# INVESTIGATING ENGLISH LEARNING STRATEGIES IN BINA AMAL ISLAMIC BOARDING SCHOOL SEMARANG

**THESIS**

Submitted in Partial Fulfilment of the Requirements

For Gaining the Degree of Bachelor of Education

In English Language Education

Arranged By:

**ALISA SALSABILA**

**1803046111**

**ENGLISH EDUCATION DEPARTMENT**

**EDUCATION AND TEACHER TRAINING FACULTY**

**UNIVERSITAS ISLAM NEGERI WALISONGO**

**2022**

## THESIS PROJECT STATEMENT

I am a student with following identity:

Name : Alisa Salsabila

Student Number : 1803046111

Department : English Education Department

State that the thesis entitled **Investigating English Learning Strategies in Bina Amal Islamic Boarding School Semarang** is purely my work. I am responsible for the content of this thesis. Other writers' opinion and findings in this thesis are quoted or cited based on ethical standards.

Semarang, September 16th 2022

The writer,

***Alisa Salsabila***

***NIM*. 1803046111**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
Jl. Prof. Dr. Hamka, (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

## RATIFICATION

Thesis with the following identity:

| | | |
|---|---|---|
| Title | : | **Investigating English Learning Strategies in Bina Amal Islamic Boarding School Semarang** |
| Name | : | Alisa Salsabila |
| Student Number | : | 1803046111 |
| Department | : | English Education |

Had been ratified by the board of examiners of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of the requirements for gaining the Bachelor Degree in English Education Department.

Semarang, 6th October 2022

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NIP. 19840801 201903 1 007

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**Examiner II,**

**Dra. Nuna Mustikawati Dewi, M.Pd**
NIP. 19650614 199203 2 001

**Advisor,**

**Sayyidatul Fadlilah, M.Pd**
NIP. 19810908 200710 2 001

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**ADVISOR NOTE**

Semarang, 16 September 2022

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

***Assalamu'alaikum wr. wb.***

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

| | | |
|---|---|---|
| Title | : | **Investigating English Learning Strategies in Bina Amal Islamic Boarding School Semarang** |
| Name of Student | : | Alisa Salsabila |
| Student Number | : | 1803046111 |
| Department | : | English Education |

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

***Wassalamu'alaikum wr. wb.***

Advisor 1

**Sayyidatul Fadlilah, M.Pd**
NIP. 198109082007102001

Dipindai dengan CamScanner

# ABSTRACT


| | | |
|---|---|---|
| Tittle | : | **Investigating English Learning Strategies in Bina Amal Islamic Boarding School** |
| Name of Student | : | Alisa Salsabila |
| Student Number | : | 1803046111 |

This descriptive qualitative study intended to investigate (1) the language learning strategies used by learners of English as a foreign language and (2) how they use the strategies. This study aimed to investigate students' learning strategies in learning English used by 95 students in the final year of junior high school, 39 females and 56 males in the academic year of 2022/2023. The data were gathered through Strategy Inventory Language Learning (SILL) questionnaire version 7.0 interviews and observation as the research instrument. The result of the analysis of questionnaire data reveals that the students used all the learning strategies with total number memory strategy (16,7%), cognitive strategy (16,5%), compensation strategy (16,3%), metacognitive strategy (17,1 %), affective strategy (15,9%) and social strategy (17,3%). Among the strategies, social strategies had the highest percentage (17,3%) and the most extensive total score was 3,28. Meanwhile, based on interview and observation data, almost all students answered that they used all language learning strategies. Additionally, the strategy most frequently used in social strategies is asking questions to the teacher of English in the English learning process and cooperating with peers or groups for discussion their learning process.



Keywords: Language Learning Strategy, SILL

## MOTTO

**So, think before making a decision, set a strategy before attacking, and deliberate before moving forward.**

**- Imam Syafi' I -**

## DEDICATION

All praises to My God Allah SWT for His blessing and generosity so that the researcher can complete and finish this research.

This thesis is dedicated to Ahmadiyah Daud, my dad and the strongest man in my life. Thanks for your never endless love and support. The dedications are also addressed to my smartest mom, Masruroh. Thank you for being my inspiration to be better. And to my siblings, Marsha Amelia Ramadhani and Zahrina Ghaisani Ahmad, thank you for being my support system. May Allah always bless you!

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*Bismillahirrohmanirrohim*

In the name of Allah, the most precious and the most merciful, praise is always given to Him. *Sholawat* and *salam* are always upon to the light of the darkness, Prophet Muhammad SAW. May we be acknowledged as his disciple! The researcher realizes that a lot of people have been willing to help to complete and finish this thesis so that the researcher would like to express gratitude and appreciation to:

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Semarang, September 16th 2022

The Researcher,

*Alisa Salsabila*

*NIM*. 1803046111

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# CHAPTER I

# INTRODUCTION

This Introduction is supposed to investigate several parts related to the topic. This chapter provides background of the study, research questions, objectives of the study, and significance of the study.

## A. Background of the study

Many researchers have been researching the strategy of teaching English as a foreign language to improve students' skills in learning English. Abedini, Rahimi, Zare-ee identify learning strategies as the approaches that influence the result of the learning. The importance of strategy in teaching English is also expressed by the experts through the following statements "The strategy is existent between the methods and techniques".[1] While Chamot defines "Language Learning strategies are procedures that facilitate a learning task. Strategies are most often conscious and goal-driven, especially in the beginning stages of tackling an unfamiliar language task".[2] In language learning strategies, the teacher plays an important role. They should be a model of English and be able to choose the

[1] Abedini, A., Rahimi, A., & Zare-ee, A. (2011). Relationship between Iranian EFL learners' beliefs about Language Learning, their Language Learning Strategy Use and their Language Proficiency. Procedia-Social and Behavioural Sciences, 28, 1029- 1033

[2] Chamot, Anna Uhl. (2005). Language learning strategy instruction:*Current issues and research. Annual review ,* 25, 112-130. DOI:10.1017/S0267190505000061

material and models. They should be able to develop creative ways to keep students engaged and engaged during the teaching and learning process. Brown said Teaching is defined as leading and facilitating learning, enabling the learner to learn and establishing the conditions for learning but students should develop strategies to improve their language skills because English is a foreign language.[3] From Robin and Thomson's version, good learners are defined as students who can find their way[4] (without always needing to be guided by the teacher through a learning task), who are innovative, who make educated guesses, who create their own opportunities for practice, who make errors for them rather than against them, and who use contextual cues. In this way, learners who employ language learning strategies have complete control over their learning process.

Learning strategy is explained as a learning process that should be implemented by involving teachers and students with goals that can be achieved efficiently and effectively. The process of effort in implementing learning plans by arranging activities in real terms with defined goals and being able to be achieved perfectly, so that special methods are needed to be carried out in the process of realizing the formulated strategies. The learning strategy shows the

[3] Brown, D.H. (2000). Principles of language learning & teaching. (4th ed.) Longman.
[4] Rubin, J., & Thompson, I. (1982). How to become a more successful language learner. Boston, MA: Heinle & Heinle.

planning process with a goal, the technique is part of the way of working that is generally used in implementing the strategy. The strategy is explained as a plan of operation achieving something; then explained that the method is a way of achieving something. When studying a foreign language, there are four abilities that must be mastered. Listening is the first step, followed by speaking, reading, and writing. However, encouraging a student to master speaking skills early can help them make actual progress in learning the language. It allows a student to practice their language skills, make mistakes, and learn from them. The most challenging of the four skills is learning to talk. Students can remember reading, listening, and writing with the help of a teacher or books, but learning to talk necessitates quick comprehension and reaction time.

Language learning strategies (LLS) have received much attention in the past few decades. They are 'goal-oriented actions or steps (e.g. plan, evaluate, analyse) that learners take, with some degree of consciousness, to enhance their L2 learning.[5] They can encourage students to learn English successfully and effectively while also giving them the opportunity to create their own learning strategies. Thus, kids can learn English with greater self-assurance and independence. Further, LLS are important in foreign language

[5] Chan, M. L. (2014) Language learning strategies of macau nursing students: an embedded mixed methods study. *Asian Englishes.* http://dx.doi.org/10.1080/13488678.2014.919796

learning and teaching because, by studying students' use of strategies during their learning processes, teachers can better understand the different factors involved in their language learning. As Ely and Pease-Alvarez have indicated, the goal in looking at language learning strategies is to 'discover how to help individuals realize their full language learning potential'[6].

Studying English at school is one of the efforts to make students in Indonesia proficient in English. In Indonesia, there are various types of schools, including the Regular School (Public School and Private School) and Boarding School. Public schools are schools operated/provided by the state (government) with all free facilities, ranging from classrooms to teachers paid by the government to provide facilities to the people of Indonesia. While in private school parents of students willing to spend a lot of money that is called SPP every month just to get comfortable learning facilities from school. The last type is Boarding school, which can be defined as a school system with dormitories, where learners, as well as teachers and school managers, live in dormitories within the school for a period of time, usually a semester interspersed with a month's vacation until completing school. The target in this research is IBS (Islamic Boarding School) Qamar and Mujamil define IBS as "an

[6] Ely, C. M. & Pease-Alvarez., L. (1996). Learning styles and strategies in ESOL: introduction to the special issues. *TESOL journal, 6, 5.*

educational institution which emphasizes in religious subjects and supported with permanent living quarters for its students"[7] In IBS quality and quantity are well maintained, even above the average of regular schools, "Boarding Schools are usually closely guarded so as not to be contaminated by matters that are inconsistent with the education system or with the hallmark of boarding school".[8] So the students are clearly protected from things that are not good or negative, such as cigarettes, drugs, and impressions - less educational impressions. Because the treatments in regular schools are very different from those in boarding school, it is clear that the strategies used by students in learning are also different, especially in relation to learn English. Strategies include the components used in the learning process. Strategies applied by students in learning English became one of the important factors to determine the success of students in learning English as a foreign language. The teacher's understanding of the student's character affects how the student chooses the strategy to be used in learning English. Teachers also should be aware of how effective their strategies are and whether the strategy can be connected with the strategy used by the students and this research was conducted so that teachers understand and know what strategies are used by their students and which can

[7] Qamar, Mujamil. 2005. *Pesantren: From the Transformation of Methodology to the Democratization of Institution.* Jakarta: Erlangga
[8] *ibid*

make them comfortable using them. The teacher can find new strategies if the old strategy is less precise or less appropriate to the character of their students, causing an inconsistency for students to understand the lesson. Oxford mentioned that teachers should be aware of what styles and strategies that they use in teaching[9]. In this research, we try to find out what strategy is used by students in Bina Amal Islamic Boarding School to learn English, so we can know what strategy is often used. It can give the readers insight about real effective strategies to teach English as a foreign language.

SMPIT Bina Amal is one of the Islamic Boarding schools in Central Java. The English learning system conducted in SMPIT Bina Amal has the strength to educate its students' discipline, language, and Islamic values. The researcher takes the data in SMPIT Bina Amal because they have potential to be bilingual schools, beginning with every Saturday is language day there students are required to communicate using English and on Saturdays there are usually language activities which include public speaking, storytelling classes, writing classes and also a language club. When the researcher asks the teacher she said that school will be coming to be bilingual schools and students have big interesting in the English language especially for 9$^{th}$ grade that have study there

[9] Oxford, R. L. (2003) 'Language learning styles and strategies : an overview', Learning Styles & Strategies, pp. 1–25. doi: 10.1515/iral.2003.012.

more long than other graduate and automatically the teacher and students have to improve their strategies in learning English.

## B. Research Question

This Research is aimed to find the answer to the following research questions:

1. What are the learning strategies used by the students of SMPIT Bina Amal?

## C. Objectives of the study

The Objectives of the study are divided into two points below:

1. To investigate what learning strategies used by the students of SMPIT Bina Amal

## D. Limitation of the research

This research is limited in order to maintain the focus of the research itself. The limitations of this study are:

1. This study was carried out on a sample of 95 participants in the last year of students in Junior High school.
2. The research discusses English learning strategies used in SMPIT Bina Amal.
3. The participants were divided into four classes.

## E. Significances of the Study

The finding of this study can be significant to:

1. Theoretically
   a. The results of this study will reveal English learning strategies.
   b. The results of this study will reveal how the English learning strategies are used.

