

## APPENDIX 1

### Data Validity of SILL Questionnaire

Number of Item	r item	r table	Result
1	0,549	0,279	Valid
2	0,553	0,279	Valid
3	0,691	0,279	Valid
4	0,536	0,279	Valid
5	0,645	0,279	Valid
6	0,625	0,279	Valid
7	0,581	0,279	Valid
8	0,640	0,279	Valid
9	0,681	0,279	Valid
10	0,636	0,279	Valid
11	0,653	0,279	Valid
12	0,671	0,279	Valid
13	0,552	0,279	Valid
14	0,699	0,279	Valid
15	0,639	0,279	Valid
16	0,739	0,279	Valid
17	0,695	0,279	Valid
18	0,450	0,279	Valid
19	0,591	0,279	Valid
20	0,730	0,279	Valid
21	0,648	0,279	Valid
22	0,677	0,279	Valid
23	0,738	0,279	Valid
24	0,750	0,279	Valid
25	0,635	0,279	Valid
26	0,713	0,279	Valid
27	0,736	0,279	Valid
28	0,670	0,279	Valid
29	0,643	0,279	Valid
30	0,656	0,279	Valid

31	0,633	0,279	Valid
32	0,768	0,279	Valid
33	0,725	0,279	Valid
34	0,636	0,279	Valid
35	0,629	0,279	Valid
36	0,734	0,279	Valid
37	0,808	0,279	Valid
38	0,715	0,279	Valid
39	0,572	0,279	Valid
40	0,574	0,279	Valid
41	0,769	0,279	Valid
42	0,469	0,279	Valid
43	0,756	0,279	Valid
44	0,664	0,279	Valid
45	0,681	0,279	Valid
46	0,748	0,279	Valid
47	0,689	0,279	Valid
48	0,689	0,279	Valid
49	0,765	0,279	Valid
50	0,722	0,279	Valid

## APPENDIX 2

**Table blue print of indicator of SILL**

Aspect	Indicators	Questioner Number
Memory Strategies	The students are able to relating prior knowledge to new items.	1
	The students are able to using sounds, pictures or image of new words.	2
	The students are able to applying new items in learning.	3
	The students are able to picturing the words in certain imagination.	4
	The students are able to using rhymes to learning english.	5
	The students are able to using flashcards	6
	The students are able to practicing or acting new words.	7
	The students are able to reviewing english lesson	8
	The students are able to remembering location of new words on the page, board or street sign.	9
Cognitive Strategies	The students are able to saying or writing new words.	10
	The students are able to talking like native speaker.	11
	The students are able to applying new english words.	12
	The students are able to pronouncing new words,	13
	The students are able to doing english conversation.	14
	The students are able to watching english tv	15

	programs or shows.	
	The students are able to reading for pleasure in english.	16
	The students are able to writing notes, message, letters or reports.	17
	The students are able to first skim-read an english passage (read over the passage quickly), then go back and read carefully.	18
	The students are able to using own words that have similar meaning with new words.	19
	The students are able to creating pattern in english.	20
	The students are able to grouping new words into parts.	21
	The students are able to getting the meaning without translate word by word.	22
	The students are able to summarizing in english.	23
Compensation Strategies	The students are able to guessing the meaning of new words.	24
	The students are able to creating gestures in conversation for unfamiliar words.	25
	The students are able changing new words to another words.	26
	The students are able to reading english without looking up every new words.	27
	The students are able to guessing what the other person will say next.	28
	The students are able to using a word or phrase (synonym).	29
Metacognitive Strategies	The students are able to finding the places to apply english.	30

	The students are able to desiring to improve english skill through the difficulties in learning english.	31
	The students are able to paying attention for someone that is speaking english.	32
	The students are able to searching how to be good english learners.	33
	The students are able to planned special time for learning.	34
	The students are able to looking for people that can speak english.	35
	The students are able to reading as much as possible about english.	36
	The students are able to having clear goals for improving english skills.	37
	The students are able thinking about english progress.	38
Affective Strategies	The students are able to trying to be relax in using english.	39
	The students are able to speaking english even if making a mistake.	40
	The students giving a reward or treat for good english progress.	41
	The students aware if feeling tense or nervous in using english.	42
	The students are able to writing feeling in diary.	43
	The students are able to talking to someone else about feeling in learning english.	44
Social Strategies	The students are able to asking the other person to slow down in speaking english of do not understand it.	45

	The students are able to asking english speakers to correct the english.	46
	The students are able to acting or practicing english woth other students.	47
	The students are able to asking for help from english speakers/teacher.	48
	The students are able to asking questions in english.	49
	The students are able to learning about english culture.	50

## APPENDIX 3

### INSTRUMENT STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)

Strategy Inventory for Language Learning (SILL) Version 7.0 (ESL/EFL)©  
R.Oxford,1989

#### 1. Directions

This form of the Strategy Inventory For Language Learning (SILL) is for students of English as a second or foreign language. You will find statements about learning english. Read each statements on the Worksheet, write the response (1,2,3,4, or 5) that tells How true of you statement is.

