

**STUDENTS' ENGLISH LANGUAGE LEARNING STRATEGIES
AND THEIR ENGLISH ACHIEVEMENT**

(A Quantitative Study toward Eleventh Grade Students in a Public Senior High School
in Bandung)

Submitted to the Department of English Education as partial fulfillment
for the requirements of *Sarjana Pendidikan* Degree

A Research Paper



By

Ihyaul Layli Hasanah

0706033

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

2012



PAGE OF APPROVAL

**STUDENTS' LANGUAGE LEARNING STRATEGIES
AND THEIR ENGLISH ACHIEVEMENT**

**(A Quantitative Study toward Eleventh Grade Students in a Public Senior
High School in Bandung)**

A RESEARCH PAPER

BY

IHYAUL LAYLI HASANAH

0706033

APPROVED BY

Main Supervisor



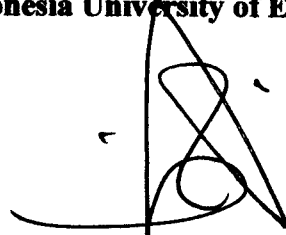
Drs. Sudarsono, M. I., M. A.
NIP. 196607051994031004

Co-Supervisor

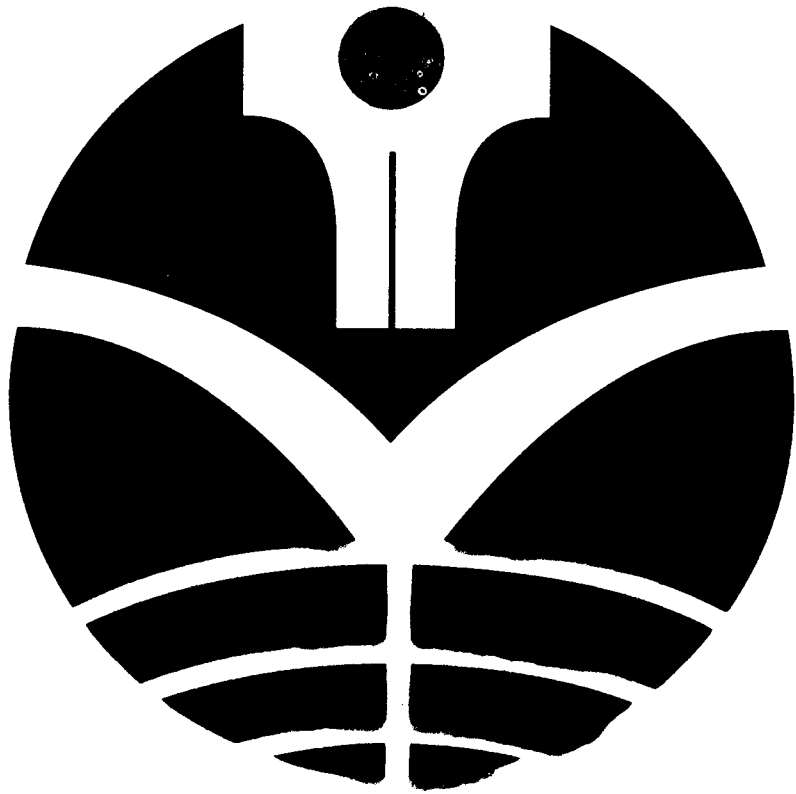


Iyen Nurlaelawati, S. Pd., M. Pd.
NIP. 197709062009122002

**Head of English Education Department
Faculty of Language and Arts Education
Indonesia University of Education**



Prof. Dr. H. Didi Suherdi, M. Ed.
NIP. 196211011987121001



STATEMENT

I hereby certify that the research paper entitled STUDENTS' LANGUAGE LEARNING STRATEGIES AND THEIR ENGLISH ACHIEVEMENT (A Quantitative Study toward Eleventh Grade Students in A Public Senior High School in Bandung) submitted for the degree of *Sarjana Pendidikan* is the result of my own work and effort. All quotations are properly acknowledged. If any claim related to the paper persists in the future, I will be fully responsible for clarification.