2. Practically
   a. For student

      The result of this study can give insight about English learning Strategies that make them easier to learn
   b. The result of this study can give useful information and contribution to the teacher. The teachers can understand about the students' obstacles in learning English
   c. For the next researcher

      Hopefully, the findings of this study will serve as a starting point for future researchers interested in learning methodologies in Islamic boarding school

# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter presents the literature review that relevant with the topic that is about language learning strategies and at the end of this chapter there is a previous study related to this research.

## A. Language Learning Strategies

This chapter presents the characteristic of language learning strategies, the classification of language learning strategies, the characteristic of language learning strategies, the importance of language learning strategies, strategy inventory language learning.

### 1. The characteristic of language learning strategies

Every learning process requires a manner or strategy to be adapted in order to achieve the main purpose of learning. Among the important things in the process of learning are "what" to use for learning and "how" to use it[10]. In order to learn and teach English, it is crucial to comprehend the meaning of language learning strategies. The word *strategy* from Greek which generally plans to achieve one or more long term or overall goals under conditions of

[10] Hardan. A. A. (2013). Language learning strategies: A general overview,*Procedia-Social and Behavioral Sciences* 106, 1712-1726. /https://doi.org/10.1016/j.sbspro.2013.12.194

uncertainty.[11] Based on the thesis written by Carol, strategies are important if students are to learn effectively, and that this applies no less to language than to any other field of learning.[12] Learning is a phrase that refers to the conscious understanding of a language, as well as the understanding of its laws. Learning leads to the development of competence, as evidenced by learners' ability to conduct communicative steps. According to Brown, learning is "the acquisition or acquisition of knowledge about a subject or a skill with learning, experience or instruction".[13]

Language learning strategies are beneficial for enhancing motivation and confidence as well as linguistic proficiency.[14] Based on O'Malley and Chamot, language learning strategy is the special thought and behaviour that individuals use to help them comprehend, learn or retain new information.[15] Adopting the proper method can provide language learners with certain benefits. They

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[11] Strategy. Retrieved from https://en.wikipedia.org/wiki/Strategy , accessed at July, 25th 2022, 22:32 AM.

[12] Griffiths, Carol. (2003). Language Learning Strategy Use and Proficiency: The relationship between patterns of reported language learning strategy (LLS) use by speakers of other languages (SOL) and proficiency with implications for the teaching/learning situation. Doctoral Dissertation, University of Auckland

[13] Brown, H.D. Principles of Language Learning and Teaching ( New York : Pearson Education, 2006 )

[14] Sahyoni. (2020), Strategies of learning English applied by the first year students of English teaching department of STAIN mandailing natal, *Journal of English Education and Linguistics.* V.1 (1)

[15] O'Malley J.M & Chamot A.U (1995), Learning strategies in second language acquisition, (USA: Cambridge University press) p.1

gain access to a deeper exploration of the most effective method of learning. Someone who used to learn language will use a cognitive method. An active individual who typically needs a partner to help them fix their mistakes will use a social strategy. The best learners for using metacognitive techniques are those who can motivate and govern themselves. Various people have different preferences when it comes to learning tactics, and each one has strengths and shortcomings of their own.

This special issue from Gavriilidou, Alexiou and James Milton. The language learning journal intends to examine the place of LLS in foreign language learning and teaching. They are interested in papers on any aspect of LLS as they impact on learning and teaching, such as:

The theoretical underpinnings of strategy research, in an area where studies are often said to be theoretically limited, and the state of the art.

a. Methods for identifying strategy use in a variety of contexts.
b. The choice and variety of strategy used in the diversity of language and cultural contexts.
c. Qualitative and especially quantitative assessments of the impact of strategy choice in language learning.
d. Weinsten and Mayer in Macaro proposed that language learning strategies are what learners engage during learning involving

behaviour and thoughts[16], Meanwhile Cohen said that language learning strategies constituted the steps or action consciously that selected by the learners[17]. Based on the expert's explanation above, language learning strategies are all the acts involving the learners' behaviour, stages, method, and thought during the language learning process in order to attain better language learning results.

Chamot defines that report approaches found characteristics of good language learners and compared the practices of more- and less-effective language learners. Such research has been useful in identifying and classifying language learners' strategies, as well as understanding how strategies are used in the learning process. This knowledge has aided educational research aimed at teaching language learners learning methods and determining the links between strategy use and language competency, metacognition, motivation, and self-efficacy.

Self-reporting is used to identify language learning strategies. Although self-reporting can be wrong if the learner is not honest, it is still the sole means to identify learners' mental processing. As Grenfell and Harris have so aptly stated: “It is

[16] Ernest Macaro. (2011). *Learning strategies in Foreign and Second Language Classroom.* ( Great Britain: CPD, Ebbw Vale) , p.7
[17] *Ibid*

not easy to get inside the 'black box' of the human brain and find out what is going on there. We work with what we can get, which, despite the limitations, provides food for thought". The majority of learning strategies are unobservable, while some may be linked to observable behaviour. For example, when listening to a newscast, a student could employ selective attention (unobservable) to focus on the major ideas and then decide to take notes (observable) in order to recall the information.

When learning a new language, communicative competency is the primary aim, and tactics are used to achieve it. Oxford defined some basic features of learning strategies emphasizing in strategies that are not only focused on the development of communication competence in foreign language learning that can be seen on below:[18] 1. Contribute to the main goal, communicative competence; 2. Allow learners to become more self-directed; 3. Expand the role of teachers; 4. Are-problem oriented; 5. Are specific action taken by the learner; 6. Involve many aspect of the learner, not just the cognitive; 7. Support learning both, directly & indirectly; 8. Are not always observable; 9. Are often conscious; 10. Can be taught; 11. Are flexible; 12. Are influenced by a variety of factors.

[18] *Ibid p.9*

Students' learning habits are influenced by methods because they allow students to be self-sufficient and develop responsibility; teachers now have a new role to play in this regard. A teacher is required to be able to recognize a student's learning strategy and instruct them in it. Many problems will arise in learning activities, and methods will help to solve them. Students will perform specific activities or behaviours in order to solve their problems and increase their learning, depending on the difficulty that arises.

Language learning strategies include not just cognitive aspects, but also metacognitive, affective, and social aspects of learning. These other factors have an indirect impact on student learning, whereas language has a direct one, and both are in a position to complement each other. Language learning tactics aren't all evident. Several tactics, such as memorizing or other strategies employed outside the classroom, are not visible even when the teacher observes them intently. When techniques are deployed, they are usually done deliberately. To consciously deploy proper strategies, strategy training is required to learn and use the appropriate methods in any situation. It is dependent on the flexibility with which students conduct their learning activities. Furthermore, various elements both inside and outside

the learners, such as motivation, influence language learning processes.

## 2. Classification of Language Learning Strategies

Many linguistic differences exist when it comes to categorizing learning styles. They have opposing viewpoints on how to label it. The following discussion looks at many classifications of learning strategies and their beliefs. Oxford's categorization of language learning strategies included two main types, direct strategies and indirect strategies. Direct strategies and indirect strategies.[19]

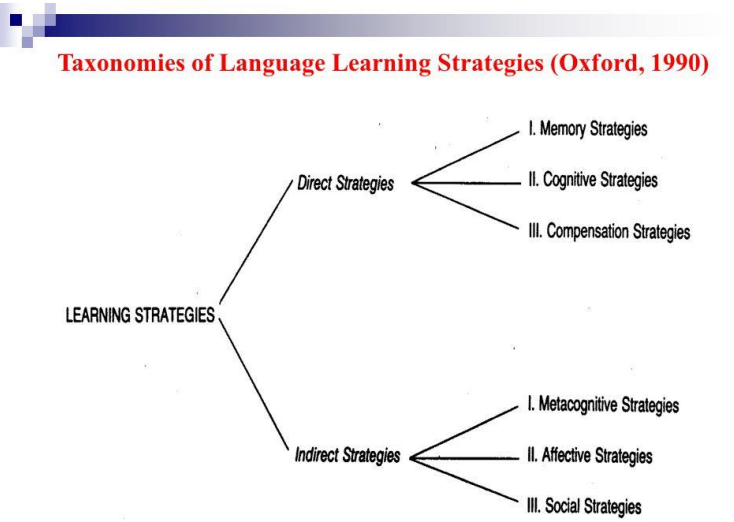


Figure 1 Taxonomies of Language Learning Strategies (Oxford, 1990)

[19] *ibid*

### a. Direct strategies

There are three classifications of direct strategies[20], they are: compensation, cognitive, and memory strategies.

#### 1) Memory strategies

Memory strategies help learners establish their mental state by linking all data in the form of images, audio, texts, or numbers. Memory strategies provide a very specific purpose, such as assisting learners in storing and retrieving new information related to how students remember language in order to store and retrieve new information.[21]

[20] Salikin et al. (2017). The higher achiever students' strategies in English learning. *Modern Journal of Language Teaching Methods,* ISSN (7 (11)). 087-102

[21] Murat Hismanonglu. (2000). Language learning strategies in foreign language learning teaching, *The Internet TESL Journal,* 5,(8), 1-9 http://iteslj.org/Articles/Hismanoglu-Strategies.html

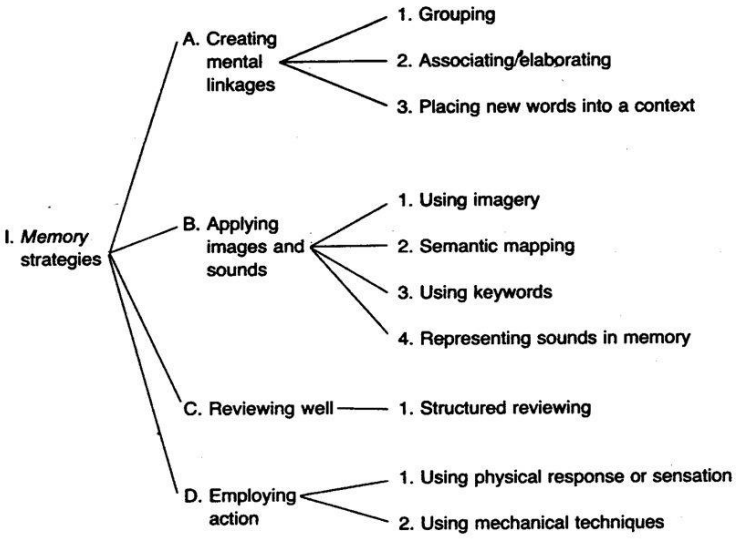


**Figure 2 Memory Strategies of Language Learning Strategies, Oxford, 1990**

For the explanations of each type of memory strategy are described below[22].

a) Creating mental linkages

Creating mental linkages used in learning strategies to support the learning strategies, it has three categories to be used in learning strategies. The examples of creating mental linkages are:

1) Grouping

[22] *Ibid, p.38*

The word's type (verb or noun), the specific topic (words related to weather), similarity (warm and hot), the way one feels related to something (like it or not), and so on can all be used to group words. The example of grouping is the names of "flowers'' are Rose, Jasmine, Orchid, etc.

2) Associating/elaborating

   Associating or elaboration help the learner to create associations in memory, the example is: when memorizing the word "kangaroo", for instance, the learner will associate with a previously learned word which is "jump" or "baby pocket".

3) Placing new words into a context

   Placing a new word into context is the process of placing a phrase or words into a relevant context so that it can be remembered easily. This method entails a form of associating/elaborating, in which new information is related to a context and the meaning is deduced using all available evidence.

b) Applying images and sounds.

   Four strategies are used to apply the images and sounds strategy: imaging, semantic mapping, keywords, and memory representation of sounds. All of them entail recalling

information through the use of visual representations or sounds. The examples of applying images and sounds 10 are[23]

1) Using imagery.

   Using imagery is the strategy that uses a flash card or thing to imagine language. By linking abstract words that are accompanied with a visual symbol or an image of a tangible object, this method can be utilized to remember them.

2) Semantic mapping.

   Making some words with the important concept to remember the term is a semantic mapping method. Meaningful imagery, grouping, and associations are all part of this method. It depicts how particular sets of words are related to one another.

3) Using keywords.

   The approach of using keywords is to recall a new term through auditory or visual linkages. Associate a representation of a solid object that seems as if the new word with a term to recall something abstract, such as a name.

4) Representing sounds in memory.

   The learner remembers the language by envisioning the sound of a cat when representing sounds in memory "meow meow" when memorizing the word of cat.

