

**AN EXPLORATION OF LANGUAGE LEARNING STRATEGIES ACROSS
DIFFERENT SPEAKING PROFICIENCY AMONG INDONESIAN EFL LEARNERS**

A THESIS

Submitted in partial fulfilment for Magister's degree in English Language Education
Study Program



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Oleh
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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Seni

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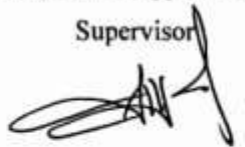
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ABSTRAK

Menurut Indeks Kecakapan Bahasa Inggris (English Proficiency Index/EPI) tahun 2024, Indonesia berada di peringkat ke-80 dari 116 negara, yang menyoroti tantangan nasional dalam kompetensi Bahasa Inggris. Meskipun beberapa studi sebelumnya menunjukkan bahwa strategi pembelajaran bahasa (LLS) sering dikaitkan dengan kecakapan yang lebih tinggi, hanya sedikit yang diketahui tentang bagaimana pembelajar pada tingkat kecakapan berbicara yang berbeda menerapkan strategi-strategi ini. Studi ini menyelidiki strategi pembelajaran bahasa yang digunakan oleh pembelajar EFL pada tingkat kecakapan berbicara yang berbeda di Indonesia. Desain studi kasus kualitatif digunakan dengan mengumpulkan data melalui wawancara semi-terstruktur, modifikasi kuesioner SILL (Oxford, 1990), serta jurnal reflektif. Hasil kuesioner SILL, wawancara, dan entri jurnal kemudian dianalisis dengan prosedur analisis tematik. Temuan penelitian mengungkapkan bahwa pengguna dasar lebih menyukai strategi kognitif dan sosial, terbatas pada pengulangan tingkat kata dan meminta bantuan, yang mencerminkan penggunaan strategi reaktif mereka. Pengguna independen menggunakan strategi kognitif dan metakognitif dalam cara-cara transisi, seperti mempersiapkan topik dan memantau pembicaraan. Pembelajar yang mahir umumnya menggunakan strategi metakognitif dan sosial, mengintegrasikan refleksi, penetapan tujuan, dan interaksi autentik untuk peningkatan kemampuan berbicara secara mandiri. Hasil ini menunjukkan lintasan perkembangan dalam penggunaan LLS, dimulai dengan strategi reaktif tingkat permukaan pada tahap dasar, berlanjut ke strategi reaktif-proaktif yang seimbang pada tahap mandiri, serta penggunaan strategi terintegrasi dan peka konteks pada tahap mahir. Studi ini menyoroti perlunya instruksi strategi yang eksplisit dan sesuai dengan tahapan dalam konteks EFL Indonesia, yang didukung oleh praktik reflektif dan teknologi, untuk menjembatani kesenjangan kemampuan dan menumbuhkan otonomi pembelajar dalam pengembangan berbicara.

Kata Kunci: CEFR, Pembelajar EFL Indonesia, Strategi Pembelajaran, SILL, Kemampuan Berbicara

ABSTRACT

According to English Proficiency Index (EPI) in 2024, Indonesia ranked 80th out of 116 countries, highlighting a national challenge in English competence. While previous studies showed that language learning strategies (LLSs) were often linked to higher proficiency, little was known about how learners at different speaking proficiency levels apply these strategies. This study investigated the language learning strategies used by EFL learners at different speaking proficiency in Indonesia. Qualitative case study design was employed by collecting the data through semi-structured interviews, modified questionnaire of SILL (Oxford, 1990), as well as their reflective journal. The SILL questionnaire, interview, and journal's entry results were then analyzed to thematic analysis procedures. Findings revealed that basic users favoured cognitive and social strategies, limited to word-level repetition and asking for help, reflecting their reactive strategy use. Independent users employed cognitive and metacognitive strategies in transitional ways, such as preparing topics and monitoring speech. Proficient learners commonly used metacognitive and social strategies, integrating reflection, goal-setting, and authentic interaction for autonomous improvement. These results indicated a developmental trajectory in the use of LLS starting with surface-level reactive strategies at the basic stage, progressing to balanced reactive–proactive strategies at the independent stage, as well as integrated and context-sensitive strategy use at the proficient stage. The study highlighted the need for explicit, stage-appropriate strategy instruction in the Indonesian EFL context, supported by reflective practice and technology, to bridge proficiency gaps and foster learner autonomy in speaking development.

Keywords: *CEFR, Indonesian EFL Learners, Learning strategies, SILL, Speaking Proficiency*

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