaire were based on the Oxford's theory and explanation on each strategy. The details were already shown on the table 4.2. It can be seen that each strategy had its statements.

Based on the data, as what has been analyzed in point 4.1, compensation strategy was the strategy that is considered to be mostly used by 145 out of 367 students. It is almost twice the number of those who considered mostly to use cognitive strategy and seven times more than those who consider mostly to use the strategy is its practicality. In applying compensation strategy, students could learn by directly looking for the meaning of the words at the dictionary. They could also ask their lecturers directly to get understanding about the meaning of words they did not know.

Another strategy is memory strategy, this strategy allows learner to link the concept of English or L2 item, yet, and this strategy needs less deep understanding.<sup>55</sup> So, this strategy based on Oxford's theory usually called mnemonics which make students learn new information by memorizing. In this research found that 20 students out of 367 used memories strategy through English Discovery, those students were mostly like doing any memorization activity, such as making list of vocabularies and doing repetition activities, so that they can remember the things that it may be a new thing for them.

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<sup>&</sup>lt;sup>55</sup> Rebecca L. Oxford, Language Learning Styles And Strategies: an Overview. Oxford, GALA 2003. pp. 13

Next strategy is cognitive strategy. It was found that 75 students of 367 applied cognitive strategy in their English learning especially in using discovery learning. Based on Oxford's theory, this strategy can be done by doing a summarizing, outlining, synthesizing, analysis, reasoning, and re-organizing information. It is aimed to make students' knowledge structures become stronger and for practicing structure, naturalistic settings and try to sounds formally. In this research found that students were practically doing a practice of the lesson from their lecturer, besides, they also did the task from the simplest to the complicated one. The students also did a discussion with their peers in order to make their English skill become improved, and it was one of the ways to process the information they had got.

The other strategy is meta-cognitive strategy. This strategy makes students coordinating their mental processes in order to give the students facilitation for their learning. This strategy is aimed to manage the learning process as a whole. The activity of this strategy is like doing a gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes and evaluating task success, and evaluating the success of any other task<sup>57</sup> in line with that, in this research found that 45 students were doing some kinds of those activities. They usually did a self-evaluation, made a mind map in order to make them easier in learning process, and sometimes they made an outline for their writing activities, that activities were done

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<sup>&</sup>lt;sup>56</sup>Rebecca L. Oxford, *Language Learning Styles And Strategies: an Overview*. Oxford, GALA 2003. pp. 12.

<sup>&</sup>lt;sup>57</sup> Rebecca L. Oxford, *Language Learning Styles And Strategies: an Overview*. Oxford, GALA 2003. pp. 12.

by them because they wanted to elaborate their knowledge, mental process with the facilitation in their learning process.

Next is affective strategy. This strategy was used by 21 students in this research. Based on Oxford's theory, this strategy identifies person's mood and level of anxiety. It talks about feeling, giving a reward for every good job, and having a positive self-talk. In this research found that students used their feelings when learning English. They depended on how they feel, for example, they tended to stay away from material that is considered difficult and only focused on one material to learn because it was also considered difficult. Besides that, they also asked the lecturers to give the topics they wanted, so that they would not have any difficulties when doing the task. In addition, they also preferred to present in front of the class rather than in written form, because they thought that the readers could not understand the message or feeling delivered. So, they prioritize their feelings towards English material, sometimes it affected their development toward English learning.

The last one is social strategy. In this research found that 58 students used this strategy. As stated by Oxford, this strategy helps learner to communicate with their peers. Through communication, they will know the target culture.<sup>58</sup> On this research, students showed that they used English language in their daily in order to improve their ability, even it was on classroom not on the outside. Besides, they also do a communication with friends in class when the lecturer gave speaking assignments.

<sup>58</sup> Rebecca L. Oxford, *Language Learning Styles And Strategies: an Overview*. Oxford, GALA 2003. pp. 14.

On the one hand, there were students who tend to be silent or passive even though the task is speaking.

Furthermore, a research by Wouter Van Joolingen entitled "Cognitive tools for discovery learning" stated that using cognitive tools was a promising means for students to be more well prepared in solving problems when in an open learning environment.<sup>59</sup> In this case, the use of cognitive tools does help the development of students in learning English, moreover cognitive tools are clear and visible, so it makes it easier or helps students to easily understand English material. Additionally, another research by Thach Pham, Vijay Thalathoti, and Eva Dakich entitled "English Discoveries Online (EDO): Examining Learner - Instructor Interaction A Case Study at Hanoi University – Vietnam".<sup>60</sup> It stated that there was no clear connection between the frequency of students' interaction and their quality of learning outcomes. So, students were more interested in the content on EDO but they also interacted with their friends and lecturers, but the quality of their learning outcomes was not affected by how often they interacted. Because background knowledge and also the L2 stage of the students clearly affect the quality of their learning outcomes.