[23] *Ibid. 41*

c) Reviewing well

The examples of reviewing well are:

1) Structured reviewing

The method that encourages the learner to pay more attention to structure when reviewing. This technique could begin with an examination 10 minutes after the initial instruction, followed by a 20- minute review, One or two hours later, one day later, one week later, etc. The idea is for the student to grow so comfortable with the information that it becomes second nature.

d) Employing action.

The examples of employing action are[24]:

1) Using physical response or sensation in acting. The example is remembering the word of "jump" so the students will act jump when heard the word of run.
2) Using mechanical techniques to remembering the new word like using flash cards to remember the new words.

**2) Cognitive strategies**

Cognitive strategies relate to how students think about their learning, and comprehend and perform new language by various

[24] *Ibid, p.42*

methods ranging from repeating to analysing and summarizing. The term cognitive strategies refer to a learner's mental process for achieving a certain goal, for example summarizing or deductive reasoning. It allows students to grasp and create new language in a variety of ways.

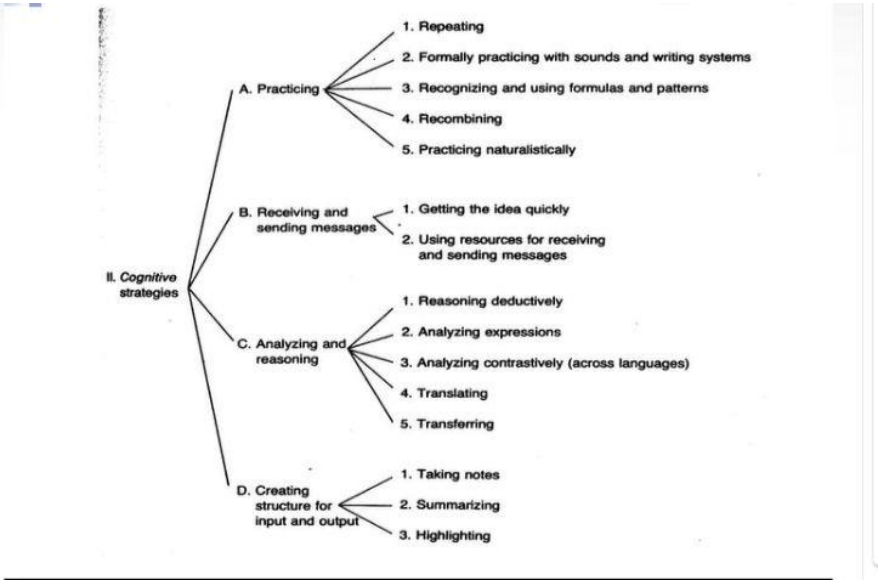


**Figure 3. Cognitive language learning strategies Oxford,1990**

The examples cognitive strategies divided into four classifications.[25]

a) Practicing.

The examples of practicing are.

1) Repeating

[25] *Ibid P.43*

Repeating is strategies by imitative native speaker or listening to something several times.

2) Formally practicing

   Formally practicing with sound and writing systems is an approach that involves employing the target language's sound (pronunciation or intonation) and practicing the new writing system.

3) Recognizing and using formula and pattern

   Being mindful of the dangers of adopting formulas and patterns that haven't been thoroughly examined such as "Hello, how are you?" and "It's time to ....."

4) Recombining

   Recombining is the process of connecting known pieces in new ways to create a longer sequence, for joining two phrases inside a sentence. For example I like apple, she likes apple, I and she like apple.

5) Practicing in naturally.

   Practicing the new language in a natural setting, such as through conversation, reading, listening, or writing.

b) Receiving and sending messages strategies.

   These are the examples of receiving and sending messages strategies (Oxford, 1990, p. 46):

1) Quickly gaining an idea

   Quickly grasping the concept this strategy of skimming to find the key concept aids the student in quickly comprehending what they heard or read with a new language.

2) Using resources for receiving and sending messages.

   Employing print to interpret incoming messages or make outgoing messages, such as composing a brief article or journal, is an example of using resources for receiving and transmitting communications.

c) Analysing and Reasoning.

   The examples of analysing and reasoning strategies are (Oxford, 1990, p. 46):

   1) Reasoning deductively enables the learner to used general rules.
   2) Analysing expression

      Analysing expression is figuring out what a new statement means by breaking it down into its constituent pieces.

   3) Analysing contrastively.

      Comparing components (sound, vocabulary, grammar) of the new language containing native tongues elements in a

purpose to discover similarities is referred to as contrastive analysis.

4) Translating

   Converting a statement from a target language to a native language is known as translation.

5) Transferring

   Transferring is the process of immediately transferring vocabulary or structural knowledge from a language into another.

d) Creating structure for input and output.

   The following are some instances of structuring input and output are[26]:

   1) Taking notes

      Making a list of the main points or ideas is known as taking notes. This strategy can include handwritten notes or a more organized method of note-taking, such as a grocery list or a study list.

   2) Summarizing.

      Creating a summary or abstract for a lengthy passage is known as summarizing.

   3) Highlighting

[26] *Ibid, 47*

Using a range of emphasis techniques to focus on essential information in a text is known as highlighting.

### 3) Compensation strategies

Enable students to make up for their limited knowledge and overcome limitations in target language skills. For the explanations of each type of compensation strategy are described below:

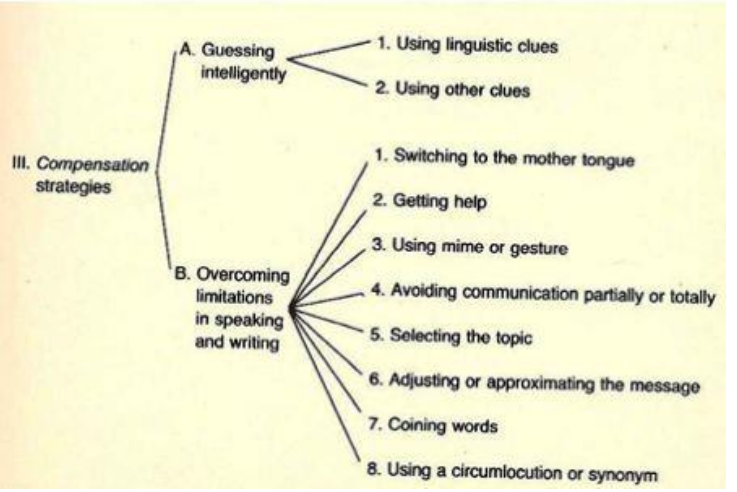


Figure 4. Language Learning Strategy: What Teacher Should Know Book

a) Guessing Intelligently

The examples of guessing intelligently are:

1) Using linguistic clues.

   Using linguistic clues is researching to and using language-based clues to figure out what something means.

2) Using other clues.

   Using other hints includes looking for and utilizing clues that are not linguistic in nature in order to deduce the meaning of what has been heard.

b) Overcoming limitations in speaking and writing.

The examples of guessing intelligently are:

1) Switching to the mother tongue.
2) Using an expression in one's mother tongue without translating it is known as reverting to mother tongue.
3) Getting help.

   Obtaining assistance entails requesting assistance from others.

4) Using mime or gesture.

   Gesture is a type of physical motion, used in gesture or mime.

5) Avoiding communication in part or entirely.

When difficulties are known, partially or completely avoiding communication is the same as avoiding communication in general.

6) Selecting the topic.

   The term subject selection refers to the process of deciding what to talk about in order to keep the conversation interesting.

7) Message adjustment

   Changing a notion simpler or less precise, such as substituting a pen for a pencil, is known as message adjustment.

8) Coining words.

   Introducing new words to describe a desire notion, such as a paper holder for a notebook, is known as coining words.

9) Using a synonym or circumlocution.

   By defining the notion using a circumlocution or synonym, such as "what you use to wash dishes with" as a euphemism for dishrag, the message is conveyed.

**b. Indirect strategies**

Strategy of learning about language that promotes and regulates language acquisition without (in several cases) explicitly affecting the targeted languages is known as an

indirect strategy[27]. Meanwhile, in indirect strategies, it consists of three categories (Oxford), include three categories as follows:

**1) Metacognitive strategies**

Metacognitive strategies are activities that go beyond purely cognitive devices and allow learners to better organize their learning. Three types of metacognitive methods have been identified:

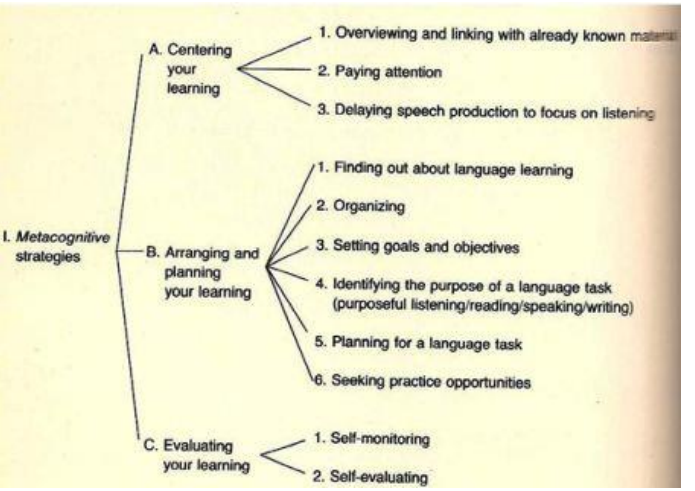


**Figure 5. Language Learning Strategy: What Teacher Should Know Book (Oxford, 1990)**

a) Centering student learning

The examples of centering your learning are:

1) Overviewing and linking with already known material.

[27] *ibid*

A crucial notion is comprehensive overviewing and connecting with previously known material.

2) Paying attention

   Paying attention is deciding to improve ability to pay attention.

3) Delaying speech production to focus on listening. Delaying speech production so that you may concentrate on listening is a decision to improve delay speech production in a new language.

b) Arranging and planning student learning.

   The following are some examples of how to centre your learning.

   1) Finding out about language learning.

      Understanding related to learning the language entails reading and conversing with others in order to gain a better knowledge of the process of how language learning works.

   2) Organizing

      Understanding how the learner achieves good results when learning a language is organizing.

   3) Setting goals and objectives

Setting language learning goals and objectives is the same as setting language learning goals.

4) Identifying the purpose of a language task.

   Identifying the goals of a language activity entails determining the specific goals of a language task that involves learning.

5) Planning for language task.

   Language task planning is the process of preparing for the language aspects that will be required for a subsequent language task or 18 scenarios.

6) Seeking practice opportunities.

   Finding out practice chances is the same as creating practice opportunities.

c) Evaluating your learning.

   The examples of evaluating your learning are[28]:

   1) Self- monitoring.

      Self-monitoring is the process of finding flaws in one's knowledge or production of a new language.

   2) Self-evaluating

      Self-evaluation is the process of assessing another's progress in a language.

[28] *Ibid, p.140*

## 2) Affective Strategies

Emotions, attitudes, motivations, and values are all examples of affective tactics. Affective strategies are categorized into three categories:

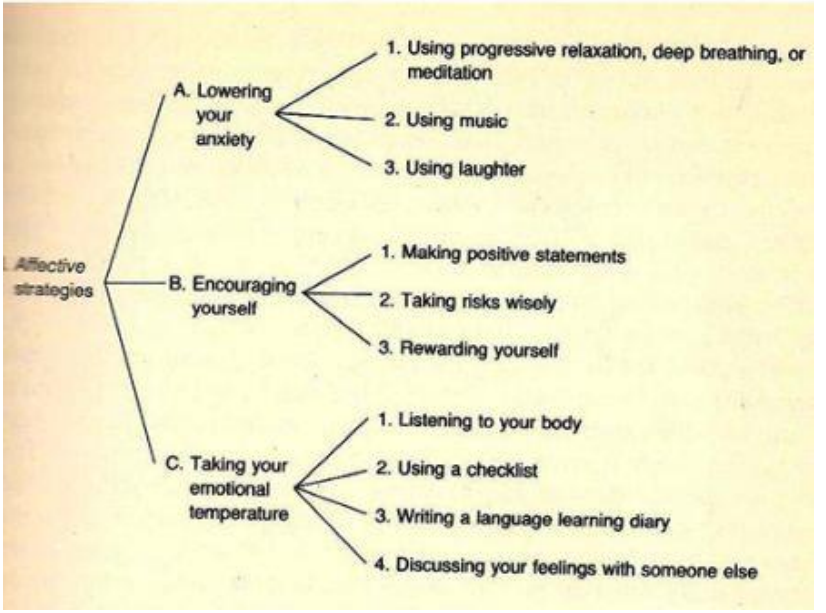


Figure 6. Language Learning Strategy: What Teacher Should Know Book (Oxford, 1990)

For the explanations of each type of affective strategy are described below[29]:

a) Lowering your anxiety

The examples of lowering your anxiety are:

1) Using the appropriate technique to relax is Meditation, progressive relaxation, or deep breathing.
2) Using music in order to relax in learning language.
3) Using laughter is using jokes to relax.

b) Encouraging yourself

The examples of encouraging yourself are:

1) Expressing or writing positive words in order to feel more confident is known as giving positive statements.
2) In a language learning context, taking chances properly means pushing oneself to take risks.
3) Rewarding individual provides sufficient oneself a valuable prize for exceptional success in the new language.

c) Assessing your emotional state.

