

**VOCATIONAL SCHOOL STUDENTS' LANGUAGE LEARNING
STRATEGIES AND ENGLISH PROFICIENCY AS INDICATED BY
THEIR TOEIC SCORES**

**(A Correlative Study on Third Grade Students of Business and Tourism Vocational
School in SMK Negeri 3 Bandung)**

A PAPER

Submitted in Partial Fulfillment of the Requirement for Sarjana Pendidikan Degree



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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF LANGUAGE AND ARTS EDUCATION
INDONESIA UNIVERSITY OF EDUCATION
2007**



APPROVAL SHEET

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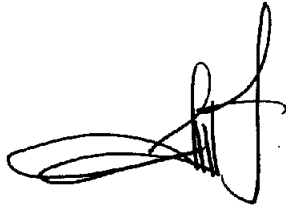
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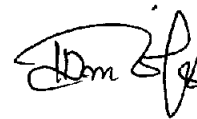
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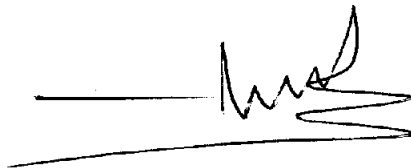


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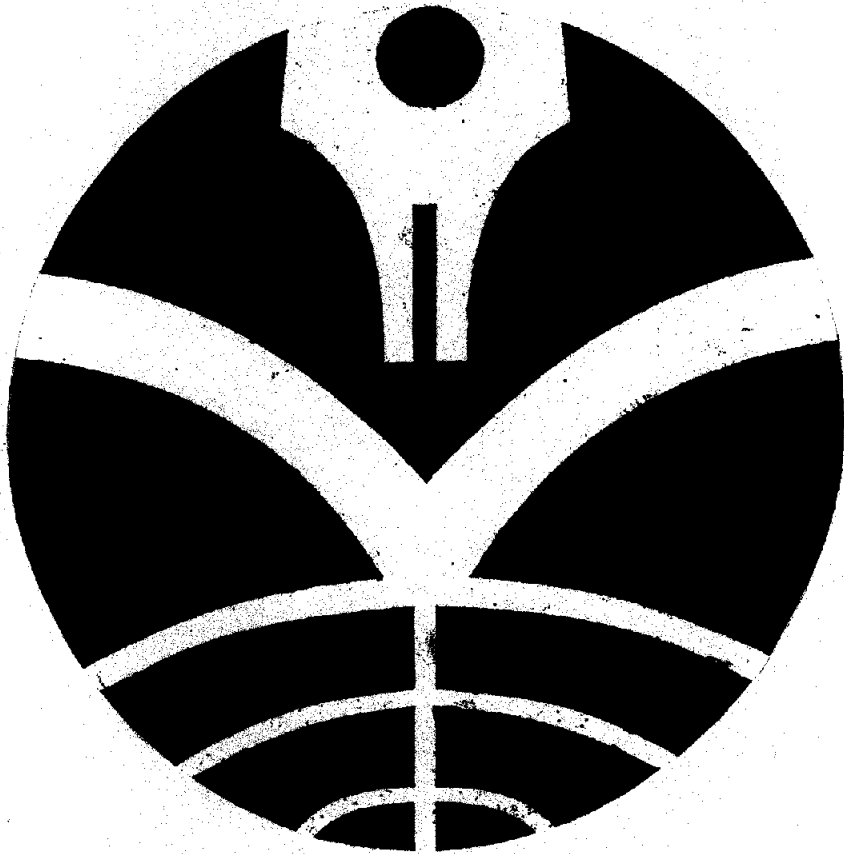


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1

DEDICATION

Education is not preparation for life; education is life itself.

(John Dewey)

So, verily, with every difficulty there's relief

Verily, with every difficulty there is relief

Therefore, thou art free from thy immediate task, still work hard

And to thy Lord turn all thy attention

(Surah Al-Ism Nasyrat: 5-8)

Dedicated to

My Lord and His messenger

My family and my best friends



STATEMENT

I hereby certify that this research paper entitled Vocational School Students' Language Learning Strategies and Their English proficiency as Indicated by Their TOEIC Scores (A Correlative Study on Third Grade Students of Business and Tourism Vocational School in SMK Negeri 3 Bandung) is truly my own work. I am truly aware that I have quoted and paraphrased some statements and ideas from some resources, and they are properly acknowledged in the texts.