Bandung, April 2012

Ihyaul Layli Hasanah
0706033



PREFACE

Alhamdulillah, I say to Allah SWT, the only One who allows me to accomplish this research paper entitled *Students' Language Learning Strategies and Their English Achievement (A Quantitative Study toward Eleventh Grade Students in A Public Senior High School in Bandung)*. Salutes always be upon to Muhammad SAW, the Greatest Leader in the world who gives me inspiration through my days.

This research paper is composed originally for the purpose of partially fulfilling the requirement of *Sarjana Pendidikan* degree. I realize that finishing this research paper is not as easy as I think. There are many experiences I get from the beginning to the end of the writing process. One of them is how to control the passion and the patience. When the passion comes, don't forget to put the patience along with it.

As I know that there are many drawbacks in this research, I appreciate comments and suggestions for the future paper. Hopefully, this research paper can give a beneficial contribution for the better life of education.

Ihyaul Layli Hasanah

ACKNOWLEDGMENT

Thanks go especially to Allah, *Alhamdulillah*, for the great opportunities which are given to me so that I am able to finish this research paper. I would also say my thankfulness to the following people who have helped me during writing process.

- Drs. Sudarsono, M. I., M. A., as the main supervisor who gives me best support and input during the research process.
- Iyen Nurlaelawati, S. Pd., M. Pd., as the co-supervisor who is patient in giving and sharing the knowledge about my research. Thank you for your kindness in guiding me.
- Prof. Dr. H. Didi Suherdi, M. Ed. as the Head of English Education Department, thank you for the guidance.
- All of lecturers of English Department who have given me much valuable knowledge for about five years.
- The Headmaster and the English teachers of SMAN 6 Bandung. Thank you so much for the support and the sharing moments during the research process.
- My amazing family, *Mama, Papa, Mas Fajar, Mbak Widya and Mas Mail*, big thanks for your patience and understanding.
- My little baby in my womb, *Ifitita Qarira Azalea*, thank you for accompanying me in finishing this paper with your surprising first beat and your energetic movements. I can't wait to welcome you coming to this beautiful world.

- All my friends wherever you are. Thanks for your helps and attention.
- The allies of my research: Miss. Eva, Hani, Sheila, Bryan, Aci, Praja, Akbar, Popoy, the seniors and the juniors, thank you for the prayers and the support you gave to me.
- All of English Department students, especially English Education A 2007, thank you for the moment shared.

May Allah SWT bless us all. Amen.



ABSTRACT

Students' English Language Learning Strategies and Their English Achievement

(A Quantitative Study toward Eleventh Grade Students in a Public Senior High School
in Bandung)

This study investigated the English language learning strategies which were mostly employed by 42 eleventh graders in a public senior high school in Bandung. It also sought for the strategies most frequently used by the highest and the lowest English achievers among those 42 students. Furthermore, the correlation between students' language learning strategies and their English achievement was examined afterwards. This study employed a quantitative approach in form of an *ex post facto* design. Quantitative statistical procedures were used to analyze the data by means of descriptive statistics and correlational statistics. The data were obtained from questionnaire, English achievement documentary, and interviews. The findings revealed that metacognitive and cognitive strategies were the strategies mostly used by the students and mostly used by the highest English achievers whereas the lowest English achievers mostly employed memory and affective strategies when learning English. Moreover, there was a significant correlation between students' language learning strategies and their English achievement at significant level of $p < 0.05$. Regarding each strategy, cognitive, metacognitive, compensation and social strategies were significantly correlated to English achievement at a significant level of $p < 0.05$. Nevertheless, memory and affective strategies were not significantly correlated to English achievement since the values of their Pearson correlation r were smaller than $r_{critical}$. Hopefully, the findings of this study could be a starter of next research regarding language learning strategies such as teaching the strategies to students in a classroom.

Main Supervisor : Drs. Sudarsono, M. I., M. A.

Co-Supervisor : Iyen Nurlaelawati, S. Pd., M. Pd.