Taking your emotional temperature can be done in a variety of ways such as:

[29] *Ibid, p.140*

1) Paying attention to your body's suggestions is part of listening to it.
2) A checklist can assist the learner in identifying sentiments, motivations, and attitudes related to language acquisition generally.
3) Talking with others to find and express feelings regarding language acquisition is what discussing your feelings with others entails.
4) A language learning diary is a journal in which you keep note of occurrences while you learn a language

### 3) Social Strategies

Social strategies can be referred to as social activities that involve mediating and transacting with others. Three types of social strategies have been identified:

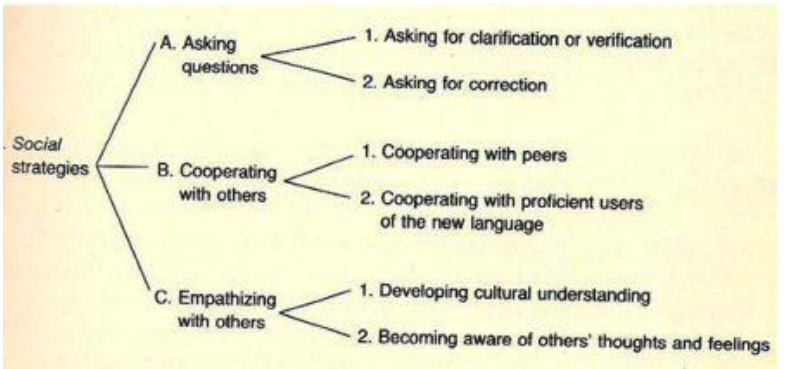


Figure 7. Language Learning Strategy: What Teacher Should Know Book (Oxford, 1990)

For the explanations of each type of social strategy are described below:

a) Asking questions that help the learner to clarification, verification, or correction.

   The examples of asking questions are:

   1) When you ask for clarification or verification, you're asking the speaker to repeat, paraphrase, or explain anything so you can gain feedback on whether or not it's correct.
   2) Inquiring about a correction in a dialogue is the same as asking for a correction in a conversation.

b) Cooperating with others.

   The examples of cooperating with others are:

   1) Collaborating with peer's means working with other students to enhance their language skills.
   2) Working with native speakers of a new language is the same as collaborating with native speakers of language that's new.

c) Empathizing with others.

   The examples of empathizing with others are (Oxford, 1990, p. 147):

1) Developing cultural awareness or attempting to empathize with others in order to learn about the culture.
2) Observing others' behaviour as a possible expression of their ideas is one way to be aware of what are the people thinking and feeling.

From the explanations above, it can be concluded that each strategy has a different meaning and function. The strategy used by the student determines whether the learning strategy he or she uses is included in direct strategies or indirect strategies. In short, when teachers and students interact meaningfully online, learning and teaching becomes more efficient and successful.

**3. The kind of language learning strategies.**

There are 6 kinds of language strategies, they are: memory, cognitive, compensation, metacognitive, affective and social strategies.

**a. Memory Strategy**

Memory strategies are the techniques in remembering new word or information. Memory has two characteristics, they are:

1) Using imagery by relating new language information and word to concepts in memory by means of meaningful visual imagery.

2) Remembering new words by writing the words for many times in order to get familiar with the words.

This finding was supported by (Oxford, 1990, p. 20) stated that memory strategies are the techniques in remembering new information. Moreover she also added some strategies related to memory, one of them is using imagery by relating new language information to concepts in memory by means of meaningful visual imagery.

**b. Cognitive Strategy**

Cognitive strategies are direct language learning strategies process meaning in the target language consciously. These strategies include comprehension, memory, and retrieval strategies. Cognitive strategies are related to students‟ act of comprehending texts by making prediction, translating, summarizing, and guessing meaning from context, and also students‟ act of relating their reading to their background knowledge[30] (Intan Sari, 2016, p. 48).

**c. Compensation Strategy**

[30] Intan Sari, M . (2016). Cognitive and metacognitive reading strategy use and reading comprehension performance of Indonesia EFL pre-service teachers. *Journal of Foreign Language Teaching and Learning, 1(2)*

Compensation strategies are the techniques used by language learners to help them make up their missing knowledge in the process of comprehending or producing the target language. Compensation has some strategies to help her make up her missing knowledge in certain skills, they are:

1) Guessing in reading English text
2) Using synonym in speaking

Compensation strategies help learners to make up their missing knowledge in the process of comprehending or producing the target language such as guessing, and using gestures, a synonym or description[31]. These techniques help learners to understand and produce spoken or written expression in the new language without complete knowledge.

**d. Metacognitive Strategy**

Metacognitive strategies can be summarized under three categories: planning, monitoring, and evaluation. The examples of three categories from metacognitive strategies are[32] (Yilmaz & Baydas, 2017, p. 6):

[31] Amalia & Aridah. (2018) Characteristic of a good language learner in relation to her language learning strategies, *Proceeding of the 65th TEFLIN International conference, 65(1),* 17-21

[32] Yilmaz, R.M & Baydas, O. (2017). An examinations of undergraduates' metacognitive strategies in pre-class asynchronous activity in a flipped classrrom.

a) Planning
    1) Determining what is needed prior to starting a task.
    2) Determining the features of a given task that are similar to the tasks fulfilled before.
    3) Determining prior knowledge about the task in order to fulfil it.
    4) Identifying the points to which importance is to be attached in order to fulfil a given task.
    5) Deciding on the learning strategies to be used in order to complete a given task.

c. Monitoring
    1) Checking whether the objectives set in regard to the task have been accomplished by using the questions set
    2) Questioning whether different strategies related to the given task can be employed while fulfilling it
    3) Reviewing the important points on a regular basis during the fulfilment of the task
    4) Checking the effectiveness of the employed strategies while fulfilling the task
    5) Checking whether attention is lost while fulfilling the task

d. Evaluation

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*Educational Technology Research and Development, 65(6).*
*https://doi.org/10.1007/s11423-017-9534-1*

1) Determining what has been achieved and what has not been achieved at the end of the test
2) Determining whether there is an easier way of fulfilling the task after completing it
3) Summarizing what has been learned after completing the task
4) Identifying the extent to which the pre-determined objective has been accomplished after completing a task.

Learners who are aware of the relevance of metacognition in language learning appear to have the following advantages over all those who don't aware of metacognition[33] (Coskun, 2010, p. 36):

1) They learn in a more strategic way.
2) Their level of learning growth, as well as the quality and speed with which they engage their minds, is faster.
3) They are self-assured in their learning ability.
4) They do not hesitate to seek assistance from peers teachers or family members when they are in need.
5) They give accurate evaluations on why they are successful students.
6) When they fail during an endeavour, they think clearlyabout inaccuracies.

[33] Coskun. A. (2010). The effect of metacognitive strategy training on the listening performance of beginner students, *Research on Youth and Language. 4(1), 35-50*

7) Their strategies are tailored to the learning task, with adaptations made to account for changing circumstances.
8) They see themselves as lifelong learners who can adapt to new conditions with ease.

As a result, students who are aware of their metacognition knowledge will be able to make better use of their information and progress in their education. Helping students develop metacognitive skills is critical since it can play a critical part in their learning success because they will be able to govern their own learning development. Hence, metacognitive skill is required for students since it is a constructive process in which students engage in learning by regulating and controlling their cognition, motivation, and behaviour in order to achieve learning goals.

**e. Affective Strategies**

Affective strategies are emotional factors such as feeling, emotion, motivation, attitude, and values that may influence language learning. Affective strategies help learner to regulate emotion, motivation and attitude, these emotional factors are controlled by learners and influence their language learning in an important way. These strategies may encourage learners and lower their anxiety in language learning.

### f. Social Strategy

Social strategy is activity which engages learners to have opportunities to practice their knowledge. This strategy put learners in an environment where practicing is possible, this strategy related to the effectiveness of interaction with others. Social strategies are those activities which engage the language learners to have opportunities to practice their knowledge (Oxford, 1990, p. 20). Moreover she also said that working with other language learners to improve language skills is one of the social strategies used by language learners.

## 4. The Importance of Language Learning Strategies

For learners, understanding the importance of language acquisition processes is critical. Many people are unaware that learning strategies are critical components of foreign language acquisition. Those students simply follow the teacher's directions. Only a few students are aware of the relevance of language learning practices that can help them learn the language more effectively. Many academics, like Oxford, Cohen, O'Malley, and Chamot, have underlined in Shmais' journal that competent learners use a variety

of ways to solve problems or produce language."[34] Furthermore, many previous studies have found that good learners use language learning strategies when learning a language.[35] When language learning tactics are used correctly, learners' language skills can increase. Language learning techniques, according to Hismanonglu, assist language teachers in helping students assess their situation in the learning process, plan, and pick skills in order to grasp, learn, or recall material in the language classroom.[36] "It may be said that language learning methods are an important part of learning a foreign language because they are the fundamental aspect of language learning that can help learners increase their language skills.

In Indonesia, English language has been designated as a Foreign Language (FL), despite the fact that it is a second language in its neighbouring countries. However, in some sectors of Indonesian schools, particularly private schools and colleges, the language has become highly popular and dominant. However, in some sectors of Indonesian institutions, particularly private schools, boarding

[34] Shmais, A.W, Language learning strategies use in Palestine, *The Internet TESL journal,* vol.7 (2),2003.
[35] Lessard C.M, Language learning strategies : an overview for L2 teachers, *The internet TESL journal,* Vol.3 (12), 1997
[36] Murat Hismanonglu, Language learning strategies in foreign language learning and teaching, *The Internet TESL Journal,* Vol.6 (8) 2000

schools, and colleges, the language has become highly popular and dominant.

The learning system of Islamic boarding school is not only about attending the class every morning and leaving at mid-day, but also its students also learn about the value as the motto said "What you see, hear and feel is education". Learning language itself is not the matter of memorizing grammar and structure but how to practice the language itself. For this reason students in Islamic boarding schools are obliged to stay in the dorm in the school area and speak English to immediately practice English in their daily life. Usually if we stay in the place around us speaking English it makes it easier to learn English and if boarding schools apply a bilingual system to interaction in student's daily activity it will be better for students and also teachers, because it will make it easier to learn and teach it. Because language learning it's become habitual. So here the Researcher will examine the system of learning English in the classroom and outside the classroom and also find out the supporting factors and obstacles in achieving the effectiveness of English learning in SMPIT Bina Amal Islamic Boarding School.

## 5. Strategies Inventory of Language Learning (SILL) Questionnaire by Oxford, 1990.

The SILL is the data collection tool that is most frequently used in studies on the acquisition of second or foreign languages across many nations. Both teams had to complete a questionnaire about their backgrounds. (Oxford Background Framework modified version) before the SILL could be administered[37]. To better understand the participants' learning processes, it can be helpful to learn more about their backgrounds. The SILL's six strategy groups are categorized using Oxford's original system of classification and identification. Oxford's SILL contains the answer sheet, questionnaire, strategy categorization description section, and resulting profile sheet. On the other hand, the students were given the questionnaire and instructed to complete it. The SILL is divided into the following six strategic groups (using Oxford's original categorization and identification method.

To learn about students' learning strategies, the researcher will use the Oxford 1990 questionnaire Strategy Inventory of Language Learning (SILL). SILL consisted of two parts: one for foreign language learners whose first language is English (80 items) and

[37] Bessai, N.A,. (2018) Using oxford's strategy inventory of language learning (sill to assess the strategy use of a group of first and third year EFL Algerian university students, *American scientific research journal*. Vol.42 (1)

another for English as second or foreign language (ESL/EFL) students (50 things). Each item defines a learning approach, and learners are asked to complete a questionnaire indicating how frequently they use it. The following is a list of them: memory, cognitive, compensation, metacognitive, effective and social strategies.

