

**A SURVEY ON LANGUAGE LEARNING STRATEGIES  
EMPLOYED BY STUDENTS OF CAMBRIDGE CLASS  
AT SMA NEGERI 1 PALEMBANG**

**A thesis by**

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**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
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## DECLARATION

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Certified that the thesis entitled "A Survey on Language Learning Strategies Employed by Students of Cambridge Class at SMA Negeri 1 Palembang" is my own work and I did not do any plagiarism and inappropriate quotation against crime and rules commended by the Ministry of Education Republic Indonesia number 17, 2010 regarding on the plagiarism in higher education. Therefore, I deserve to face the court if I find the plagiarized in this work.

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Palembang, July 2020  
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**ABSTRACT**

*A key to successful language learning is the use of language learning strategies. In relation to this, the purpose of the study was to investigate the language learning strategies employed by grade XI students who belonged to Cambridge class at SMA Negeri 1 Palembang and the students' most preferred strategy. There were fifty six students participated in the e-study. The SILL questionnaire was used as the instrument to collect the data; the data were analyzed statistically to find the means of each strategy. First, the result of the data analysis showed that the students employed the six language leaning strategies as stated in LLS. Second, the result of the data analysis showed among six categories of language learning strategies, students preferred to use metacognitive strategies, such noticing the English mistakes, doing self-evaluation to be a better learner of English, paying attention when someone is speaking than affective strategies which were found to be the least used strategy.*

*Key words: language learning strategies (LLSs), Cambridge curriculum, SILL questionnaire*

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents: (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

### **1.1. Background**

Curriculum is an inseparable part of education. It has a fundamental role throughout the teaching and learning process. Curriculum outlines all forms of instructional activities in order to achieve a number of specific educational objectives. Curriculum fosters quality learning and describes what, why, how and how well learning in a systematic and intentional way should be for students (UNESCO IBE, 2011). It is in accordance with the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System that curriculum is a set of plans and regulations regarding the objectives, content and learning materials and method used as guidelines for the organization of learning activities to achieve specific educational goals.

The Law of the Republic of Indonesia Number 20 Year 2003 also affirms the goal of Indonesia's national education, that is, to shape students to have faith, religiosity, noble character, health, knowledge, capability creativity, independence, democracy, and responsibility. This goal can be attained if education is performed systematically to make students active in developing their potential, extending the spiritual strength, and expanding their horizons (Syaiful, 2018). The description of the national education goal is internalized in the 2013 Curriculum.

The 2013 curriculum significantly emphasizes building students' characters, developing applicable skills based on students' interests and needs, and developing a thematic approach that benefits students' cognitive ability. The 2013 Curriculum began to be put into practice simultaneously in July in the academic year 2014/2015 by various education units in Indonesia (Alawiyah, 2014). The curriculum has a diverse formulation from the previous curriculum in

terms of Graduate Competency Standards, Content Standards, Core Competencies, Character Development, and integrating subjects.

In addition to the 2013 National Curriculum, some schools also adopt an international curriculum. It is due to the high commitment for the quality of graduates with international competitiveness and critical thinking, communicative, and other 21<sup>st</sup> century skills such as collaboration, problem-solving, and creativity. There is a push to have qualified graduates and prepare them for local, regional, and global needs and developments. One of the worldwide curricula that are widely adopted is the Cambridge curriculum.

Cambridge curriculum is an international curriculum that is developed by Cambridge University. One of the supremacies of the Cambridge curriculum is that it trains the students to think critically, to examine, to pose and to solve problems (CIE, 2009). Pratiwi (2018) argues that the Cambridge curriculum incorporates core aspects of life and learning as a form of the international curriculum to adequately prepare students for higher education, further employment opportunities, and real life. Cambridge students are aimed at cultivating responsible, confident, reflective, innovative and engaged characteristics with a student-centered approach. Besides, independent learning, critical thinking, research, and communication are encouraged through classroom activities (Pratiwi, 2018). Some aspects are globally called for and most of them align with what the Indonesian government puts on basic competences of English subject. For example, English is the medium of instruction for the teaching and learning process in the Cambridge curriculum.

There are a lot of schools in Indonesia that adopt Cambridge curriculum. There are schools that adopt only the Cambridge curriculum which is called international school; often schools adopt both. Ben Schmidt, the regional director of Cambridge International for the Southeast Asia and Asia Pacific region reported that in 2018, there are approximately 200 Cambridge schools in Indonesia ranging from international schools and national schools (as cited in Andriyanto, 2018). The total is outnumbered by schools that adopt Cambridge as

the only curriculum. The number is followed by schools that implement dual curricula: Cambridge and 2013 Curriculum.

In Palembang, South Sumatra, there are three schools that employ dual curricula; 2013 Curriculum and Cambridge Curriculum. One of them is SMA Negeri 1 Palembang. Dual curriculum use in SMA Negeri 1 was first implemented in the academic year 2018/2019 for the first-year students who are now in the second year. The program is continually conducted in this academic year 2019-2020. This means that the implementation of the Cambridge curriculum in SMA Negeri 1 Palembang has been conducted for 2 years. During these years, the Cambridge curriculum has not yet been implemented for every class and/ every teacher.

There is a certain procedure to conduct the Cambridge curriculum. For example, the Head of the South Sumatra Education Department, Widodo explained that the recruitment of teachers and students should be conducted carefully. For the teachers, it involves Subject Mastery, Classroom Observation, interview, personal statement, the document screening, the linearity of academic background and satisfactory English proficiency proven through TOEFL certificates, while for the students, they will have a TPA test, write a personal statement essay, and have an interview with the school recruitment committee (Andriyanto, 2018). All these are done in English.