## 2. The Factors Influencing LLS to be Applied

As stated by Oxford (1990), there are a number of factors affecting the students' decision to apply certain strategies. Those are motivation, gender, cultural

<sup>59</sup> Wouter Van Joolingen. Cognitive tools for discovery learning. International Journal of Artificial Intelligence in Education (IJAIED), 1998, 10, pp.385-397.

<sup>&</sup>lt;sup>60</sup> Thach Pham, Vijay Thalathoti, Eva Dakich, Xuan Thu Dang, English Discoveries Online (EDO): Examining Learner - Instructor Interaction A Case Study at Hanoi University – Vietnam. (Australia: Melbourne, 2012),1.

background, and attitude, type of task, second language (L2) stage, learning style, intelligence, and personality. Atsari (2017) stated that students might choose their learning strategies not only based on their own interest but also based on the circumstances when they were willing to use it.<sup>61</sup> Not only that, he also stated that even different students might choose the same strategy based on the different reasons. Therefore, in this research, the researcher directly asked the students about what factors they thought had the most influence on their reasons for choosing a particular strategy. The researcher did this to get clear information directly from the source, namely the students who are the research subjects.

The first is motivation. Related to motivation, the learning strategy chosen by the students depended on the environment and students' interest. Sometimes, students were motivated to use certain strategy because they were in the environment where their surrounding apply certain strategy. Besides, students' interests were also influencing them to apply such strategy. In this research, which found the most applied strategy of students when learning English through English discovery was compensatory strategy, found that 226 students were motivated to learn English and they applied some activities like listening musing, watching video, and any activities that related to compensatory strategy.

The second is gender. Researcher also found that female students were considered to master learning material more easily by noting and making decoration to their notes, whereas male students tend to learn by practicing what they are

<sup>61</sup> Fauzan Atsari, *Strategies in Vocabulary Acquisition* (International Conference on English Language Teaching, vol.145, 2017)

learning. There are 26 students who considered that female learners were easily master the English material. So, gender could affect the strategy to be applied, but it was the least frequently affected, unlike motivation.

Then, cultural background also influenced the choosing of learning strategies. This was based on the finding that some students were affected by their cultural background that made them more passive than others in learning second or foreign language. There were 51 students who were chose strategies that did not require them to be actively involved in the learning process, like memorizing.

Moreover, students' attitude toward strategies affected their strategy choosing. There were 34 students who were very interactive with their lecturers in a classroom activity. So, that students' attitude towards classroom activity was also potential to affect students' learning strategy.

The researcher also found that task type can affect students' preference towards learning strategies. The reason is because sometimes students learnt English while finishing the task given to them. As consequence, the strategy they choose would also be in accordance to the task they did. In this research found that 9 students who were getting influenced by type of task. So that, it affected them to do some activities that reflected a certain strategy that suitable for them.

Furthermore, researcher also found that L2 stage had 7 students. It showed that their experience in the senior high school or junior high school gave an impact of their L2 stage. So that, it can influence on their learning strategies on learning English. In this research discovered that students mostly in a same L2 stage because

they have got their knowledge about English when they were at junior or senior high school.

Learning style also affect the students to use strategies suitable to their learning styles. There was found only 1 student who was reflected to this factor. That student was not confident with their ideas, their ability or the way they had an interaction with their classmates. So, this factor did not really give a big influence to apply such strategy.

Intelligence influenced in students' learning process and it was also influenced students to apply a certain strategy. There were 10 students who showed that they were reflected on this factor. This condition occurred because they were not English Department student. So, because of they were not English students they used a certain strategy that fit them. In the other hand, this research was not really influenced with this factor, because most students used compensatory strategy and it was affected by motivation factor.

Personality also did not really influence in students' learning strategy. It was shown that there were 3 students who experienced this factor. Most of them weren't aware of their mistaken in spoken or written English task.

In a research entitled "An investigation into the factors affecting the use of language learning strategies by Persian EFL students" that conducted by Mohammad Rahimi, et. al., it was stated that the level of proficiency and motivation was the most influential on the implementation of the strategy. In addition, this study also showed that gender did not have a significant influence on the application of students'

language learning strategies.<sup>62</sup> In line with this research, most students were affected by motivation to apply the strategy of language learning. In the other hand, learning style in this research dis not showed the significant effect.