The questionnaire then has five points per item to represent the various learning strategies used by the students, and each item explains the students' chosen learning strategy. The number represents how frequently the student employs the strategies:

1) This is almost never or never true of me.
2) This isn't always the case with me.
3) This is sometimes true of me.
4) This is generally true of me.
5) This is always or almost usually the case with me.

## B. Previous study

Previous study has shown that Wang et all (2021), Huang Cindy (2016), Alrashidi Oqab (2022) provides that language learning strategies are important in improve students English and to make knows if every learning has strategies and every students they have their strategies. All researchers above focuses in analyse student

learning strategies even in different place and context. The results of Wang et al (2021) is the Cantonese native speakers mostly used cognitive strategies in learning English language as foreign language, while memory strategies were the least used the researcher used SILL Questionere to provide the data. The researcher takes the places in Hong Kong University while the student is from Student University.

Huang Cindy (2016) defines that learning is 'situated' and language learning strategies are derived from a learning context, and using a grounded theory approach, this study examined how 12 students from two college English classes in Taiwan used strategies over time along the path of their EFL learning, the findings showed that the students' strategy use varied as they responded to different contextual situations, with two inter-related themes emerging from our analysis: strategy use in changing environments and strategy use in fulfilling learning needs. It was also found that the interplay of individuals with the various elements of their learning context was to be crucial in forming learner strategies. The researcher A range of procedures were adopted to collect data and triangulate findings, including interviews, class observations and document examinations. These data resources were used to provide rich descriptions of students' strategy use and contextual situations.

The researcher from this study sought to explore the frequency and type of language learning strategies employed by university students. This study also employed the Strategy Inventory for Language Learning questionnaire for data collection. The results reported that language learning strategies were used at a high level. Alrashidi Oqab (2022) provides that metacognitive strategies were the most commonly used, whereas memory strategies were the least commonly used. In addition, the higher their proficiency levels, the more the students used language learning strategies. Female students tended to use memory, cognitive, metacognitive, compensation and affective strategies more frequently than did male students. No significant differences were found in the use of language learning strategies in relation to year of study.

With this research, there are similarities and differences in all three previous studies. Both previous studies have the similarities and the differences with this research. From all the previous study above the researcher found that strategy inventory language learning for collecting data are used in each study above and the result of each study has the difference because the context of student also different too, the researcher used student from the last year in junior high school but the study above used student from university for the studies.

# CHAPTER III
# RESEARCH METHODOLOGY

This Chapter discusses the research procedures'. It comprises of Research design, Source data, technique and instrument, and technique of collecting data

## A. Research Design

In this research, the researcher used descriptive qualitative research that focuses on the student's strategies in learning English. The researcher chose the design and methods because descriptive will explore a bounded system with in depth data collection involving multiple source information. It describes the student's strategies used by 9th grade students in SMPIT Bina Amal Semarang. Qualitative analysis was used in order to interpret the data collected through the test, questionnaires and interviews. The inference strategies used by the participants in the test were analysed by means of the Interactive model of reading (López Alonso & Séré, 2001)[38]. The interview data were analysed through qualitative content analysis based on the list of questions for the semi-structured interviews. According to Ary et al., (2010: 29) basic interpretative studies provide a number of

[38] López Alonso, C., & Séré, A. (2001). Procesos cognitivos en la intercomprensión. Revista de Filología Románica, 18, 13–32.

descriptions to understand a phenomenon by using several ways such as interviews, observation, and document review.[39]

1. **Research Setting**

   In this study, the researcher obtained data from questionnaires and interviews at Bina Amal Islamic Boarding School. The research was conducted at SMPIT Bina Amal Semarang, located in Gunung pati Km 1,5 Plalangan, Gunung Pati Semarang. This research was started in August 2022 until September 2022. The researcher has scheduled the collection of data in the first week of August 2022. Moreover, analysing data started after the data from the questionnaire and interview were completed.

2. **Participant**

   Four classes in the last year of SMPIT Bina Amal participated in this study with a total 95 students, 39 female and 56 male students under 14-15 years old. They were appointed by the researchers because they were the ones who learned the longest using learning strategies in this school and also the purpose of the school that would create a bilingual system, therefore they would pay attention to how their learning strategies were.

[39] Ary et al, *Introduction to Research in Education* ( Eighth edt.) ( Balmon, CA : Wadsworth), 2010

### 3. Research Focus

This research focuses on investigating students' English learning strategies and how they used the strategies.

## B. Source Data

1. The data coming from the interviews and questionnaire with a Student from the 9th grade in Bina Amal Islamic Boarding School.
2. The interview using audio recording, transcribe the recordings after the interviews and try to review the transcripts soon after each interview.
3. For questionnaire the data was acquired using Oxford's Strategy Inventory for Language Learning (SILL) questionnaire version 7.0. SILL is made up of 50 statements divided into six categories: memory, cognitive, compensatory, metacognitive, affective, and social.

   Memory is item number 1-9; cognitive is item number 1-23; compensation is item 24-29; metacognitive is item 30-38; affective is item 39-44; and social is item 25-50.

   The likert-Scale alternatives in the SILL questionnaire are as follows:

   1. Means never true of me.

2. Means seldom true of me
3. Means occasionally true of me
4. Means frequently true of me
5. Means always true of me.

## C. Technique and Instrument

For research instruments, the researcher used the interview, questionnaire and documentation. For the questionnaire and interview, they were addressed to the students in 9$^{th}$ grade by asking some questions related to their strategies in learning, especially learning English.

### 1. Interview

In this research, the researcher used the interview technique to learn the language learning strategies and how they used them. Interviews were done in-depth and structured to the research topic, with respondents given the same questions following the same guidelines. The researcher will interview Bina Amal Islamic Boarding School sources (students from class 9th grade) to investigate the students' English language learning strategies and how they used them. The researcher also interviewed the students. The purpose is to ensure the learning strategies they use in learning English. The researcher used self-observation interviews that allowed students to think about what

learning strategies they use in learning English in class. The interview was conducted in Indonesian and will be transcript in English.

**2. Questionnaire**

Questionnaire is the main instrument of this research. There are two types of questionnaire, simple background questionnaire and oxford strategy inventory for language learning SILL.

a) Background of questionnaire

The background of questionnaire was designed to provide personal information from the participants. The purpose is to understand the background of the subject. There were four items relating to personal information. These consisted student's name and class. For the details, it will show in the appendices section (Appendix 1)

b) Oxford strategy Inventory for language learning.

The questionnaire has 50 statements acquired using Oxford's Strategy Inventory for Language Learning (SILL) questionnaire version 7.0. The SILL questionnaire is designed to asses language learning strategy use. Ellis in the journal of *A Study on Language Learning Strategies (LLs) of university student in Hong Kong* provides that the SILL has been the most extensive questionnaire for obtaining information on the language learning

strategies and frequently used in studies worldwide.[40] SILL is made up of 50 statements divided into six categories: memory, cognitive, compensatory, metacognitive, affective, and social. The data was then analysed based on Microsoft Excel 2007 and a spread sheet for answering and rating the Oxford Strategy Inventory for Language Learning (SILL). The researcher then classifies the results based on the level of language acquisition strategies identified by Oxford.

**Description of SILL**

| Category | Number of Items | Item |
|---|---|---|
| Memory Strategies | 9 | 1 – 9 |
| Cognitive Strategies | 14 | 10 – 23 |
| Compensation Strategies | 6 | 24 – 29 |
| Metacognitive Strategies | 9 | 30 – 38 |
| Affective Strategies | 6 | 39 – 44 |
| Social Strategies | 6 | 45 – 50 |

Table 3.1 Description of SILL

[40] Kevin Chi-Him Tam. (2013). A Study on language learning strategies (LLs) of university student in Hong Kong, *Taiwan Journal of Linguistic.* Vol. 11(2). P. 11.

The researcher categorizes the findings in accordance with Oxford's classification of language acquisition processes (1990)

| Level | Interpretation | Score |
|---|---|---|
| High | Always true of me | 4,5 – 5,0 |
| | Frequently true of me | 3,4 – 4,4 |
| Medium | Occasionally true of me | 2,5 – 3,4 |
| | Seldom true of me | 1,5 – 2,4 |
| Low | Never true of me | 1,0 – 1,4 |

Table 3.2 Language Learning Strategies Level (LLS Level) (Oxford, 1990, p.300)

**c) Observation**

According to Tiberghien's (2000) model, this requires connecting the two domains: the domain of objects and observables, which are features and properties that can be observed directly, and the domain of ideas, which involves unobservable entities, behaviours and processes.

In the 9th grades divided into 2 classes (A and B) . The researcher observed learning English process in each classroom and

observed all strategies that used by the students while English learning process to strengthen the results from questionnaire and interviews.

**d) Documentation**

The documentation was presented along with some documentation or data from research instruments, such as the outcomes of an interview, questionnaire and observation, as well as other research-related items. Documentation is also employed to reinforce the chain of research procedures. Documentation studies are used as a supplement to interview approaches in interview research. The researcher gathered data from students' paperwork and prepared the appropriate research equipment, such as stationary and recording devices, for this investigation.

## D. Technique of Collecting Data

The researcher collected data from the results of a triangulation (questionnaire, interview and observation). The data in this investigation were analysed qualitatively. In line with the research objective it was to find out learning strategies and find how they are used in English learning strategies in SMPIT Bina Amal Islamic Boarding School.

The researcher established the following steps to acquire data from the questionnaire:

1. Providing the SILL questionnaire.
2. Giving questionnaire to the students using Work Sheet.
3. Explaining about SILL questionnaire to the students.
4. Asking the students to fill the questionnaire appropriately.
5. Collecting the SILL questionnaire.
6. Gathering all the data to find the information.

For collecting the data from an interview, the researcher prepared several questions that were used for the interview. The interviews for students have 10 questions based on Strategy Inventory for language learning. A list of interview questions in shows in (appendix 2)

The researcher collected the data from observation after all data from questionnaire and interviews finished, because to strengthen the data from both. The researcher observed each class when classroom beginning for study until the end of study, even just one days the researcher can concludes what strategies that mostly used by the final students from SMPIT Bina Amal.

| Class | Student's Total | Strategies |
|---|---|---|
| A | 29 | ? |
| B | 19 | ? |

Table 3.3 Observation Framework

## E. Technique of Analysis Data

Data analysis in qualitative research was carried out since before entering the field, while in the field and after completion in the field. To analysing data, the researcher transcribed the data into written form will help organize all the data for the next step. The data that has been collected through research instruments are the data from questionnaire, interview, and documentation. There are several steps to analyse the data as follows:

1. The acquired data was examined by calculating the students' results of the questionnaire and allocating them to a SILL Profile of Result level
2. After completing the SILL questionnaire, the researcher must determine the scope of the strategy by averaging the language acquisition techniques used by each student, using the methodology suggested by the Oxford SILL Profile of Results.

The average for each component is then calculated by adding it to each column and sorting the results.

3. After that the researcher adds up all the averages and place them in the column marked "Total". The researcher includes the order in the process of analysing the data into several formulas as follows (Oxford, 1990, p. 39 298):
   a. To calculate the data from the answers to the students questionnaire. The formula as follows:

      $$\text{Average} = \frac{\text{SUM (The result number of each strategies)}}{\text{Number of items}}$$

   b. After the researcher had gathered data from the students' general responses to the questionnaire, then the researcher calculated the data for all the strategy results with the following formula:

      $$\text{Overall Average} = \frac{(\text{SUM A} + \text{SUM B} + \text{SUM C} + \text{SUM D} + \text{SUM E} + \text{SUM F})}{50}$$

      Oxford (1990)

   c. While the percentage of student's language learning strategies was calculated by following formula :

      $$P = \frac{f}{R} \times 100\ \%$$

      Note:

P = Percentage

F = Number of strategy

R = Number of respondent

Hatch and Farhadi (1982)

d. To find the average (Mean) score of the students, the formula is as follows:

$$M = \frac{\sum fx}{N}$$

Where:

M = Mean score

$\sum$ = Total score of the students

N = Number of the students

Heaton (1991)

4. Analysing the data using Oxford SILL Profile of result
5. Making code to the data
6. For the interview, the researcher provided some's code :
   a. St A for student A
   b. St B for student B
   c. St C for student C
   d. St D for student D
   e. St E For student E
   f. St F For student F
7. English Learning Classroom Observation

8. According to the SILL Profile of Results Levels were established based on the findings of the descriptive analysis of students' typical language learning practices.
9. Drawing conclusion

   The researcher summarized the findings of the study to answers to research questions made. The conclusions were temporary and would be changed if there was no strong evidence found in the field. But if the conclusions were supported by valid and consistent evidence when the researcher returns to the field, the conclusions would be credible conclusions.