TABLE OF CONTENTS

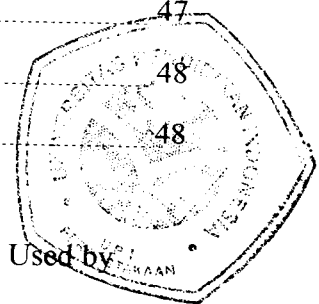
| | |
|---|-----|
| Statement | i |
| Preface | ii |
| Acknowledgement | iii |
| Abstract | v |
| Table of Contents | vi |
| Lists of Tables | ix |
| Lists of Figures | x |
| CHAPTER I INTRODUCTION | |
| 1.1 Background of the Study | 1 |
| 1.2 Statements of the Problems | 6 |
| 1.3 Aims of the Study | 6 |
| 1.4 Significance of the Study | 7 |
| 1.5 Clarification of Terms | 8 |
| 1.5.1 Students' language learning strategies | 8 |
| 1.5.2 English achievement | 9 |
| 1.5 Organization of the Paper | 9 |
| CHAPTER II THEORETICAL FOUNDATION | |
| 2.1 Learning Strategies | 11 |
| 2.2 Language Learning Strategies | 13 |
| 2.3 Classifications of Language Learning Strategies | 15 |
| 2.3.1 Direct strategies | 16 |
| 2.3.2 Indirect strategies | 21 |
| 2.4 English Achievement | 26 |
| 2.5 Related Research Findings | 28 |

CHAPTER III RESEARCH METHODOLOGY

| | |
|---|----|
| 3.1 Research Design | 33 |
| 3.2 Population and Samples | 34 |
| 3.3 Research Instruments | 35 |
| 3.3.1 Questionnaire | 36 |
| 3.3.2 English achievement documentary | 38 |
| 3.3.3 Interview | 39 |
| 3.4 Data Collection | 39 |
| 3.4.1 Administering try-out of SILL questionnaire | 39 |
| 3.4.2 Administering the SILL questionnaire | 40 |
| 3.4.3 Collecting students' English achievement documentary | 40 |
| 3.4.4 Conducting the interviews | 40 |
| 3.5 Data Analysis | 41 |
| 3.5.1 Testing validity and reliability of the questionnaire | 41 |
| 3.5.1.1 Testing validity of the questionnaire | 41 |
| 3.5.1.2 Testing reliability of the questionnaire | 43 |
| 3.5.2 Testing normality of the data | 45 |
| 3.5.3 Categorizing students' language learning strategies | 46 |
| 3.5.3.1 The LLS mostly used by the students | 47 |
| 3.5.3.2 The LLS most frequently used by the highest and the lowest English achievers | 47 |
| 3.5.4 Analyzing the interviews | 48 |
| 3.5.5 Investigating the correlation | 48 |

CHAPTER IV FINDINGS AND DISCUSSIONS

| | |
|--|----|
| 4.1 Research Findings and Discussion Concerning the LLS Mostly Used by the Students | 51 |
| 4.2. Research Findings and Discussion Dealing with the LLS Mostly Used by | |



| | |
|--|----|
| the Highest and Lowest English Achievers | 60 |
| 4.2.1 Research Findings and Discussion Regarding the LLS mostly used by the Highest English Achievers | 60 |
| 4.2.2 Research Findings and Discussion Dealing with the LLS mostly used by the Lowest English Achievers | 67 |
| 4.3 Research Findings and Discussion Concerning the Correlation between Students' Language Learning Strategies and Their English Achievement .. | 73 |
| CHAPTER V CONCLUSIONS AND RECOMMENDATIONS | |
| 5.1 Conclusions | 82 |
| 5.2 Recommendations | 84 |
| References | 86 |
| Lists of Appendices | 93 |
| About the Researcher | |