The results of this study were also in accordance with a previous study made by Ranjan and Philominraj.<sup>63</sup> They investigated the relationship between language learning strategies, motivation, and gender. Most participants used social and metacognitive strategies. The least used strategy was memory strategy. The students with extrinsic motivation indicated that they had a greater frequency learning strategy and that the usage of gender strategy did not differ significantly.

Another research that had been conducted previously, by Syahputra, also shown that gender and proficiency did not have outstanding distinction on the use of strategies.<sup>64</sup> Syahputra made such a conclusion after investigating the frequency of strategies use among the students of English Education Department in State Islamic University of Sultan Syarif Kasim according to gender and proficiency variables.

Therefore, based on the results of the questionnaire given to the students, the researcher found that each factor was considered the most influential factor, at least by one student. It can be seen in the following diagram and table.

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<sup>&</sup>lt;sup>62</sup> Mohammad Rahimi, Abdolmehdi Riazi, Shahrzad Saif. *An investigation into the factors affecting the use of language learning strategies by Persian EFL learners*. (Canadian Journal of Applied Linguistic, 11, 2008), 31-60.

<sup>&</sup>lt;sup>63</sup> Ranjeeva Ranjan & Andrew Philominraj. *Language Learning Strategies, Motivation and Gender in Foreign Language Context.* (Universal Journal of Educational Research, vol. 8 no. 2, 2020).

<sup>&</sup>lt;sup>64</sup> Idham Syahputra, Language Learning Strategies. (Marwah, vol 13, no 2, 2014).



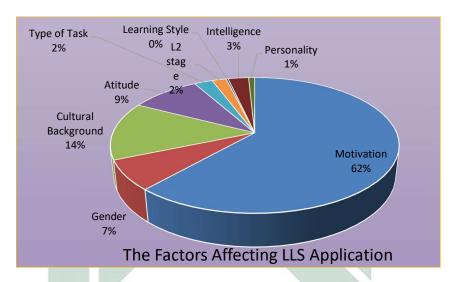


Table 4.3 The factors affecting LLS application

| Factors             | Number of Students | Percentage |
|---------------------|--------------------|------------|
| Motivation          | 226                | 61.6       |
| Gender              | 26                 | 7.1        |
| Cultural Background | 51                 | 13.9       |
| Attitude            | 34                 | 9.3        |
| Type of Task        | 9                  | 2.5        |
| L2 stage            | 7                  | 1.9        |
| Learning Style      | 1                  | 0.3        |
| Intelligence        | 10                 | 2.7        |
| Personality         | 3                  | 0.8        |
| Total               | 367                | 100        |

Additionally, between the strategies and the factors were related. Several factors based on Oxford theory influence students to use certain strategies. First, the affective strategies used by students were influenced by some factors such as, personality, motivation, and task type. In this research found that students who used affective strategy did some activities related to English which was easy to be done, it meant that task type factor influenced this strategy to be used. Further, students were

also affected by the motivation, it was related with the task type, because when the students getting interested with some topics or skills of English, they would do it, but if they did not interest with that thing or the material was difficult, students would not be interested or motivated in learning English. Therefore, personality also gave an influence to this strategy to be used. Because, when students thought that the material was difficult and they did not have good awareness of what they did, they would prefer to avoid it and less motivated. So, affective strategy was used by the students who put emotion first.

Second, the social strategies used by some students were influenced by some factors such as personality, gender, motivation, life style, and cultural background. The fact was that social personality of a person affected his or her learning behavior and served a facilitative role with regard to motivation. People might differ in the way they interacted with others. This also affected how they learned language. Motivation, on the other hand, affected students in choosing and applying strategy. When students knew how important a language was and saw how it related in his or her life, he or she could learn faster.

Third, the metacognitive strategies used by some students were affected by several factors such as motivation, attitude, personality, and intelligence. In some cases during this research, the students found to be using metacognitive strategies. Attitude could be recognized as an evaluative statement of an object, person, or event, that reflects one's feelings towards something.<sup>65</sup> Learners' attitude to language

<sup>65</sup> Saifuddin Azwar, Sikap Manusia: Teori dan Pengukurannya (2<sup>nd</sup> Ed.). Yogyakarta: Pustaka Pelajar, 1995

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learning significantly correlated with their reading comprehension achievement and understanding vocabulary, it could be inferred that students' attitude to language learning had a role in their language learning and acquisition capability, particularly in the skill of making sense of English words. Furthermore, personality could also affect how students learn a second language. It was known that students who seemed to be introverted had been shown to take longer time to acquire a language because they were more hesitant to make mistakes. Extroverted students, on the other hand, were more likely to go out on a limb and tried out their newly learned vocabulary.