1. Never or almost never true
2. Usually not true
3. Sometimes true
4. Usually true
5. Always or almost always true

1. Never or almost never true means that the statements is very rarely true of you.
2. Usually not true means that the statements is true less that half the time.
3. Sometimes true means that the statements is true of you about half the time.
4. Usually true means that the statements is true more than half the time.
5. Always or almost always true means that the statement is true of you almost.

#### 2. Instructions

answer in terms of how well the statement describes you. Give your answer to each of the questions accordingly with what you actually do in

learning english, not according to other people. Please tick the appropriate answer your personal. Do not scibble on the answer sheet questionnaire. This usually takes 20-30 minutes to complete. If you have any questions, notify the supervisor quickly.

Example :

Part A

I connect between what i already know with new things i learned in english on the answer sheets that have been provided, the term by using numbers in the column for the statements number that described my self in learning english.

1. Never or almost never true
2. Usually not true
3. Sometimes true
4. Usually true
5. Always or almost always true

Part A with the answer sheet written :

1. 5



Angket strategi Pembelajaran Bahasa Inggris (SILL) Versi 7.0 (ESL/EFL)©  
R.Oxford,1989

1. Penjelasan Umum

Strategy inventory for language learning (SILL) ini diperuntukkan bagi siswa bahasa Inggris sebagai bahasa kedua atau bahasa asing. Anda akan menemukan pernyataan tentang belajar bahasa Inggris. Bacalah setiap pertanyaan pada lembar kerja, tulis tanggapan (1,2,3,4, atau 5) yang memberitahukan bagaimana pernyataan anda benar.

1. Tidak pernah atau hampir tidak pernah dilakukan
2. Tidak biasa dilakukan
3. Terkadang dilakukan
4. Biasa dilakukan
5. Selalu atau hampir dilakukan

2. Instruksi/ Petunjuk

Jawaban ini adalah seberapa baik pernyataan itu menggambarkan anda. Berikan jawaban anda terhadap masing-masing pertanyaan sesuai dengan apa yang benar-benar anda lakukan dengan belajar bahasa Inggris, bukan menurut orang lain. Silahkan centang jawaban yang sesuai dengan pribadi anda. Jangan membuat coretan-coretan pada lembar jawaban angket. Pengisian ini biasanya dapat diselesaikan dalam waktu 20-30 menit. Jika kamu ada pertanyaan, beritahu pengawas dengan cepat. Terimakasih atas partisipasi anda.

Contoh :

Bagian A

Saya menghubungkan antara apa yang telah saya ketahui dengan hal-hal baru yang saya pelajari dalam bahasa Inggris pada lembar jawaban yang telah di sediakan, istilah dengan menggunakan angka pada kolom untuk nomer pertanyaan tersebut yang menggambarkan diri sendiri dalam belajar bahasa Inggris.

1. Tidak pernah atau tidak pernah di lakukan
2. Tidak biasa di lakukan

3. Terkadang di lakukan
4. Biasa di lakukan
5. Selalu atau hampir selalu di lakukan

Bagian A dengan lembar jawaban di tulis :

1. 5

Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL) Oxford, 1990

(Angket Strategi Pembelajaran Bahasa)

1. Tidak pernah atau hampir tidak pernah dilakukan
2. Tidak biasa dilakukan
3. Terkadang dilakukan
4. Biasa dilakukan
5. Selalu atau hampir dilakukan

(Tulis jawaban anda pada angket ini dengan memberikan checklist (√) dan tulis jawaban pada lembar jawaban)

No	Item	Never 1	Usually not 2	Sometimes 3	Usually 4	Always 5
1	I think of relationship between what already know, and new things I learn in english. (saya memikirkan hubungan antara apa yang sudah diketahui, dan hal-hal baru yang saya pelajari dalam bahasa inggris).					
2	I use english words in a sentences, so I can remember them. (saya menggunakan kata-kata bahasa inggris dalam bentuk kalimat, supaya saya dapat mengingatnya).					

3	<p>I connect the sound of a new english word, and image or picture of the word to me remember the word.</p> <p>(saya menghubungkan suara kosa kata baru bahasa inggris, dan membayangkan atau melihat gambar untuk saya bisa mengingat kata).</p>					
4	<p>I remember a new english word by making a mental picture of a situation in which the word might be used.</p> <p>(saya mengingat kata baru bahasa inggris dengan membuat gambaran situasi dimana kata itu mungkin digunakan).</p>					
5	<p>I use the rhymes to remember new english words.</p> <p>(saya menggunakan puisi bahasa inggris untuk mengingat kata-kata baru bahasa inggris).</p>					
6	<p>I use flashcards to remember new english words .</p> <p>(saya menggunakan kartu bergambar untuk mengingat kata-kata baru bahasa inggris).</p>					
7	<p>I practice or act new words vocabulary english in daily activity.</p> <p>(saya berlatih atau mempraktekan kata-kata bahasa inggris di kegiatan sehari-hari).</p>					
8	<p>I review english lesson in the home.</p> <p>(saya mengulangi pelajaran bahasa inggris dirumah).</p>					