Because the process of students' recruitment is conducted in English, it is worth saying that these students who belong to the Cambridge curriculum class have English proficiency above the average students. This is also evidenced by their English skills during the program. Therefore it raises a question of what factors influence the students' English performance. William and Burden (1997) argue that one of the ways to answer such a question is by investigating language learning strategies (LLSs). It is also supported by Green and Oxford (1995) who state that active use of strategies helps learners attain higher proficiency in their language learning.

Rubin (1987) identifies LLSs as approaches utilized by a learner to manage their learning. O'Malley and Chamot (1990) underline the use of thoughts

or behaviors to attain comprehension, learning, and maintenance of new information. Distinctive LLS classifications have been proposed. Metacognitive strategies are depicted as techniques through which allow individuals consciously learn about learning. Cognitive strategies incorporate the actions that students take to strengthen or facilitate the management of the content. Social/affective strategies comprise social contacts and the cognitive aspects of language acquisition (O'Malley & Chamot, 1990). The above can be further apportioned into direct and indirect strategies. Direct strategies explicitly implicate targeted language and cover memory strategies, cognitive strategies, and compensation strategies. Indirect strategies tacitly support and comprise metacognitive strategies, affective strategies, and social strategies (Oxford, 1990).

Students' preferred strategy is influenced by many factors. As mentioned by Oxford (1990) the factors that affect students' language learning strategies are motivation, the language learning environment, learning style or personality type, gender, culture or national origin, career orientation, age, and the nature of the language task. Therefore, researchers may need to take into account these factors in analyzing and accounting for the use of LLSs by different learner.

A number of studies on language learning strategies appeared to result in the classification of successful language learners since many research findings verified the effective use of language learning strategies by good language learners. Consequently, it is critical to map out the language learning strategies (LLSs) employed by the learners as it can foster learning process and improve language level (Habok & Magyar, 2018).

Since 1970s, numerous studies have been carried out to explore successful language learners and the association between applied strategies and success in language learning. Within the context of the language learning strategies at the Faculty of Teacher Training and Education of Sriwijaya University, South Sumatra, the earliest study focusing on language learning strategies and language learning styles had been conducted by Ihsan and Diem (1997) with a sample of 156 students of English at the University of Sriwijaya. The instruments used in the study were the Barsch Learning Styles Inventory (Barsch, 1974) and the Strategy

Inventory of Language Learning (Oxford, 1989). They found that the students' most preferred language learning strategies are metacognitive and affective and females employ a greater variety of language learning strategies than males. The latest study was done by Hartina, Vianty, and Inderawati (2018) with a sampling of 83 sixth semester students of English Education at Sriwijaya University, focusing on the correlation between the metacognitive strategy in writing process and essay writing. The instruments used in the study were a metacognitive awareness of writing strategies questionnaire and an essay writing test. She discovered a significant correlation between the metacognitive strategy in writing process and essay writing.

In addition, Apriani, Vianty, and Fiftinova (2017) investigated the relationships between thinking styles and language learning strategies which used English Education Study Program students of FKIP Sriwijaya University in the Academic Year 2013-2014 as the sample of the study, and Thinking Styles Inventory (TSI) (Sternberg & Wagner, 1992) and the Strategy Inventory for Language Learning (Oxford, 1990) as the instruments of the study. They found out that there was a positive correlation between thinking styles and language learning strategies. However, the thinking styles only contributed 38.5% to students' language learning strategies. Further, the researchers suggested that English teachers should accommodate students' learning by considering other factors that influence their learning.

Furthermore, Zakaria, Azmi, and Hadi (2019) also conducted a study to investigate language learners' most preferred strategies in improving their reading skills in general distributing a Language Strategy Use Survey adapted by Oxford (1990) to 37 secondary students in a suburban area in Selangor, Malaysia and uncovered that cognitive and planning strategies are the most preferred ones. Sartika, Santihastuti, and Wahjuningsih (2019) located a different result. SILL questionnaires were distributed to the participants who were 40 students consisting of 20 successful students and 20 unsuccessful students of tenth grade in SMAN 2 Jember. The results showed that the successful learners actively

employed metacognitive strategy, while the unsuccessful learners are the medium users of cognitive strategy in learning English.

There are more studies focusing on language learning strategies. However, there had not yet been one study that investigated language learning strategies employed by students under Cambridge curriculum. In other hand, Cambridge curriculum creates prosperous environment for English learning. Consequently, to provide more recent data about language learning strategies in the context of the Cambridge curriculum at schools in South Sumatra, the writer was interested in conducting a research entitled, "*A Survey on Language Learning Strategies Employed by Students of Cambridge Class at SMAN 1 Palembang.*"

### **1.2. The Problems of the Study**

1. What were the language learning strategies employed by the students of the Cambridge class at SMAN 1 Palembang?
2. What was the most preferred language learning strategy(s) employed by the students of Cambridge class at SMAN 1 Palembang?

### **1.3. The Objective of the Study**

1. To find out the language learning strategies employed by the students of Cambridge class at SMAN 1 Palembang.
2. To find out the most preferred language learning strategy(s) employed by the students of Cambridge class at SMAN 1 Palembang.

### **1.4. The Significance of the study**

The study is expected to give a theoretical and practical contribution to the following parties:

1. The writer  
By conducting this research, the writer can improve and discover new insight and experience in quantitative research in terms of the language learning strategies utilized by students.



2. English teachers of Senior High School

The results of this research are expected to be one of the resources for English teachers of Senior High School in developing teaching strategies in order to improve their English teaching and learning process.

3. Other English researchers

The results of this research can be used as a reference for other English researchers to conduct a similar study but in a different focus of discussion.

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