LISTS OF TABLES

| | | |
|-----------|--|----|
| Table 2.1 | Features of Language Learning Strategies | 14 |
| Table 3.1 | The Parts of SILL Questionnaire | 37 |
| Table 3.2 | The Key for Understanding the Students' Average Regarding the Usage Frequency | 37 |
| Table 3.3 | The Students' English Achievement Scores | 38 |
| Table 3.4 | The Results of Validity Testing | 43 |
| Table 3.5 | The Guideline for Describing <i>alpha</i> Value | 44 |
| Table 3.6 | The Result of Reliability Testing | 45 |
| Table 3.7 | The Result of Normality Testing | 46 |
| Table 3.8 | A Guideline of the Size of Correlation Coefficient | 50 |
| Table 4.1 | The Students' Frequency in Using Metacognitive Strategies | 54 |
| Table 4.2 | The Students' Frequency in Using Cognitive Strategies | 57 |
| Table 4.3 | The Highest English Achievers' Frequency in Using Metacognitive Strategies | 62 |
| Table 4.4 | The Highest English Achievers' Frequency in Using Cognitive Strategies | 65 |
| Table 4.5 | The Lowest English Achievers' Frequency in Using Memory Strategies | 69 |
| Table 4.6 | The Lowest English Achievers' Frequency in Using Affective Strategies | 71 |
| Table 4.7 | The Result of Calculating The Correlation between Students' Language Learning Strategies and Their English Achievement | 74 |
| Table 4.8 | The Correlations between Each Strategy and English Achievement | 77 |

LISTS OF FIGURES

| | |
|--|----|
| Figure 2.1 The Diagram of Direct Strategies | 16 |
| Figure 2.2 The Diagram of Memory Strategies | 17 |
| Figure 2.3 The Diagram of Cognitive Strategies | 19 |
| Figure 2.4 The Diagram of Compensation Strategies | 20 |
| Figure 2.5 The Diagram of Indirect Strategies | 21 |
| Figure 2.6 The Diagram of Metacognitive Strategies | 22 |
| Figure 2.7 The Diagram of Affective Strategies | 24 |
| Figure 2.8 The Diagram of Social Strategies | 25 |
| Figure 4.1 The Descriptive Statistics for LLS Mostly Used by the Students | 52 |
| Figure 4.2 The Frequencies of LLS Mostly Used by the Students | 52 |
| Figure 4.3 Descriptive Statistics for LLS Used by the Highest English Achievers | 61 |
| Figure 4.4 Descriptive Statistics for LLS Used by the Lowest English Achievers | 68 |



REFERENCES

- Ary, D., Jacobs, L.C. & Sorensen, C. (2010). *Introduction to Research in Education (8 Ed.)*. Belmont: Wadsworth, Cengage Learning.
- Britannica.com. (2000). Enciclopedia Britannica. Computer Software
- Cambridge advance learners' dictionary. (2008). Cambridge University Press.
Computer software.
- Chamot, A.U. (2005). Language learning strategy instruction: Current issues and research. *Annual Review of Applied Linguistics (2005) 25, 112–130*. Available at <http://journals.cambridge.org/action/displayFulltext?type=1&fid=322795&jid=APL&volumeId=25&issueId=-1&aid=322794>
- Clark, D.R. (2010). *Bloom's Taxonomy of Learning Domains*. Retrieved on March 25, 2012. Available at <http://www.nwlink.com/~donclark/hrd/bloom.html>
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education 6th edition*. NY: Routledge. Downloaded from <http://library.nu/docs/QJ80N53OIC/Research%20Methods%20in%20Education%2C%206th%20Edition>
- Coolidge, F. L. (2000). *Statistics, A gentle introduction*. London: Sage Publications Ltd