9	<p>I remember location of new words on the page, board, or a street sign that used english words.</p> <p>(saya mengingat kosakata baru pada halaman buku, atau papan informasi atau tanda jalan yang menggunakan bahasa inggris ).</p>					
10	<p>I say or write new vocabulary several times.</p> <p>(saya mengucapkan atau menulis kosakata baru bahasa inggris beberapa kali).</p>					
11	<p>I try to talking like native english speaker.</p> <p>(saya mencoba untuk berbicara seperti penutur asli bahasa inggris).</p>					
12	<p>I often pronouncing new words english.</p> <p>(saya sering mengucapkan kata-kata baru bahasa inggris).</p>					
13	<p>I apply new english words in different ways.</p> <p>(saya menerapkan kata-kata baru bahasa inggris dengan cara yang berbeda).</p>					
14	<p>I conversation with my friend used english.</p> <p>(saya berbicara dengan teman saya dengan menggunakan bahasa inggris).</p>					
15	<p>I watch english TV programs or movies spoken in english.</p> <p>(saya menonton acara TV, atau film yang dituturkan dalam bahasa inggris).</p>					

16	I read article or newspaper for pleasure in english. (saya membaca artikel atau koran bahasa inggris untuk kesenangan)					
17	I am writing notes, message, letters, or reports to describe house in english. (saya menulis surat atau laporan untuk mendeskripsikan rumah di dalam bahasa inggris)					
18	first, I skim read an english passage (read over the passage quickly), then go back and read carefully. (pertama, saya membaca sekilas sebuah bagian bacaan bahasa inggris dan (membaca bagian itu dengan cepat), kemudian membaca kembali dengan hati-hati).					
19	I using own words that have similar meaning with new words. (saya menggunakan kata-kata sendiri yang memiliki makna yang mirip dengan kata-kata baru).					
20	I am creating pattern in english. (saya membuat pola dalam pelajaran bahasa inggris).					
21	I am grouping new vocabulary into parts. (saya mengelompokkan kosakata baru menjadi beberapa bagian).					
22	I am getting the meaning without translate word by word. (saya mendapatkan arti tanpa menerjemahkan kata per kata).					
23	I am summarizing vocabulary					

	<p>english in paper books. (saya merangkum kosakata baru bahasa inggris didalam buku catatan).</p>					
24	<p>To understand unfamiliar english words, I make a gestures. (untuk memahami kosakata bahasa inggris yang tidak saya tahu, saya membuat sebuah gerakan).</p>					
25	<p>when I can't think of word during conversation in english, I use gesture. (ketika saya tidak dapat memikirkan kata selama percakapan dalam bahasa inggris, saya menggunakan gerakan).</p>					
26	<p>I make up new words, if I do not know the right ones in english. (saya membuat kata baru, jika saya tidak tahu yang benar dalam bahasa inggris)</p>					
27	<p>I read descriptive text in english without looking up every new word. (saya membaca teks deskriptif dalam bahasa inggris tanpa mencari kata baru).</p>					
28	<p>I try guessing what the other person will say next. (saya mencoba menebak apa yang akan dikatakan orang lain selanjutnya).</p>					
29	<p>I using a word or phrase (synonym). (saya menggunakan kata atau frasa</p>					

	(sinonim).					
30	I finding the place to apply english. (saya menemukan tempat untuk menerapkan bahasa inggris).					
31	I desiring to improve english skill through the difficulties in learning english. (saya meningkatkan keterampilan bahasa inggris melalui kesulitan dalam belajar bahasa inggris).					
32	I paying attention for someone that is speaking english. (saya memperhatikan seseorang yang berbicara bahasa inggris).					
33	I search how to be a good english learners. (saya mencari cara bagaimana cara belajar bahasa inggris yang baik).					
34	I planned special time for learning. (saya merencanakan waktu khusus untuk belajar bahasa inggris).					
35	I looking for people that can speak english. (saya mencari orang yang bisa berbahasa inggris).					
36	I reading as much as possible about english. (saya membaca sebanyak mungkin tentang bahasa inggris).					
37	having clear goals for improving english progress. (saya memiliki tujuan yang jelas untuk meningkatkan kemajuan bebahasa inggris).					
38	I thinking about english progress.					