# CHAPTER IV

# RESULT AND DISCUSSION

The findings and discussion of the study are covered in this chapter. The findings are analysed in terms of the study's problems. In this chapter, the analysis results are also discussed.

## A. Result

The finding in this report consist from questionnaire that answered the first question, interview that answered the second question and observation that strengthen the answered from first and second question

### RQ 1: What are the learning strategies used by the students of SMPIT Bina Amal?

### Questionnaire

According to the results, showed by the table in the appendices (Appendix 1) the most common strategy applied by the students is **s**ocial strategy, which is followed by metacognitive, memory, cognitive, compensation and affective strategy. The strategy was then listed from top to lowest, which was minimized by looking at mean scores. According to the findings, most students prefer indirect or social strategies to direct memory learning procedures. It was proven to have the highest average score of the

group of students' learning strategies. Indirect or social strategies accounted for the majority of the highest group average score, as shown by the table of Learning Strategies below.

| No | The Strategies | Mean Scores | Level |
|---|---|---|---|
| 1 | Social Strategy | 3,28 | Medium |
| 2 | Metacognitive Strategy | 3,23 | Medium |
| 3 | Memory Strategy | 3,16 | Medium |
| 4 | Cognitive Strategy | 3,13 | Medium |
| 5 | Compensation Strategy | 3,09 | Medium |
| 6 | Affective Strategy | 3,01 | Medium |

Table 4.1 Frequency of the Learning Strategies Group

As indicated in table 4.1 the social strategy methods are the most commonly employed language learning strategies by students, with a mean 3.28 placing them in the high category . From the data, 9$^{th}$ grade Student's in SMPIT Bina Amal Semarang were excellent at controlling their complete learning. When Learning English language, they tended to adopt social strategies. The student's least often employed strategies. Affective Strategy which has a mean score 3.01 on a medium level. With the total overall average are 3.5.

It could be concluded that ninth-grade students in SMPIT Bina Amal can effectively manage learning strategies by Asking questions (asking for clarification or verification, asking for correction), Cooperating with others (cooperating with peers, cooperating with proficient users), Empathizing with others (developing cultural understanding, becoming aware of others' thoughts and feelings).

**Interview**

From the questionnaire showed that all strategies are at medium level. The researcher add interviews from strengthen the questionnaire. The strategies that the students used is social strategies and metacognitive strategies which is showed from the result of interviews with 20 different student's which consist of 10 male and 10 female students, The researcher took 5 students from each class which looked from their mid-term examination scores 3 students in highest score and 2 students in lowest score. Purposed in looking what strategies that they used. The researcher interviewed interviewers on 15th August 2022 until 25th August 2022. The interview for students has 10 questions.

In the first question, most of the students' answers showed that most students used memorized with peers and corrected if there are wrong spelling vocabulary to make it easy and enjoy in learning English (social strategies)

*(Student B)*

*In my opinion, the easy way to learn English is by memorizing new vocabulary given by the teacher and practices it with my friends.*

*(Student D)*

*It's easier for me to learn from memorizing vocabulary in detail and clearly and I like collaborating with my friends in peer for correction*

The second question showed that all students interviewed answered with the same answer, students' has already discussed with the teacher when they are have problem in learning English. (social strategy)

*(Student A)*

*Yes I have discussed it with my teacher how to solve the problem*

*(student B)*

*Yes I'm going to the teacher*

The third question showed that looking more about English language information by read English book or e-book and asks to the English teacher about more English language information. (social strategy)

*(Student T)*

*I read books or see content about English lessons, and usually I ask to my teacher too it's simple way for get more information about English language.*

*(Student U)*

*The first step I ask to my teacher so I Read more English books and view English YouTube content*

The results of interview fourth question show that 12 student's defines they will ask the English teacher or searching on the website if they don't know the point of Grammar. (Social strategy)

*(Student P)*

*I will ask the tutor or the internet*

*(Student L)*

*I will ask my teacher or now I can look it up on the internet*

The result of the fifth question is show 11 students responded that they will write the vocabulary, memorize and practice the new vocabulary in daily speaking. And all 20 students try to practice new vocabulary for their daily speaking. (Cognitive strategy)

*(Student L)*

*After getting vocabulary, I usually immediately take notes, then memorize it and also practice it in my daily life.*

*(Student H)*

*Listening to the vocabulary, writing the vocabulary, and memorizing the vocabulary, so I will practice it*

The result of the sixth question shows that students will pay attention and listen to the teacher quietly when the teacher provides knowledge in an English lesson. (social strategy)

*(Student R)*

*I will pay attention to my teacher and not sleepy*

*(Student T)*

*I will pay close attention to my teacher*

The result of the seventh question interview showed that the English language is important because English is International language that will help us to communicate with people from other countries. (social strategy)

*(Student R)*

*Yes, it's important, because English is the world's language*

*(Student T)*

*Yes, because English has been used for communication between countries*

The result of eight question showed that Good learning in classroom created is the student listen and pay attention to what teacher explain and ask to the teacher until they are understand about the lesson. (social strategy)

*(Student U)*

*Calmly and also pay attention to the lesson and if I don't understand I will ask my teacher to repeat the explain.*

*(Student M)*

*Calmly but listening to all explanations an ask to repeat if I don't get the point of lesson.*

The result from the 9th question interview is if the student doesn't understand what teacher saying and the assignment the teacher gave,

they will ask the teacher and the teacher will explain again until students understand all. (social strategy)

*(Student N)*

*I will ask my teacher what I don't understand*

*(Student Q)*

*I will ask directly to the teacher*

The result from the 10th question interview is if the student wants to know the task that they are doing, true or false, they will correct it together with their friends. (social strategy)

*(Student S)*

*I will correct it and discussed it with my friend*

*(Student C)*

*Usually I correct it with my friend*

From the results of interviews above, the researcher found the conclusion that they always used all the strategies of English learning frequently, mostly used social strategies likes students are active in asking the teacher what they don't understand and asking the teacher to repeat it again so they can understand better and chose to discuss with their friend to correct their assignment and also used all strategies by memorizing, listening to the lesson, writing the lesson, and reading e book

## Observation

Figure 4.1 Students cooperate with others.

Figure 4.2 The students presentation about labelling food.

On 15th September 2022

(07.30-09.00)

The researcher beginning the first observation in class A. The material that they studied is “Food and Drug labels” all students are present in classroom, after opening the teacher divided them into 6 groups, first of all the teacher explaining about what is labels and the purpose of label, so the teacher explaining about how to checking the label and how to analysing the label, one of student from group b ask to repeat the explain in chapter how to analysing the label because he hasn’t understand it, the teacher explain again until the students understand all. After explaining the material, the teacher commons

every group to analysing different product and presenting in front of their friends.

Group E was the first who finished and do their product presentation (Kuaci Rebo). In the last presentation, group E ask to their friend

*"Why do we have to check labels before consuming food?"*

Robert from group C answered.

*"Because we are Muslim and we have to know the product is halal or not"*

Jams from group F answered.

*"Because in order to be poisoned"*

After all groups have presented their respective products, the teacher gave a bit reflection to the students and gives them a chance for asking about the material. The bell is ringing, and the teacher closed the class for today.

(09:30 – 11:00)

Figure 4.3 The students pay attention to the teacher explanation

Figure 4.4 The students presenting label product

The researcher comes to the second classroom which was in B class. The student 90% attends class, because 5 of them sick and not entering class. With the material “Food and Drugs label” the teacher

beginning with salaam and reflexing about the last material, before going to the new material , the student's in this classroom more quiet and calm and they are listen carefully with teacher explain. After explained teacher, the students divided into 4 groups and begin to identifying label product. After cooperating with their groups they presented in front of their friends.

The first group begin with group B with 4 persons, they presented about (richeese nabati) label product as shown in figure 4.4, after finished Syntia from group a ask to their group about nutrition content in richeese nabati product because group b forget to explain it.

(*Cynthia)*

*Can you explain it about the nutrition content of that product, because I'm on diet now and I have to know about the calories of that product!*

*(The member of group b)*

*Sure! Pardons us because we're forgetting to explain about nutrition content, thank you Cynthia for remember us.*

After presented, group b gives Cynthia candy gives from remembering their group presentation, so all groups beginning to presenting their product and all over with the last group. After finished from presentation the teacher gives them chance to asking question about today material, and they are an active to ask some question

*(Jennie)*

*Miss, if the expiration date is not stated in the some product, can the product be consumed?*

*(Elle)*

*As your last explained, you told that we must look the label product before consuming, why?*

All questions from the student answered with the teacher and all students have understood with the material. The bell is ringing and the class is over

| Class | Students | Strategies | Action |
|---|---|---|---|
| A | 29 | Social Strategies | Asking question |
| | | | Collaborating with group |
| | | | Asking For correction |
| | | Metacognitive strategies | Using Imagery |
| B | 19 | Social strategies | Asking question |
| | | | Collaborating with group |

| | | |
|---|---|---|
| | | Observing others behaviour |
| | Metacognitive Strategies | Using imagery |

Table 4.2 The results of observation

## B. Discussion

In this section the researcher discusses the data from questionnaire and interview that has been presented in the finding. The detailed explanation below.

The researcher analysed and categorized the varieties of students' language learning strategies for learning English, as seen in the SILL questionnaire. The data is then categorized using Oxford theory. To determine the percentage of each approach that students utilized, the researcher further decreased the table by inserting each student's value for each strategy. From the result of the questionnaire, table 4.1 it was shown the percentage that students used in each learning strategy. Where social strategy (17,3 %),

metacognitive strategy (17,1 %), memory strategy (16,7 %), cognitive strategy (16,5 %), compensation strategy (16,3%), Affective strategy (15,9 %). It means that social strategy is the highest strategy used by student's ninth grade in SMPIT Bina Amal Semarang. Table 4.2 found that 9th-grade students from SMPIT Bina Amal Semarang used all learning strategies: memory, cognitive, metacognitive, compensation, affective, and social. Most frequently students use social strategy.

Learners employ social strategies to better understand the target language[41]. Social strategies can aid language learners in becoming more proficient language users in developing a deeper awareness of other cultures. These are the set of approaches you can use to get students to become active participants in class through interaction with others and sharing of knowledge they have. In other words, social learning strategies get students to learn from others and with others. Let's discuss how you can approach your language class by applying social learning strategies. Social learning strategies are all variants of three basic techniques: Cooperating with others, asking questions and empathizing with others. For example, learning can be enhanced when people interact with each

[41] Extebarria, Garay & Romero. (2012) Implementation of social strategies in language learning by means and moodle, Journal of Language Teaching and Research. 3(22). 273-282.

other to clarify a confusing point or when they participate in a group discussion or cooperative learning group to solve a problem. Based on the result above why social strategy can be the most preferred strategy because the researcher thinks the social strategy can make students more active in the class and can make the relationship between teacher and student even closer.

One of the most important functions of the strategies of social language learning in the teaching of a foreign language is to encourage the students to establish communication with people who speak the target language. Students are aware of their social strategy knowledge will be able to use their information and abilities more effectively throughout their learning journey. Teachers are accountable for assisting students in developing greater social skills by introducing active reflection into the learning process in effective classrooms. Social strategies can increase student learning effectively. Helping students learn the new language and cooperate with others, from Oxford (2003)[42]. It implies that this tactic is quite beneficial; especially for pupils who learn best when they collaborate.

[42] Oxford, R. L. (2003). Language learning styles and strategies : An overview. *Learning styles & Strategies.* 1-25 *https://www.researchgate.net/publication/254446824_Language_learning_styles_and_strategies_An_overview*

In the interview section researchers found that all students answered that all of them used the strategies with their style in each strategies. In Cognitive strategies, the researcher found that some student feels easy to learn English by memorizing vocabulary. They feel so glad when they get a new vocabulary, so they will write in a notebook, listen to the teacher explain and will memorize and practice that vocabulary in their daily activities. In Social Strategies, most of them used asking and regarding; if they don't know the point of the lesson, they will ask their teacher, and based to them, good learning is when the student can regarding teacher explain and be quiet during explaining. The important for student is they used all above strategies, they can manage their learning themselves and they brave to ask about lesson they don't understand and it more effective if active in classroom so they can correct their mistake. It will help the student to repair the mistakes and improve.

