A SURVEY ON LANGUAGE LEARNING STRATEGIES EMPLOYED BY THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT THREE UNIVERSITIES IN PALEMBANG

A Thesis by

ESA GUNASTRI

Student Number 06011381621052

English Education Study Program

Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2020

APPROVAL

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Approved by,

Advisor 1,   Advisor 2,

MachdalenaVianty, M. Ed., M. Pd., Ed. D.   Fiftinova, S.S., M.Pd.
NIP 197411242000122001   NIP. 197911152006042028

Certified by,

Coordinator of English Education Study Program,

HariswanPutera Jaya, S.Pd., M.Pd
NIP 197408022002121003

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COMMITEE APPROVAL

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A Thesis

By

Esa Gunastri

06011381621052

This thesis was defended by the writer in final program examination and was approved by the examination committeeon:

Day   : Monday

Date   : 27 July, 2020

Approved by,

Advisor 1,   Advisor 2,

MachdalenaVianty, M. Ed., M. Pd., Ed. D.   Fiftinova, S.S., M.Pd.
NIP 197411242000122001   NIP. 197911152006042028

Certified by,

Coordinator of English Education Study Program,

HariswanPutera Jaya, S.Pd., M.Pd
NIP 197408022002121003

DECLARATION

I, the undersigned,

Name : Esa Gunastri

Student's Number : 06011381621052

Study Program : English Education

Certify that thesis entitled "A Survey on Language Learning Strategies Employed by Sixth Semester Students of English Education Study Program at Three Universities in Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang,   2020

The undersigned,

Esa Gunastri

NIM 06011381621052

DEDICATIONS AND MOTTOS

This thesis is dedicated to :

- Allah SWT, the Almighty God, the Merciful, and the owner of the universe
- My beloved parents
- My brothers and sisters

MOTTO

"There is no need to rush, what is meant for you will arrive on time"

"If plan A DOESN'T WORK, plan B-Z WILL "

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Finally, I hope this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated,

<div align="right">
Palembang,   2020
The writer,

Esa Gunastri
NIM 06011381621052
</div>

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A SURVEY ON LANGUAGE LEARNING STRATEGIES EMPLOYED BY THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT THREE UNIVERSITIES IN PALEMBANG

ABSTRACT

Language learning strategy is critical factor of the effectiveness of learning process. Language learning strategies are part of a system that is included in the learning process done by students to improve second or foreign language learning. Language learners need language learning strategies to enhance and manage their own learning and evaluate their learning autonomy. Many language learners may not even be aware of the strategies they are using as it becomes a natural and an automatic process for them. Therefore, this study aimed to describe language learning strategies employed by the sixth semester students of English education study program at three Universities in Palembang: Sriwijaya University, Muhammadiyah University and PGRI University and their most preferred strategy. There were 138 students participating in the study. Strategy Inventory for Language Learning (SILL) questionnaire from Oxford's (1990) was used as the instrument to collect the data. The result of the study revealed the sixth semester students at three Universities used all learning strategies based on Oxford (1990) categorization. The most preferred strategy by all of the students was metacognitive strategy. Whereas, the least preferred strategy was memory strategy.

Keywords: *Language Learning Strategies, SILL, metacognitive strategy, memory strategy*

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name   : Esa Gunastri
NIM   : 06011381621052
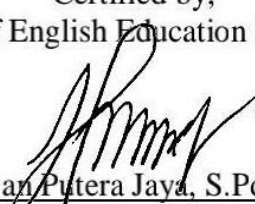
Approved by,

Advisor 1,

Machdalena Vianty, M. Ed., M. Pd., Ed. D.
NIP 197411242000122001

Advisor 2,

Fiftinova, S.S., M.Pd.
NIP. 197911152006042028

Certified by,
Coordinator of English Education Study Program,

Hariswan Putera Jaya, S.Pd., M.Pd
NIP 197408022002121003

CHAPTER I

INTRODUCTION

1.1 Background of the Study

When learning a foreign language, language learners use a number of different strategies serving as a tool that helps them to achieve learning objectives. Language learning strategies are a guideline that is used in language learning process. Cohen (1998) states that language learning strategies are part of a system that is included in the learning process done by students to improve second or foreign language learning.

Language learners need language learning strategies to enhance and manage their own learning and evaluate their learning autonomy. Oxford (1990) mentions that strategies are very necessary to support language learning in order to encourage the learners to be active and to get them to be directed involved in their learning process. Many language learners may not even be aware of the strategies they are using as it becomes a natural and an automatic process for them. They just use English to communicate and learn without understanding the correct techniques for language learning strategies. Correct approaches for language learning strategies are oriented towards the specific aim of communicative competence.