Fourth, the compensation strategies were also used by a number of students. It was a kind of direct strategies that helped learners to overcome knowledge gaps to continue the communication.<sup>67</sup> The application of these strategies was influenced by intelligence and personality. Intelligence was known to be highly influential for those who wanted to apply this strategy since this strategy included guessing intelligently and overcoming limitations in speaking and writing. Students could apply this kind of strategy by reasoning deductively, using linguistic clues, and coining words.

Fourth, some students applied memory strategies because of some factors, such as second language stage, and intelligence. About second language, it was related to previous researches in which one of them said that once a child had studied and acquired a language, their skill at learning another would increase. Language learners had an ability to translate skills from one language to another because they were able

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<sup>&</sup>lt;sup>66</sup> Jelisaveta Šafranj, & Aleksandra Gojkov-Rajić. The Role of Personality Traits in the Choice and Use of Language Learning Strategies. Drustvena Istrazivanja, vol.10, no.3, (2019)

<sup>&</sup>lt;sup>67</sup> Rebecca. L. Oxford, Language Learning Styles And Strategies: an Overview. Oxford, GALA 2003

to recognize the rules and patterns of a language, even if the words in the vocabulary list were different.<sup>68</sup> Moreover, in term of intelligence, when a student had a higher level of intelligence, he would tend to find it easier to choose and implement strategies that would help his learning process.<sup>69</sup>

Fifth, there was a strategy that highly influence the use of cognitive strategies by some students. It was the type of task given to them. Different tasks could make students apply different strategies. According to Nunan, task was intended to result in language use that bears a resemblance, direct, or indirect, to the language used in real world. Contribution of task to language skill acquisition and strategy use had been subject to various empirical research studies. When learning tasks shifted from virtual tasks to actual tasks, the students' strategy use relied increasingly on the ongoing regulatory process. Nunan also maintained that there were a number of language learning strategies underlying every task. These indicated some sort of link between tasks and language learning strategies.

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<sup>&</sup>lt;sup>68</sup> Ozge Razi & Michael James Grenfell. *The Impact of Linguistic Knowledge on Learner Strategy Deployment. Procedia - Social and Behavioral Sciences*, 47 (2012).

<sup>&</sup>lt;sup>69</sup> Karim Hajhashemi et. al. *Relations Between Language Learning Strategies, Language Proficiency and Multiple Intelligences*. Academic Research International, vol. 4 no.6 (2013)

<sup>&</sup>lt;sup>70</sup> Nunan, D. (1998). Second language teaching and learning. Boston: Heinle& Heinle Publishers.

#### **CHAPTER V**

#### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion as the result of the analysis. Afterwards, the researcher answers the research problems as presented in the first chapter. In addition, in this chapter, the researcher wrote a number of suggestions for further researcher to develop sciences in relation with the topic learning strategies, especially strategies in learning and acquiring vocabularies.

#### A. Conclusion

After passing through a number of research stages, from planning to analyzing, conclusions were made as the answer of the research questions. Those were about the most strategies applied by the students as subjects to learn English and the factors affecting students to take the strategies. Actually, based on the questionnaire data, the researcher found that the strategy with the most users is compensation strategy, with 145 users. It was then followed by cognitive strategy with 75 users, social strategy with 58 users, metacognitive strategy with 48 users, affective strategy with 21 users, and memory strategy with only 20 users. The large number of users of compensation strategy was not without reason. Students tended to look for ways that were considered easy and instant to gain understanding in the learning process. Thus, they preferred to learn English by looking the meaning of words in dictionary or by directly asking their lecturers about things they do not know.

Furthermore, the researcher also found that all nine factors affected students' decision in choosing to use certain strategies for learning English. Those factors were motivation, gender, cultural background, attitude, type of task, L2 stage, learning

styles, intelligence, and personality. This showed that every student had their own preference in applying their learning strategy and it was affected by various factors.

# B. Suggestion

Since this research was aimed to look for the most used strategies by the students in UINSA who were involved in intensive English learning class, the result might be different when applied to other subjects. Moreover, even though the students claimed to often use certain strategies, they might use more than one strategy in learning, especially when they got bored with one strategy. Therefore, further researcher may conduct research to find the most used strategy by asking more than one mostly used strategies by the research subjects, so that the results can truly represent the most widely applied strategy even though it is not the main choice. Furthermore, for the further researcher may also conduct a research that will analyze about tools that students may use in learning English through English discovery. The further researcher may also discuss it by relating to the factor of LLS to be applied.

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