In the observational study, the researcher found that they used social and metacognitive strategy because most of them asking question to the teacher and friends for explaining or clarification so, they studied collaborating with their group and also for Class C they try to observing other behaviours by asking to the teacher, so both of class studied using imagery for presenting their work.

Related to the previous studies, three previous studies have similarities and differences from this research. The similarities are all the previous studies, and this research is focused in research about language learning strategies. The second and the third previous studies have similarities because the data were gathered through SILL of Oxford 1990. So the difference between each previous study is the first previous study focuses on to explore graduate pre-service teachers' language learning strategies and language self-efficacy and the relationship between these two constructs. In the second previous study, the researcher gets the similarity to the previous researcher, and the researcher is interviewed. So, the last previous study has similarities if they collect data from SILL. Furthermore, another significant difference between this research and previous research is that they compare according to gender, and they have the data and the results for each gender

As good language learners, students must be aware for the importance of the learning strategies they use. They will be able to develop their abilities if the learning strategies they use are in accordance with what they are implementing in the learning process, social strategies. The students that used social strategies will learn from asking, cooperating, and empathising. Examples of social strategy are they are self-assured in their

learning ability, they do not hesitate to seek assistance from peers, teachers, or family members when they are in need, they give accurate evaluations on why they are successful students, and their strategies are tailored to the learning task, with 50 adaptations made to account for changing circumstances. In addition to using metacognitive strategies, they can also use learning strategies that suit them so that they can become students a good language learner by taking responsibility for their learning and creating opportunities for practice in using the language inside and outside the classroom.

From all the data, the results of this study answered the research question; what are the learning strategies used by the students of SMPIT Bina Amal.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

In this study, 95 participants showed a medium level for the use of language learning strategies, which is consistent with the results reported by many scholars who had investigated students in Asian countries, including Wharton (2000) in Singapore, Park (2005) in Korea, Zhou (2010) in mainland China, and Domakani, Roohani, and Akbari (2012) in Iran. The results of this study indicated that, during the process of English learning, SMPIT Bina Amal students used learning strategies either consciously or unconsciously.

This research was carried out to discover the approach utilized by students in learning English. The results of the SILL questionnaire were categorized using Oxford theory, and the interview responses were used to determine the techniques used and the justifications for these strategies. The finding of SILL Questionnaire found the overall scores, the percentage of each strategies and the overall average. Where the total number of memory strategies is 300,6 or 16,7%, cognitive strategies 296,9 or

16,5 %, compensation strategies 293,3 or 16,3 %, metacognitive strategies 306,6 or 17,1 %, Affective strategies 286,2 or 15,9 %, and social strategies 311,4 or 17,3 %.

There were four language learning strategies that were classified into high and level and used by ninth-grade students at SMPIT Bina Amal Semarang. The strategies were Social strategies with a mean score of 3,28, Metacognitive strategies with a mean score of 3,23, memory strategies with a mean score of 3,16, cognitive strategies with a mean score of 3,13, compensation strategy with a mean score of 3,09, affective strategies with mean score 3,01.

The findings of the study yield some important implications to guide English teachers in understanding the English learning strategies adopted by SMPIT Bina Amal students and also in designing appropriate EFL teaching-learning activities, planning, and implementing the curriculum. Some questions remain to be answered; what are the other factors that affect the use of learning strategies? This calls for future research in this area, with respect to differences in the use of learning strategies by students with different native languages. Further exploration is required to find out whether the native language of the EFL students affects the choice of learning strategies or has any kind of influence on their proficiency in English language.

## B. Suggestion

Based on the findings, the researcher would want to provide some suggestions. Although ninth-graders at SMPIT Bina Amal Semarang frequently employed a social strategies that is described as It would be great if they understood the type and purpose of each language approach before moving into medium level. Because every language learning strategy has a unique strategies of making learning that much simpler, quicker, more pleasant, self-directed, and adaptable to different contexts. Students can then employ the strategies that suit their needs.

Hopefully this study can make student more interesting and more creative and improve their English by using more English language learning strategies in their learning. And for future researchers, ideally this study will inspire them to dig deeper and think more critically in order to uncover factors that can raise teaching and learning quality. Additionally, it is advised that future academics look into how language can be learned by speaking, writing, reading, and listening. Another proposal is that other researchers look into the benefits and drawbacks of thorough metacognitive tactics or other learning techniques so that students can learn about the benefits and drawbacks of each method they

employ during the learning process. Finally, the researcher hopes that all of the discoveries, conclusions, and recommendations from this study would be helpful to the readers.

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# APPENDICES

Appendix 1.

## A. Questionnaire

1. Strategy Inventory for language learning (SILL) version 7.0 (ESL/EFL) (Oxford, 1990).

This form of the strategy ınventory for language learning (SILL) is for students of English as a second or foreign language. Please read each statement and fill in the bubble of the response (1, 2, 3, 4, 5, and 6) that tells how true of you the statement is.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

Part A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.

5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.

21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Part C

24. To understand unfamiliar words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I don't know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.
30. I try to find as many ways as I can to use my English.

Part D

31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.

36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

Part E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making mistakes.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

Part F

45. If I don't understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

1. **The Result of Questionnaire**

| St | Mem Sttg | Cog Sttg | Comp Sttg | Met Sttg | Aff Sttg | Soc Sttg | Total |
|---|---|---|---|---|---|---|---|
| 1 | 3,9 | 3,6 | 2,8 | 3,2 | 2,3 | 3,7 | 19,5 |
| 2 | 2,9 | 2,2 | 2,3 | 2,6 | 2,8 | 2,2 | 15,0 |
| 3 | 2,6 | 3,0 | 3,3 | 3,4 | 4,5 | 4,0 | 20,8 |
| 4 | 2,2 | 2,4 | 2,7 | 2,1 | 1,3 | 2,3 | 13,0 |
| 5 | 1,8 | 3,1 | 3,2 | 2,6 | 2,8 | 3,0 | 16,5 |
| 6 | 2,8 | 3,4 | 2,8 | 3,3 | 3,7 | 2,0 | 18,0 |
| 7 | 2,4 | 2,4 | 1,8 | 2,0 | 1,5 | 2,7 | 12,8 |
| 8 | 3,2 | 2,9 | 2,8 | 2,7 | 2,2 | 3,2 | 17,0 |
| 9 | 3,0 | 3,2 | 2,7 | 3,8 | 2,3 | 4,2 | 19,2 |
| 10 | 3,9 | 3,4 | 3,3 | 4,2 | 4,2 | 4,2 | 23,2 |
| 11 | 4,4 | 4,0 | 5,0 | 4,7 | 4,3 | 5,0 | 27,4 |
| 12 | 3,7 | 3,4 | 3,8 | 4,6 | 3,7 | 4,0 | 23,2 |
| 13 | 2,7 | 2,3 | 2,2 | 2,6 | 1,8 | 1,5 | 13,1 |
| 14 | 3,2 | 2,6 | 2,2 | 2,3 | 2,2 | 2,5 | 15,0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **15** | **1,9** | **2,4** | **2,0** | **2,0** | **1,7** | **2,0** | **12,0** |
| **16** | **3,3** | **3,8** | **3,8** | **3,4** | **2,7** | **3,8** | **20,8** |
| **17** | **3,8** | **3,4** | **2,2** | **3,1** | **2,7** | **3,0** | **18,2** |
| **18** | **2,6** | **2,7** | **2,5** | **2,7** | **1,4** | **2,5** | **14,4** |
| **19** | **3,0** | **3,6** | **4,0** | **4,1** | **2,2** | **3,7** | **20,6** |
| **20** | **2,4** | **2,4** | **2,0** | **2,9** | **2,2** | **2,3** | **14,2** |
| **21** | **3,9** | **3,6** | **2,3** | **4,3** | **2,7** | **2,3** | **20,1** |
| **22** | **3,7** | **3,9** | **3,0** | **3,7** | **3,5** | **4,3** | **22,1** |
| **23** | **2,8** | **3,6** | **4,3** | **3,2** | **4,0** | **2,7** | **20,6** |
| **24** | **2,9** | **2,9** | **3,3** | **2,9** | **3,3** | **3,8** | **19,1** |
| **25** | **2,1** | **2,3** | **2,0** | **2,8** | **2,5** | **3,2** | **14,9** |
| **26** | **3,1** | **2,3** | **2,7** | **3,4** | **2,0** | **3,0** | **16,5** |
| **27** | **3,7** | **3,4** | **3,5** | **3,8** | **3,2** | **3,7** | **21,3** |
| **28** | **3,0** | **3,0** | **3,5** | **3,9** | **4,0** | **4,0** | **21,4** |
| **29** | **1,9** | **2,0** | **2,3** | **1,9** | **1,7** | **2,2** | **12,0** |
| **30** | **3,0** | **2,6** | **2,0** | **3,9** | **2,7** | **2,8** | **18,0** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **31** | **2,0** | **1,5** | **1,7** | **3,0** | **2,7** | **2,2** | **13,1** |
| **32** | **2,9** | **3,2** | **2,7** | **4,3** | **2,7** | **3,5** | **19,3** |
| **33** | **4,6** | **4,0** | **3,0** | **5,0** | **4,0** | **4,2** | **24,8** |
| **34** | **3,6** | **3,3** | **2,7** | **3,9** | **4,2** | **4,3** | **22,0** |
| **35** | **4,0** | **4,4** | **4,5** | **3,1** | **3,5** | **4,0** | **23,5** |
| **36** | **2,7** | **2,0** | **2,2** | **1,9** | **2,0** | **2,7** | **13,5** |
| **37** | **3,3** | **2,9** | **4,2** | **3,4** | **4,3** | **4,2** | **22,3** |
| **38** | **3,6** | **3,5** | **3,8** | **3,4** | **1,7** | **2,8** | **18,8** |
| **39** | **4,0** | **3,1** | **2,5** | **3,7** | **3,5** | **4,2** | **21,0** |
| **40** | **4,2** | **4,0** | **2,7** | **3,9** | **3,3** | **4,0** | **22,1** |
| **41** | **2,9** | **4,0** | **3,3** | **3,9** | **3,8** | **4,2** | **22,1** |
| **42** | **4,2** | **4,1** | **2,3** | **3,0** | **3,8** | **3,2** | **20,6** |
| **43** | **3,3** | **3,1** | **2,7** | **2,4** | **2,7** | **2,7** | **16,9** |
| **44** | **3,1** | **2,8** | **2,3** | **2,7** | **2,3** | **2,3** | **15,9** |
| **45** | **2,6** | **2,5** | **2,2** | **2,4** | **2,3** | **3,0** | **15,0** |
| **46** | **2,3** | **2,6** | **3,3** | **2,7** | **2,7** | **2,8** | **16,4** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **47** | **2,8** | **2,9** | **3,3** | **2,9** | **4,0** | **3,8** | **19,7** |
| **48** | **3,6** | **2,9** | **2,8** | **3,2** | **3,0** | **3,5** | **19,0** |
| **49** | **3,7** | **2,8** | **2,8** | **2,4** | **3,2** | **2,2** | **17,1** |
| **50** | **3,2** | **2,9** | **2,8** | **3,0** | **2,2** | **2,2** | **16,3** |
| **51** | **2,8** | **2,6** | **2,7** | **2,6** | **2,0** | **2,7** | **15,4** |
| **52** | **3,3** | **3,1** | **2,8** | **2,4** | **2,0** | **2,8** | **16,4** |
| **53** | **3,4** | **3,1** | **3,5** | **2,7** | **1,8** | **3,7** | **18,2** |
| **54** | **2,6** | **3,2** | **3,7** | **3,3** | **2,7** | **3,5** | **19,0** |
| **55** | **3,6** | **3,4** | **3,2** | **3,4** | **3,0** | **3,0** | **19,6** |
| **56** | **2,9** | **3,6** | **3,3** | **3,1** | **2,8** | **3,2** | **18,9** |
| **57** | **2,6** | **1,9** | **3,5** | **3,1** | **2,7** | **3,7** | **17,5** |
| **58** | **3,2** | **3,4** | **4,0** | **3,0** | **2,5** | **4,2** | **20,3** |
| **59** | **3,0** | **2,9** | **4,5** | **4,1** | **2,5** | **2,7** | **19,7** |
| **60** | **3,3** | **3,3** | **3,3** | **3,3** | **3,3** | **3,5** | **20,0** |
| **61** | **3,2** | **3,9** | **3,8** | **4,0** | **3,5** | **3,3** | **21,7** |
| **62** | **3,1** | **3,9** | **3,8** | **4,0** | **3,5** | **3,3** | **21,6** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **63** | **2,7** | **3,2** | **2,8** | **3,2** | **2,3** | **3,5** | **17,7** |
| **64** | **3,4** | **3,8** | **3,8** | **3,3** | **3,7** | **3,7** | **21,7** |
| **65** | **4,0** | **3,7** | **3,8** | **3,9** | **4,0** | **2,8** | **22,2** |
| **66** | **3,4** | **3,4** | **3,2** | **4,0** | **3,8** | **4,0** | **21,8** |
| **67** | **3,2** | **3,2** | **3,2** | **3,6** | **4,2** | **4,0** | **21,4** |
| **68** | **2,9** | **2,9** | **3,3** | **3,3** | **3,0** | **4,3** | **19,7** |
| **69** | **3,2** | **3,2** | **3,0** | **3,3** | **4,0** | **3,8** | **20,5** |
| **70** | **3,6** | **3,3** | **3,7** | **3,4** | **3,5** | **3,0** | **20,5** |
| **71** | **3,6** | **3,1** | **4,2** | **3,7** | **4,2** | **4,5** | **23,3** |
| **72** | **4,1** | **4,1** | **4,2** | **4,0** | **4,0** | **4,5** | **24,9** |
| **73** | **3,6** | **3,5** | **2,7** | **3,4** | **3,2** | **4,2** | **20,6** |
| **74** | **3,7** | **3,5** | **3,2** | **3,0** | **4,0** | **2,8** | **20,2** |
| **75** | **2,9** | **3,4** | **2,7** | **3,3** | **3,3** | **2,8** | **18,4** |
| **76** | **3,2** | **2,9** | **3,0** | **3,8** | **2,8** | **2,8** | **18,5** |
| **77** | **2,6** | **2,9** | **3,2** | **2,8** | **2,7** | **3,3** | **17,5** |
| **78** | **3,2** | **3,0** | **2,8** | **3,2** | **3,2** | **2,8** | **18,2** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **79** | **2,8** | **3,3** | **3,0** | **2,3** | **3,5** | **2,5** | **17,4** |
| **80** | **2,9** | **2,8** | **3,3** | **3,3** | **3,5** | **2,5** | **18,3** |
| **81** | **3,2** | **2,7** | **3,8** | **2,7** | **3,5** | **3,0** | **18,9** |
| **82** | **3,3** | **3,0** | **3,3** | **3,1** | **2,5** | **3,5** | **18,7** |
| **83** | **2,9** | **2,9** | **2,7** | **3,0** | **3,2** | **3,3** | **18,0** |
| **84** | **3,0** | **3,4** | **2,7** | **3,8** | **2,8** | **3,5** | **19,2** |
| **85** | **3,1** | **3,4** | **2,8** | **2,8** | **2,8** | **3,5** | **18,4** |
| **86** | **3,4** | **3,1** | **3,0** | **3,3** | **3,5** | **4,5** | **20,8** |
| **87** | **3,1** | **3,4** | **3,5** | **3,3** | **4,2** | **3,7** | **21,2** |
| **88** | **3,3** | **3,3** | **3,2** | **3,4** | **2,8** | **2,5** | **18,5** |
| **89** | **3,2** | **2,6** | **3,7** | **2,8** | **3,0** | **2,3** | **17,6** |
| **90** | **3,2** | **3,4** | **3,2** | **2,7** | **3,2** | **3,3** | **19,0** |
| **91** | **3,3** | **2,9** | **3,0** | **3,0** | **3,0** | **2,8** | **18,0** |
| **92** | **3,2** | **3,1** | **3,3** | **2,4** | **3,8** | **2,7** | **18,5** |
| **93** | **2,4** | **3,4** | **2,2** | **3,7** | **2,5** | **3,7** | **17,9** |
| **94** | **3,3** | **3,0** | **3,8** | **3,1** | **2,7** | **4,2** | **20,1** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **95** | **4,3** | **3,5** | **3,8** | **3,4** | **3,5** | **3,7** | **22,2** |
| All | 300,6 | 296,9 | 293,9 | 306,6 | 286,2 | 311,4 | 1797,4 |
| % | 16,7% | 16,5% | 16,3% | 17,1% | 15,9% | 17,3% | 100% |