- Creswell, J. W. (2008). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research (3rd Ed)*. Upper Saddle River: Pearson Education Inc.
- Demirel, M. (2009). The Validity and Reliability Study of Turkish Version of Strategy Inventory for Language Learners. *World Applied Science Journal* 7. IDOSI Publications. Retrieved on April 17, 2010. Available at [http://www.idosi.org/wasj/wasj7\(6\)/3.pdf](http://www.idosi.org/wasj/wasj7(6)/3.pdf)
- Educational Minister's Rule No.20 (2007) about National Assessment Standard.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press. Available at <http://books.google.co.id/books>
- Fewell, N. (2010). Language learning strategies and English language proficiency. *TESOL journal* vol.2 p. 159-174. Available at www.tesol-journal.com
- Gay, L.R., Mills, G.E. & Airasian, P. (2009). *Educational Research. Competencies for analysis and application 9th ed*. Upper Saddle River: Pearson Education Inc. Available at <http://books.google.co.id/books>
- Griffiths, C. & Pars, J.M. (2001). LLS: Theory and Perception. *ELT journal* vol 55/July. Oxford University Press.
- Gürsoy, E. (2004). Investigating Language Learning Strategies of EFL Children for the Development of a Taxonomy. *English language teaching* Vol. 3, No. 3. (2010). Retrieved on June 7, 2011. Available at

<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=ece0c29e-a76e-4174-af16-d717dccb580e%40sessionmgr112&vid=1&hid=119>

- Hatch, E. & Farhady, H. (1982). *Research Design and Statistics for Applied Linguistics*. Rowley: Newbury House Published. Inc
- Hillier, Y. (2005). *Reflective teaching in further and adult education*. Hampshire: Ashford Colour press Ltd. Downloaded from <http://library.nu/docs/BXCAWGQ02S/Reflective%20Teaching%20in%20Further%20and%20Adult%20Education%2C%202nd%20Edition>
- Hismanoglu, M. (2000). Language learning strategies in foreign language learning and teaching. *The internet TESL Journal*, vol VI. No. 8. Available at <http://iteslj.org/Articles/Hismanoglu-Strategies.html>
- Kashefian-Naeeni, S, et al. (2011). Malaysian ESL learners' use of language learning strategies. *2011 international conference on humanities Vol.20 p. 340-344*. Singapore: IACSIT Press
- Kaspirawati, Y. (2008). *The Correlation between Students' Motivation Indexes and Their Achievement Scores in English Class*. Bandung: UPI
- Klapper, J. (2008). Deliberate and Incidental: Vocabulary Learning Strategies in Independent Second Language Learning. In Hurd,S & Lewis, T. (2008). *Language Learning Strategies in Independent Setting (Ed)*. Bristol: Multilingual Matters
- Kranzler, G. & Moursund, J. (1999). *Statistic for The Ter*. Saddle River: Prentice-Hall Inc.

- Lee, C.K. (2010). An Overview of language learning strategies. *ARECLS Vol.7, 132-152*. (2010). Retrieved on July 4, 2011. Available at <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=afc7eb46-38e2-4908-850c-a60a49b833df%40sessionmgr111&vid=1&hid=119>
- Lengkanawati, N.S. (2004). How Learners from Different Cultural Backgrounds Learn a Foreign Language. *Asian EFL Journal, Vol. 6, March 2004*. Retrieved on April 17, 2010 from http://www.asian-efl-journal/asianefljournal/04_nsl.html
- Lengkanawati, N.S. (2007). Pendidikan Bahasa. In Tim Pengembang Ilmu Pendidikan FIP-UPI. (2007). *Ilmu dan Aplikasi Pendidikan Bagian 3 Pendidikan Disiplin Ilmu*. Bandung: PT.IMTIMA .
- Liang, T. (2009). Language learning strategies – the theoretical framework and some suggestions for learner training practice. *English Language Teaching Journal Vol. 2 No. 4*. Available at www.ccsenet.org/journal.html
- Lodico, M.G., Spaulding, D.T. & Voegtle, K.H. (2006). *Methods in Educational Research, from Theory to Practice*. San Francisco: Jossey-Bass. Available at <http://books.google.co.id/books>
- Mackey, A. & Gass, S.M. (2005). *Second Language Research, Methodology and Design*. NJ: Lawrence Erlbaum Associates Inc. Publishers
- National Education Department. (2008). *Rancangan Penilaian Hasil Belajar*.