Language learning strategies are defined variously by experts. For example, Rubin (1981) defines language learning strategies as techniques or devices that a learner may use to acquire a language. Chamot (2004) describes language learning strategies as the conscious thinking and action that learners take to attain a learning goal. Such concepts indicate that the students actively choose specific strategies and then make some efforts to achieve their learning objectives. Richards and Platt (1992) define language learning strategies as intentional behavior and thinking that learners use during learning to help them better understand, learn, or remember new information. According to Stern (1992), the idea of learning strategy relies on the premise that learners are actively engaged in activities to accomplish such goals, and learning strategies can be seen as deliberate directions and learning methods that are loosely conceived. Language learners who are able to properly use a wide variety of language learning strategies may improve their language skills further (Fedderholdt, 1997).

Language learning strategies are about how the students perceive what they learn in the class and process it cognitively, that is the students could have a different way of learning English. Some of them may process the material in mind right during the teaching process while the other needs more time or stimulation from the teacher (Biggs, 1981). These cases prove that students' language learning strategies are worth to research.

There are many studies investigating language learning strategies. For example, the study was conducted by Ihsan and Diem (1997) whose participants were 156 students of English at the University of Sriwijaya, Palembang, reported that visual was the students' most preferred learning style, whereas metacognitive and affective were the students' preferred language learning strategies. Ihsan and Diem (1997) also reported that certain independent variables had a significant correlation with certain dependent variables, for example, visual with memory, auditory with cognitive, tactile with affective, and semester with compensation. In addition, Ihsan and Diem's study found that female students applied a greater variety of language learning strategies than males and the students' year of study had a significant correlation with compensation semester but not with other strategies.

Another recent study conducted by Hartina, Vianty, and Inderawati (2018) who investigated the correlation between metacognitive strategy used in the writing process and essay writing performance of the sixth-semester of English Education Study Program of Sriwijaya University found that there was a significant correlation (70,7%) between the metacognitive strategy the students applied in the writing process and their essay writing performance. The study conducted by Tanjung (2018) who investigated student' language learning strategies related to the students' ages. Participated by 122 English Department students at one of public Universities in Borneo Island, the study found that the students mainly implemented metacognitive (M=3,857), cognitive (M=3,707), and compensation strategies (M=3,563), and the specific age of the students led them to choose various strategies and to apply the strategies throughout their learning process.

Finally, Apriani, Vianty, and Fiftinova (2017) investigated students' thinking style and its relation to their language learning strategies. The participants were English Education Study Program students of FKIP Sriwijaya University in the Academic Year 2013/2014. The findings revealed that there was a positive correlation between students' thinking styles and their language learning strategies.

However, further calculation by using multiple regression analyses showed that the contribution of thinking styles did not give much contribution to students' language learning strategies.

This present study would also focus on language learning strategies. Specifically, this study would find out about the types of language learning strategies used by students of the English Education Study Program and their most preferred strategy of language learning strategies. As a student of the English Education Study Program, it was important to know the language learning strategies to better understand themselves and their learning. Some previous studies had explored learning strategies in English learning. Language learning strategies were important for prospective teachers for a better learning and teaching in the future.

This study would involve the sixth semester students of English Education Study Program of three Universities in Palembang because the writer was interested in investigating the language learning strategies using a large population. They were Sriwijaya University, PGRI University, and Muhammadiyah University. The three Universities were chosen because the total of students from those Universities fulfilled the criteria for data analysis. The writer aimed to conduct a research entitled, "A Survey on Language Learning Strategies Employed by Sixth Semester Students of English Education Study Program at Three Universities in Palembang."

1.2 Research Questions

1. What are the language learning strategies employed by the sixth semester students of English education study program at three Universities in Palembang?
2. What are the most and the least language learning strategies employed by the sixth semester students of English education study program at three Universities in Palembang?

1.3 The Objective of the Study

1. To find out the language learning strategies employed by the sixth semester students of English education study program at three Universities in Palembang?.

2. To outline the most and the least language learning strategies employed by the sixth semester students of English education study program at three Universities in Palembang?.

1.4 The Significance of the Study

The result of this research hopefully can give theoretically and practically go to;

1.Teacher or educator

The result of this research give some usefull information for the teacher or educator to develop various concepts of learning strategies are used by English learners as a foreign language, so as to improve students' English learning process.

2. For students

The result of this research can be used by students to understand the types of learning strategies that are appropriate to themselves and can find out the types of strategies in learning English. Then, students can pratice the concepts in learning English to get better result.

3. For the other researchers

The result of this research can be used as input or comparison for other researchers who are interested in a research with similar topics in different focus of studies.

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