	(saya berpikir tentang kemajuan berbahasa inggris).					
39	I try to be relax in using english. (saya berusaha untuk santai menggunakan bahasa inggris).					
40	I encourage my self to speak english, even when i am afraid of making a mistake. (saya mendorong diri untuk berbicara bahasa inggris, ketika saya takut melakukan kesalahan).					
41	I get a reward or treat for good english progress. (saya mendapat hadiah atau perlakuan ketika ada kemajuan bahasa inggris dengan baik).					
42	I aware if feeling tense or nervous in using english when conversation in front of the class. (saya sadar jika saya merasa tegang atau gugup dalam menggunakan bahasa inggris ketika percakapan didepan kelas).					
43	I write my feelling in diary, when finished learning english. (saya menulis perasaan saya didalam buku harian, ketika selesai belajar bahasa inggris).					
44	I talk to someone else about feelings in learning english. (saya berbicara dengan orang lain tentang perasaan dalam belajar bahasa inggris).					
45	If I don't understand something in english, I ask the other person to					



	<p>slow down or say it again.  (jika saya tidak mengerti sesuatu dalam bahasa inggris, saya meminta lawan bicara untuk memperlambat atau mengulanginya lagi).</p>					
46	<p>I ask english speakers to correct my english.  (saya meminta penutur bahasa inggris untuk memperbaiki bahasa inggris saya).</p>					
47	<p>I acting or practicing english with other students.  (saya memperagakan atau berlatih bahasa inggris dengan siswa lain).</p>					
48	<p>I ask for help from english speakers/teacher.  (saya meminta bantuan dari penutur bahasa inggris/guru).</p>					
49	<p>I ask questions in english.  (saya menanyakan pertanyaan dengan bahasa inggris).</p>					
50	<p>I learning about english culture.  (saya belajar tentang budaya bahasa inggris).</p>					

## APPENDIX 4

### Analysis of Students' Language Learning Strategies (memory, cognitive, compensation, metacognitive, affective, and social strategies).

#### Memory strategy

Students	Items									Total	Average	Categories
	1	2	3	4	5	6	7	8	9			
1	3	2	4	4	3	2	4	3	4	29	3,2	medium
2	3	4	2	3	1	4	3	4	3	27	3	medium
3	3	4	3	4	1	2	4	4	3	28	3,1	medium
4	3	3	4	4	2	1	3	3	5	28	3,1	medium
5	4	5	4	4	1	2	4	4	2	30	3,3	medium
6	5	4	3	4	2	2	3	5	4	32	3,6	high
7	3	3	4	3	2	3	4	4	3	29	3,2	medium
8	4	5	3	3	2	2	4	3	3	29	3,2	medium
9	4	3	3	4	3	4	4	4	3	32	3,6	high
10	5	4	3	5	2	2	5	3	5	34	3,8	high
11	4	4	3	4	2	1	5	4	4	31	3,4	medium
12	3	3	3	3	3	3	3	3	3	27	3,0	medium
13	4	5	4	5	3	3	4	4	4	36	4,0	high
14	3	4	4	5	4	4	3	3	3	33	3,7	high
15	4	5	4	4	2	4	5	4	4	36	4,0	high
16	3	4	4	4	2	2	3	4	4	30	3,3	medium
17	5	5	5	5	3	3	4	4	5	39	4,3	high
18	3	2	3	3	1	2	3	3	3	23	2,6	medium
19	4	4	4	5	4	4	3	3	4	35	3,9	high
20	4	3	2	5	2	1	2	2	2	23	2,6	medium
21	3	4	4	3	2	2	4	4	4	30	3,3	medium
22	2	3	4	2	2	4	4	3	4	28	3,1	medium
23	2	4	2	3	1	1	4	3	3	23	2,6	medium
24	4	3	3	4	2	2	4	4	4	30	3,3	medium
25	4	3	4	4	5	3	5	5	3	36	4,0	high
26	3	5	5	4	2	4	4	3	4	34	3,8	high
27	4	5	4	1	2	2	4	2	4	28	3,1	medium
28	3	5	4	2	1	2	5	5	5	32	3,6	high
29	4	4	3	3	1	1	3	2	1	22	2,4	medium
30	3	3	2	4	1	2	3	3	3	24	2,7	medium

31	3	4	4	4	4	3	4	3	3	32	3,6	high
32	4	4	4	4	2	1	4	3	4	30	3,3	medium
33	3	3	2	2	2	2	2	2	2	20	2,2	medium
34	4	4	4	4	3	4	3	3	3	32	3,6	high
35	4	4	4	3	2	2	4	4	4	31	3,4	medium
36	3	3	4	3	3	4	4	4	3	31	3,4	medium
37	3	4	3	4	3	2	4	4	3	30	3,3	medium
38	3	3	3	3	2	2	3	3	2	24	2,7	medium
39	4	4	4	5	1	2	4	3	3	30	3,3	medium
40	4	4	2	4	3	3	4	2	4	30	3,3	medium
41	4	4	5	5	2	4	4	5	4	37	4,1	high
42	3	3	4	4	3	3	4	3	4	31	3,4	medium
43	4	4	4	5	2	1	4	4	5	33	3,7	high
44	3	4	4	3	2	4	5	4	5	34	3,8	high
45	5	4	4	5	2	1	3	3	4	31	3,4	medium
46	3	3	3	2	2	2	3	4	3	25	2,8	medium
47	4	5	5	4	5	4	4	4	5	40	4,4	high
48	5	5	4	4	4	4	5	5	5	41	4,6	high
49	4	5	4	5	4	5	4	5	4	40	4,4	high
50	5	4	4	5	4	5	4	5	5	41	4,6	high