Appendix 2

**A. Interview Question**

| No | Questions |
|---|---|
| 1 | **Identity**<br>**1. What is your name?**<br>**Permission**<br>**2. Can I ask your time and did you give me a permission to do this interview?** |
| 2. | 1. What do you think about learning English makes you easy for you or what kind of learning English do you want?<br>2. As a student who studies English, do you have any problems in learning process? Do you ever discuss it with your English teacher how to learn better?<br>3. In learning foreign language, certainly it's not enough to rely in what is taught by the teacher, what do you do to get more information?<br>4. When you don't know the point of Grammar, what do you do? |

5. If your teacher introduces new vocabulary, what do you do?
6. What do you do in the class as long as your teacher provides knowledge of English?
7. Do you think English important, why?
8. In your opinion, what kind of good learning in the classroom?
9. What do you do when you not understand what the teacher was saying or the assignment the teacher gave?
10. What do you do when you want to know the task you are doing true or false?

**B. Interview Transcript**

| No | Transcript |
|---|---|
| 1 | What do you think about learning English that makes you easy for you or what kind of learning English do you want?<br>One of interviewee responded "Pay close attention to the teacher's explanation"<br>Two interviewee responded "Learning and Practicing the lesson after teacher explanation" and two other responded "Get used to talking with friends in English"<br>Three Participants interview responded " Listening English song" |

| | |
|---|---|
| | and three other responded “Watching English movie while read the English subtitle” and three others responded “ listening for native speaker and try to learn it”<br>Four participants interview responded “Explained repeatedly and slowly” and the most responded are similarities from seven participant’s interview responded “By Memorizing vocabulary and learning it together with my friend” |

Table 1.

| No | Transcript |
|---|---|
| 2 | As a student who studies English, do you have any problems in learning process? Do you ever discuss it with your English teacher how to learn better?<br><br>The researcher founded all interviewee or 20 students responded “Yes, I have discussed with my English teacher to learning English better” |

Table 2.

| No | Transcript |
|---|---|
| 3 | In learning foreign language, certainly it's not enough to rely in |

| | |
|---|---|
| | what is taught by the teacher, what do you do to get more information?<br>Two participants responded that if we want to know English more "we can ask to teacher " So, there are 3 participants responded " "We can find in English dictionary "<br>4 responded "we can look for all of them in YouTube content" five participant's responded "Look from Google or searching on the website" and the most responded is 6 participants responded that " We can search a new information by read English book or e book About English language and we can ask to English teacher" |

Table 3.

| No | Transcript |
|---|---|
| 4 | What do you do, if you don't understand about Grammar?<br><br>12 responded " Asking English teacher or Searching on the website" 4 Responded "Asking English teacher and reads Grammar book"<br>3 responded asking to the teacher for explaining again and more detail" |

Table 4.

| No | Transcript |
|---|---|
| 5 | What do you do If your teacher introduces new vocabulary?<br><br>11 Students responded that they will write the vocabulary, memorizing and practice the new vocabulary in daily speaking with my friend, 5 Students responded pay attention to the teacher while explaining new vocabulary, and practice it<br>3 Students responded that they will write the new vocabulary, so make it in a sentence and practice it in daily speaking<br>1 Student responded that they will ask the meaning of the new vocabulary and practice it in daily speaking |

Table 5.

| **No** | **Transcript** |
|---|---|
| 6 | What do you do in the class when your teacher provides knowledge of English lesson?<br><br>17 students responded that they will Pay attention and listen teacher quietly<br>2 students responded they will pay attention and ask to to teacher or repeat teacher explain if they still haven't understood about the lesson. |

| | |
|---|---|
| | 1 Student responded pay attention and write in the notebook if there is important material |

Table 6.

| No | Transcript |
|---|---|
| 7 | Do you think English important, why?<br><br>All responded told that English is important with a different reason 11 Student's responded that English is International language that will help us To communicate with other country people<br>5 Students responded that with the development of the times, anything using English and conditionally must be able to speak English.<br>2 students responded if we have dreams to be a traveller or translator of course we have to be able to speak English. 2 Students other responded if we want to watch English movie without subtitle we can understand it and if we listening English song we can understand it too.<br>1 Student responded so as not to be out of date |

Table 7.

| No | Transcript |
|---|---|
| 8 | In your opinion, what is good learning in the classroom?<br><br>5 Students responded that good learning if the student listen and pay attention to what teacher explain<br>5 Students responded that good learning if the class creates a calm atmosphere during learning<br>4 Students responded that good learning is listening, understanding, taking notes and asking questions when learning takes place.<br>3 Students responded that good learning in the classroom is Explained the basics and allowed students to ask questions if they didn't understand and explained again until they understood<br>2 Students responded that good learning in the classroom is explain detail and slowly until the student understands about the material explained<br>1 student responded that good learning in the classroom if student and teacher can discuss about material that cannot be understood |

Table 8.

| No | Transcript |
|---|---|
| 9 | What do you do when you not understand what the teacher was saying or the assignment the teacher gave?<br>17 Students responded that they will ask the teacher exactly and they try to understand again.<br>2 Students responded that they will ask to their friends who have understand about the assignment or what the teacher says<br>1 Student response to try look for the vocabulary that don't know in the dictionary and try again to understand it |

Table 9.

| No | Transcript |
|---|---|
| 10 | What do you do when you want to know the task you are doing true or false?<br>3 Student responded “I will correct it myself”<br>14Students responded “I will find a partner to correct it or discuss with my friend and correct together”<br>2 Students responded “ I will look my friends answer or ask them”<br>1 student responded “Asking or opening the media that can help” |

Table 10.

Appendix 3

## C. Documentation

Figure 1. The students presenting label product

Figure 2. The students writes the material

Figure 3. The students, teacher and researcher taking photo together

Figure 4. The Students and researcher taking photo together

Figure 5. The students cooperating with their groups

Figure 6. The students presenting in front of class

Figure 7 The researcher asks permission for research. .

Sekolah Menengah Pertama Islam Terpadu

**Bina Amal**

*Integrated Islamic Boarding School*

JSIT INDONESIA

*Empowering Islamic Schools*

Jl. Raya Gunungpati – Ungaran KM. 1,5 Kel. Plalangan Kec. Gunungpati
Kota Semarang Jawa Tengah, Telp. (024) 6932198

# SURAT KETERANGAN

No : 015/KET/SMPIT-BA/IX/2022

Yang bertanda tangan di bawah ini :

| | |
|---|---|
| Nama | : Siti Choirum, S.Pd |
| Jabatan | : Kepala Sekolah |
| Unit | : SMP IT Bina Amal |

Dengan ini menerangkan bahwa :

| | |
|---|---|
| Nama | : Alisa Salsabila |
| NIM | : 1803046111 |
| Universitas | : Universitas Islam Negeri Walisongo Semarang |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Penelitian | : Investigating English Learning Strategy in Bina Amal Islamic Boarding School Semarang |

Mahasiswa yang tersebut di atas benar-benar telah melakukan penelitian di SMP IT Bina Amal dari tanggal 8 Agustus 2022 - 5 September 2022.

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 6 September 2022

Kepala SMP IT Bina Amal

PROVINSI JAWA TENGAH

**Siti Choirum, S.Pd**

## Curriculum Vitae

| | |
|---|---|
| Name | : Alisa Salsabila |
| Student Number | : 1803046111 |
| Address | : Kalicari 2 /18 Semarang Central Java |
| Major | : English Education |
| Born | : Semarang, 22 July 1999 |
| Religion | : Islam |
| Email | : alisasalsabila49@gmail.com |
| Number | : 087747936492 |
| Background of Study | : TKIT Supriyadi Semarang |
| | SDN Kalicari 03 Semarang |
| | Islamic Boarding School Gontor |
| | Islamic University Walisongo |