- Newby, T.J., Stepich, D.A., Lehman, J.D. & Russel, J.D. (2006). *Educational Technology for teaching and Learning (3rd)*. Mahwah: Pearson Education Inc.
- Nunan, D. (1999). *Second language teaching and learning*. Massachusset: Heinle & Heinle Publisher. Available at <http://books.google.co.id/books>
- O'Malley, J. M. & Chamot, A.U. (1990). *Learning strategies in second language acquisition*. Melbourne: Cambridge University Press. Available at <http://books.google.co.id/books>
- Orlich, D.C., Harder, R.J., Callahan, R.C., Trevisan, M.S. & Brown, A.H. (2010). *Teaching Strategies: A Guide to Effective Instruction*. Wadsworth: Cengage Learning. Available at <http://books.google.co.id/books>
- Oxford, R.L. (1990). *Language Learning Strategies: What every teacher should know*. Boston: Heinle & Heinle Publisher
- Oxford, R.L. (1994). Language Learning Strategies: An Update. *Center for applied linguistics: Digest*. (1994). Available at <http://www.cal.org/resources/digest/oxford01.html>
- Oxford, R.L. (2003). Language learning styles and strategies: an overview. *GALA*. Retrieved on March 7, 2011 <http://web.ntpu.edu.tw/~language/workshop/read2.pdf>
- Proficiency Levels. *Asian EFL Journal*. Vol. 10 No.4 p. 75-95. Available at http://www.asian-efl-journal.com/December_2008_EBook.pdf

- Qinguan, N. et al. (2008). A deep look into learning strategies used by successful and unsuccessful students in the Chinese EFL learning context. *RELIC Journal Vol 39:338*. Available at <http://relsagepub.com/>
- Radwan, A.A. (2011). Effect of L2 proficiency and gender on choice of language learning strategies by university students majoring in English. *Asian EFL Journal March 2011*. Retrieved on November 3, 2011.
- Rajamoney, S.S. (2008). *A study of the use of language learning strategies after strategies training among four ESL students*. University Sains Malaysia
- Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press
- Sheu, C-M. (2011). Effects of an Online GEPT Simulated-Test English Remedial Course on Test Performance, English Language Learning Strategy Use and Perceptions. *The Asia-Pacific Education Researcher Vol. 20 No. 1*. Retrieved on July 4, 2011. Available at <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=c79e3ca2-52b8-445b-9d39-ebbdaa50f773%40sessionmgr115&vid=1&hid=119>
- Suparyanto. (2010). *Uji Validitas Kuisioner Penelitian*. Retrieved on December 3, 2011. Available at <http://dr-suparyanto.blogspot.com/2010/12/uji-validitas-kuisioner-penelitian.html>
- Tucker, G. R. & Corson, D. (1997). *Encyclopedia of Language and Education, Second language education*. Dordrecht: Kluwer Academic Publisher. Available at <http://books.google.co.id/books>

- Vanderstoep, S.W. & Johnston, D.D. (2009). *Research Methods Life Blending Qualitative and Quantitative Approaches*. San Francisco: Jossey-Bass.
- Woolfolk, A.E. (2004). *Educational Psychology*. Delhi: Pearson education, Inc. & Dorling Kindersley Publisher. Available at <http://books.google.co.id/books>
- Wu, Y-L. (2008). Language Learning Strategies Used by Students at Different Proficiency Level. In *Asian EFL Journal, Vol. 10, No. 4 p. 75-95*. Retrieved on March 6, 2012. Available at http://www.asian-efl-journal.com/December_2008_EBook.pdf
- Yu, Y. & Wang, B. (2009). A study of language learning strategy use in the context of EFL curriculum and pedagogy reform in China. *Asia Pasific Journal of Education Vol.29, No. 4, 457-468*. (2009). Retrieved on July 4, 2011. Available at <http://www.tandfonline.com/doi/pdf/10.1080/02188790903309041>
- Zhou, Y. (2010). English language learning strategy use by Chinese senior high school students. *English Language Teaching Journal Vol. 3, No. 4*. Retrieved on July 6, 2011. Available at <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=cbcf4d51-1f5b-4a8b-9e6f-9ba49f5f8e0c%40sessionmgr110&vid=1&hid=119>