### Cognitive strategy

Students	Items														Total	Average	Categories
	10	11	12	13	14	15	16	17	18	19	20	21	22	23			
1	3	4	4	4	2	4	3	3	4	4	3	3	3	3	47	3,4	medium
2	4	3	3	4	2	3	2	2	4	4	3	4	2	4	44	3,1	medium
3	3	4	4	3	3	4	3	2	4	3	2	4	4	3	46	3,3	medium
4	4	4	4	4	2	4	2	2	4	3	2	1	3	2	41	2,9	medium
5	5	4	4	3	4	4	3	4	5	3	2	3	3	3	50	3,6	high
6	4	2	4	4	3	4	3	1	3	2	3	3	3	3	42	3,0	medium
7	3	4	3	3	3	3	3	2	4	3	2	3	4	3	43	3,1	medium
8	4	3	3	3	3	2	2	2	3	3	3	3	3	3	40	2,9	medium
9	3	3	4	2	3	3	3	3	4	4	3	2	4	4	45	3,2	medium
10	4	5	5	4	2	5	5	4	4	5	4	3	5	4	59	4,2	high
11	4	4	4	5	4	5	2	3	2	3	3	3	4	3	49	3,5	high
12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42	3,0	medium
13	3	2	3	3	2	3	2	2	4	3	3	2	3	2	37	2,6	medium
14	4	4	4	4	3	4	2	2	3	3	4	4	4	4	49	3,5	high

15	4	5	4	4	3	5	4	4	4	3	4	3	4	4	55	3,9	high
16	4	4	4	3	3	4	3	3	3	3	3	2	3	2	44	3,1	medium
17	5	5	5	5	3	4	3	3	4	4	5	5	4	5	60	4,3	high
18	3	3	3	3	2	3	1	2	3	3	2	2	3	2	35	2,5	medium
19	4	5	3	4	4	4	3	4	4	4	4	4	4	4	55	3,9	high
20	2	4	4	3	2	3	3	4	5	4	4	2	4	2	46	3,3	medium
21	3	4	4	3	3	5	4	3	3	4	3	3	3	3	48	3,4	medium
22	2	4	2	4	4	4	4	4	4	2	4	2	4	2	46	3,3	medium
23	2	4	5	3	3	5	5	5	4	4	2	1	3	2	48	3,4	medium
24	4	4	3	4	3	4	3	3	4	2	4	3	3	4	48	3,4	medium
25	5	5	5	4	5	5	3	3	5	4	4	4	5	4	61	4,4	high
26	4	3	4	4	3	4	3	3	2	4	2	5	4	4	49	3,5	high
27	4	5	4	4	3	4	3	3	4	4	4	4	4	3	53	3,8	high
28	4	5	3	5	4	5	2	1	5	1	3	2	4	2	46	3,3	medium
29	3	4	4	4	3	4	3	1	3	4	3	2	3	1	42	3,0	medium
30	3	2	3	2	2	2	1	1	4	2	2	2	3	3	32	2,3	medium
31	3	3	4	3	3	3	3	3	3	3	3	4	4	4	46	3,3	medium
32	4	4	4	4	2	5	2	2	3	2	2	3	4	3	44	3,1	medium
33	3	4	4	3	2	2	2	2	3	2	2	2	2	2	35	2,5	medium
34	4	5	4	4	3	3	3	3	3	4	3	3	3	3	48	3,4	medium
35	4	3	3	3	2	3	2	3	3	4	3	3	2	3	41	2,9	medium
36	4	4	4	4	3	4	4	3	3	3	2	3	3	3	47	3,4	medium
37	4	3	3	4	3	4	2	2	3	2	2	2	4	3	41	2,9	medium
38	3	4	3	3	3	3	2	3	3	3	3	3	4	3	43	3,1	medium
39	4	4	4	5	3	5	3	2	4	3	1	2	3	3	46	3,3	medium
40	4	4	4	4	2	4	2	2	4	4	3	3	3	2	45	3,2	medium
41	4	5	5	4	4	3	4	3	4	4	5	5	4	5	59	4,2	high
42	3	2	3	3	2	3	3	2	3	3	2	3	3	3	38	2,7	medium
43	4	5	4	3	4	5	4	3	5	3	4	3	4	3	54	3,9	high
44	4	4	4	4	3	3	3	3	4	4	4	4	3	4	51	3,6	high
45	5	5	5	4	3	4	4	2	3	3	4	1	4	5	52	3,7	high
46	4	3	4	3	4	4	4	3	4	3	3	3	3	3	48	3,4	medium
47	5	5	4	4	4	5	5	5	5	4	5	5	4	5	65	4,6	high
48	5	4	5	5	5	5	5	4	5	5	4	5	5	5	67	4,8	high
49	5	4	5	5	4	5	4	5	4	5	4	5	4	5	64	4,6	high
50	5	4	5	4	5	5	5	5	4	4	5	4	5	5	65	4,6	high