Bandung, August 2007

N. Emma Lismawatti

PREFACE

Alhamdulillahirabbil'aalamin

Praise be to Allah, The cherisher and sustainer of the world, the most gracious and most merciful. Because of His Will, this research paper entitled Vocational School Students' Language Learning Strategies and English Proficiency as indicated by Their TOEIC Scores (A Correlative Study on Third Grade Students of Business and Tourism Vocational School in SMK Negeri 3 Bandung) could be completed.

This paper is the report of a study, which was mainly organized as a partial fulfillment of the requirements for the Sarjana Degree of Department of English Education, Indonesia University of Education.

Hopefully, this small piece of writing could give a meaningful contribution with regard to English teaching by understanding the way the students learn English language and its' relationship with their proficiency.

Furthermore, advises and constructive comments are greatly expected to make a better result in the next writing.

Bandung, August 2007

N. Emma Lismawatti



ACKNOWLEDGMENTS

Alhamdulillah rabbil 'alamin, it is the only sentence that worth to say after a very long hard work during the study until this research paper is completed. *Salawat* and *salam* may always be upon our beloved leader, Muhammad *shallallahu alaihi wa sallam*.

There were so many people who have given their guidance, assistance, support, and affection to the writer in writing this research paper. Therefore, the writer would like to deliver her deep gratitude to those who have had a very direct involvement on the writing of this research paper.

First of all, thank you to all lecturers who have kindly guided the writer during her study in UPI especially to Prof. Dr. Hj. Nenden Sri Lengkanawati, M.pd and R. Dian Dia-an Muniroh, S.Pd as the main and co-supervisors of this research paper. Their guidance and understanding have been of great importance for her.

The truthful thank is also granted to the Head of English Education Department, Drs. Wachyu Sundayana, M.A. and his staff who have willingly given her help and kindness.

Afterward, her deep gratitude is also extended to the headmaster of SMK Negeri 3 Bandung who allowed the writer to conduct the study, the English teachers who have given her a big support and shared information about English teaching and learning activities in the classroom, and all the students who became the participants of this study and gave their wonderful cooperation.

Last but not least, the writer would like to praise her truthful gratitude to: her beloved mother for her endless patience and love, her supporting friend, Pa Toyib (Adpen 2001), for his statistics guidance, her brother- AA- for allowing her to borrow his printer; my sister, Fera, for her help in taking over her sewing duty, all her faithful colleagues and students in Madrasah Tsanawiyah Al Islammiyah for their pray and support, and all the people who involved in finishing this research paper but unfortunately cannot be mentioned one by one.

Jazzakumullohu khoiron katsihiro



ABSTRACT

The main objectives of this study were likely to have a better understanding of how the students learn English language in vocational school, to describe their English proficiency as indicated by TOEIC scores and to find out the correlation between their strategies and English proficiency.

The study used descriptive method with quantitative and qualitative data. The data were acquired from questionnaire, interview, and documentary analysis format. The questionnaire of Strategy Inventory for Language Learning (SILL) version 7.0 (Oxford, 1990:293) was modified and translated into Indonesian language. Semi structured interview toward the students as well as the teacher was applied to verify the students' responses in the questionnaire. Documentary analysis format was employed to get the information about students' English proficiency. The samples were 135 third grade students of Business and Tourism Vocational School in SMK Negeri 3 Bandung.

The major findings revealed that the students' frequency in using language learning strategies were moderately intensive (mean 2.85) with metacognitive strategies as the most frequently used (mean 3.13) and social strategies as the least employed (mean 2.62). Further, their English proficiency as indicated by TOEIC scores was categorized into Novice level (mean 250). Using Pearson's product-moment correlation, the study indicated that there was a positive significant correlation between language learning strategies and students' English proficiency ($r=0.173$, $p=0.022$)

In conclusion, students employed various language learning strategies in learning English to improve their proficiency. Therefore, they give the teachers valuable clues about how their students learn English language and thus, teacher could improve their teaching. The low correlation value found in this study was indicated by the low of students' motivation as revealed in the interviews. Accordingly, further research need to be tested.