### Compensation strategy

Students	Items						Total	Average	Categories
	24	25	26	27	28	29			
1	3	3	3	4	4	4	21	3,5	high
2	3	3	3	2	3	2	16	2,7	medium
3	3	4	4	3	2	2	18	3,0	medium
4	4	4	3	4	4	3	22	3,7	high
5	3	4	2	4	4	3	20	3,3	medium
6	1	1	2	3	3	3	13	2,2	low
7	2	3	4	3	2	3	17	2,8	medium
8	2	3	1	2	3	3	14	2,3	low
9	3	5	4	3	3	3	21	3,5	high
10	3	4	4	3	5	5	24	4,0	high
11	2	2	2	2	4	3	15	2,5	medium
12	3	3	3	3	3	3	18	3,0	medium
13	3	3	3	4	4	3	20	3,3	medium
14	4	4	3	3	5	4	23	3,8	high
15	3	4	3	4	4	4	22	3,7	high
16	3	3	2	2	2	3	15	2,5	medium
17	2	2	1	2	2	4	13	2,2	low
18	2	2	2	2	2	3	13	2,2	low
19	5	3	5	3	4	4	24	4,0	high
20	4	5	4	4	3	4	24	4,0	high
21	2	3	4	2	4	4	19	3,2	medium
22	2	4	2	4	4	4	20	3,3	medium
23	2	4	4	4	4	4	22	3,7	high
24	4	4	2	3	4	3	20	3,3	medium
25	4	4	3	4	4	3	22	3,7	high
26	5	5	4	2	2	3	21	3,5	high
27	3	4	3	1	1	3	15	2,5	medium
28	1	5	5	2	1	1	15	2,5	medium
29	3	3	2	3	3	3	17	2,8	medium
30	2	3	2	2	2	3	14	2,3	low
31	4	3	3	3	3	4	20	3,3	medium
32	2	2	1	2	3	2	12	2,0	low
33	2	2	2	2	3	2	13	2,2	low
34	2	3	3	3	3	3	17	2,8	medium
35	3	3	2	4	2	3	17	2,8	medium
36	4	4	3	2	3	2	18	3,0	medium
37	2	2	2	2	3	4	15	2,5	medium

38	3	3	3	3	3	3	18	3,0	medium
39	1	5	3	3	2	3	17	2,8	medium
40	2	2	3	2	4	4	17	2,8	medium
41	3	4	4	2	3	3	19	3,2	medium
42	3	3	3	2	3	3	17	2,8	medium
43	4	4	3	2	4	3	20	3,3	medium
44	3	4	3	3	3	4	20	3,3	medium
45	2	4	4	3	4	3	20	3,3	medium
46	4	4	3	3	4	2	20	3,3	medium
47	5	4	5	4	5	4	27	4,5	high
48	5	4	5	5	5	5	29	4,8	high
49	4	5	4	5	4	5	27	4,5	high
50	5	5	5	5	4	5	29	4,8	high

### Metacognitive strategy

Students	Items									Total	Average	Categories
	30	31	32	33	34	35	36	37	38			
1	3	3	4	4	3	4	4	4	4	33	3,7	high
2	2	4	4	4	4	3	4	4	4	33	3,7	high
3	2	3	4	5	4	4	4	5	5	36	4,0	high
4	4	4	4	4	3	4	3	4	3	33	3,7	high
5	4	4	5	5	5	5	5	5	4	42	4,7	high
6	2	4	5	5	4	3	4	4	4	35	3,9	high
7	3	3	4	4	4	4	3	4	4	33	3,7	high
8	4	3	4	4	3	3	3	4	4	32	3,6	high
9	4	4	4	5	4	2	3	3	4	33	3,7	high
10	5	5	5	5	4	5	5	5	5	44	4,9	high
11	3	5	5	5	5	5	5	5	5	43	4,8	high
12	3	3	3	3	3	3	3	3	3	27	3,0	medium
13	3	3	4	3	3	3	3	3	4	29	3,2	medium
14	2	3	4	3	3	5	5	5	5	35	3,9	high
15	4	3	4	5	4	4	4	5	4	37	4,1	high
16	3	3	5	5	4	4	5	4	4	37	4,1	high
17	4	5	5	5	5	4	4	5	5	42	4,7	high
18	2	3	3	3	3	3	3	3	3	26	2,9	medium
19	3	4	4	5	4	4	4	4	4	36	4,0	high
20	4	4	5	4	2	5	4	4	5	37	4,1	high

21	4	4	4	3	4	3	4	4	4	34	3,8	high
22	4	4	4	4	2	4	2	2	4	30	3,3	medium
23	2	4	5	5	3	4	5	4	4	36	4,0	high
24	4	4	4	4	4	5	4	4	5	38	4,2	high
25	5	5	5	5	4	5	4	5	4	42	4,7	high
26	3	5	4	5	3	5	3	5	5	38	4,2	high
27	3	3	4	4	4	4	3	4	4	33	3,7	high
28	5	5	5	5	1	2	5	5	5	38	4,2	high
29	2	4	4	4	2	3	4	4	4	31	3,4	medium
30	2	2	4	4	3	4	4	3	3	29	3,2	medium
31	3	4	4	4	3	3	3	4	3	31	3,4	medium
32	3	3	4	5	3	4	4	4	4	34	3,8	high
33	3	4	3	4	3	4	3	3	3	30	3,3	medium
34	2	3	4	3	3	3	3	4	4	29	3,2	medium
35	4	3	5	5	4	4	4	4	4	37	4,1	high
36	3	5	5	4	3	3	3	4	4	34	3,8	high
37	2	4	4	4	3	3	4	4	4	32	3,6	high
38	3	3	4	4	3	3	3	3	4	30	3,3	medium
39	5	5	5	5	4	3	4	4	4	39	4,3	high
40	3	4	4	4	3	4	4	4	4	34	3,8	high
41	5	4	5	5	5	5	5	5	5	44	4,9	high
42	3	3	4	5	4	4	4	3	4	34	3,8	high
43	4	5	5	5	4	5	5	5	5	43	4,8	high
44	4	4	4	4	5	5	4	5	5	40	4,4	high
45	3	4	5	5	5	4	4	4	5	39	4,3	high
46	3	4	4	4	3	4	4	4	3	33	3,7	high
47	5	4	5	5	4	4	5	5	4	41	4,6	high
48	5	4	5	5	5	4	5	5	5	43	4,8	high
49	4	5	4	5	4	5	4	5	4	40	4,4	high
50	5	5	5	5	5	5	5	5	5	45	5,0	high

### Affective strategy

Students	Items						Total	Average	Categories
	39	40	41	42	43	44			
1	4	4	3	3	4	4	22	3,7	high
2	4	3	1	4	1	3	16	2,7	medium
3	4	3	3	5	3	3	21	3,5	high

4	4	4	1	4	1	2	16	2,7	medium
5	5	4	4	5	3	3	24	4,0	high
6	4	5	1	4	1	3	18	3,0	medium
7	4	3	3	4	2	2	18	3,0	medium
8	4	4	2	3	2	3	18	3,0	medium
9	3	2	1	5	2	3	16	2,7	medium
10	5	5	4	4	1	1	20	3,3	medium
11	4	5	2	4	3	3	21	3,5	high
12	3	3	3	3	3	3	18	3,0	medium
13	3	3	2	5	1	4	18	3,0	medium
14	5	4	3	5	3	4	24	4,0	high
15	4	4	3	4	2	4	21	3,5	high
16	5	4	2	2	2	2	17	2,8	medium
17	5	5	3	4	2	2	21	3,5	high
18	3	3	3	3	1	2	15	2,5	medium
19	5	4	4	4	2	3	22	3,7	high
20	5	4	1	3	1	4	18	3,0	medium
21	4	4	3	4	1	2	18	3,0	medium
22	4	4	2	4	2	2	18	3,0	medium
23	5	5	3	4	4	4	25	4,2	high
24	4	4	1	4	2	3	18	3,0	medium
25	5	5	3	4	2	5	24	4,0	high
26	5	5	2	4	1	3	20	3,3	medium
27	4	4	1	2	1	1	13	2,2	low
28	5	4	2	5	1	3	20	3,3	medium
29	4	3	1	4	1	4	17	2,8	medium
30	2	4	3	5	1	4	19	3,2	medium
31	3	3	4	3	3	4	20	3,3	medium
32	4	3	2	5	1	2	17	2,8	medium
33	4	3	1	3	2	2	15	2,5	medium
34	4	5	3	5	3	3	23	3,8	high
35	4	4	3	4	2	4	21	3,5	high
36	3	2	2	4	1	3	15	2,5	medium
37	3	4	2	4	2	3	18	3,0	medium
38	3	3	3	3	2	3	17	2,8	medium
39	5	3	3	4	1	4	20	3,3	medium
40	4	4	2	4	2	2	18	3,0	medium
41	4	5	4	2	2	3	20	3,3	medium
42	2	3	1	4	2	3	15	2,5	medium
43	5	5	4	4	4	4	26	4,3	high
44	5	4	3	5	5	3	25	4,2	high



45	5	4	3	5	3	3	23	3,8	high
46	3	4	2	4	4	3	20	3,3	medium
47	5	4	5	5	4	5	28	4,7	high
48	5	4	4	4	4	5	26	4,3	high
49	4	5	4	5	4	5	27	4,5	high
50	5	5	5	5	4	5	29	4,8	high

### Social Strategy

Students	Items						Total	Average	Categories
	45	46	47	48	49	50			
1	5	4	5	5	3	4	26	4,3	high
2	4	2	3	2	3	3	17	2,8	medium
3	4	4	4	5	3	2	22	3,7	high
4	4	3	3	3	3	3	19	3,2	medium
5	5	5	4	4	4	3	25	4,2	high
6	4	3	3	4	3	2	19	3,2	medium
7	3	3	4	3	2	2	17	2,8	medium
8	3	3	3	3	3	3	18	3,0	medium
9	4	2	3	2	3	4	18	3,0	medium
10	4	3	2	2	3	5	19	3,2	medium
11	5	5	3	4	4	3	24	4,0	high
12	3	3	3	3	3	3	18	3,0	medium
13	4	3	3	4	3	2	19	3,2	medium
14	5	5	4	3	2	2	21	3,5	high
15	4	3	5	2	4	3	21	3,5	high
16	4	2	5	4	4	4	23	3,8	high
17	3	4	4	4	4	4	23	3,8	high
18	3	3	3	3	3	3	18	3,0	medium
19	5	4	4	5	4	4	26	4,3	high
20	5	5	3	4	4	2	23	3,8	high
21	3	3	3	4	4	4	21	3,5	high
22	4	4	4	4	2	2	20	3,3	medium
23	5	3	4	3	4	4	23	3,8	high
24	5	4	3	4	4	3	23	3,8	high
25	4	5	4	5	5	3	26	4,3	high
26	4	4	4	5	3	3	23	3,8	high
27	2	4	4	4	3	3	20	3,3	medium
28	5	5	5	5	4	4	28	4,7	high
29	3	2	3	2	3	4	17	2,8	medium

30	3	3	3	3	3	2	17	2,8	medium
31	3	3	4	4	3	3	20	3,3	medium
32	4	3	3	3	3	3	19	3,2	medium
33	3	3	2	2	2	4	16	2,7	medium
34	4	3	3	3	3	3	19	3,2	medium
35	4	4	4	4	4	4	24	4,0	high
36	3	4	3	3	3	3	19	3,2	medium
37	4	4	4	4	3	3	22	3,7	high
38	4	3	3	3	3	3	19	3,2	medium
39	4	4	5	3	3	4	23	3,8	high
40	4	4	3	5	3	3	22	3,7	high
41	4	5	5	5	4	4	27	4,5	high
42	4	2	4	4	3	3	20	3,3	medium
43	4	3	4	3	4	3	21	3,5	high
44	5	5	5	5	3	2	25	4,2	high
45	5	5	5	5	4	3	27	4,5	high
46	4	4	4	4	3	3	22	3,7	high
47	5	4	5	5	4	5	28	4,7	high
48	5	4	4	4	5	5	27	4,5	high
49	4	5	4	5	4	5	27	4,5	high
50	5	5	4	4	5	5	28	4,7	high

## APPENDIX 5

### Interview Guideline to Students

Purpose : To know learning strategies used by first year students of English Education study program of FKIP Universitas Jambi and to reinforce the findings on the questionnaire. This question below is based on the theoretical foundation in Oxford theory in the chapter 2.

<b>aspect</b>	<b>questions</b>	<b>item number</b>
Memory	Do you apply sound or pictures, flashcards, rhymes to remember the target language well in learning English? Give reasons!	1
Cognitive	Do you apply english material through practicing, analyzing, summarizing, taking notes, in learning english? Give reasons!	2
Compensation	Do you apply clues or guess the meaning of information in learning English? Give reasons!	3
Metacognitive	Do you apply planning or arranging in learning english improve your language learning, such as monitoring your learning process? Give reasons!	4
Affective	Do you apply personal motivation to improve the process of learning english? It may be given affect in your learning such as moods, relaxation, etc. Give reasons!	5
Social	Do you studying or collaborating with friends or other people to verify understanding or ask for help? Give reasons!	6
	Which strategy do you use in learning	7

	english, choose question number 1-6 ? Give reasons!	
Total items		7

## APPENDIX 6

### The Interview Transcripts

Student 1

Interview on 23 July 2020

1. Do you apply sound, pictures, flashcards, or rhymes to remember the target language well in learning English? Give reasons!

: Yes, I do. Because with that way I can remember English better.

2. Do you apply English material through practicing, analyzing, summarizing, taking notes, in learning English? Give reasons!

: Yes I do. Because by taking notes I can see the vocabulary in many times.

3. Do you apply clues or guess the meaning of information in learning English? Give reasons!

: Yes I do. Because I guess by guessing I don't need to open the dictionary.

4. Do you apply planning or arranging in learning English improve your language learning, such as monitoring your learning process? Give reasons!

: Yes I do, because with that strategy I can correct my mistakes.

5. Do you apply personal motivation to improve the process of learning English? It may be given affect in your learning such as moods, relaxation, etc. Give reasons!

: Yes I do, because my goal is related to English, so I motivate myself to be enthusiastic about learning.

6. Do you studying or collaborating with friends or other people to verify understanding or ask for help? Give reasons!

: Yes I do, because I can ask what I don't know.

7. Which strategy do you use in learning English, choose question number 1-6? Give reasons!

: The strategies I use is the first strategy, because the sound and pictures are very close to us, such as songs and others, so I am familiar with the first strategy.

Student 2

Interview on 23 July 2020

1. Do you apply sound, pictures, flashcards, or rhymes to remember the target language well in learning English? Give reasons!

: No, I don't. Because I don't really like the things like that.

2. Do you apply English material through practicing, analyzing, summarizing, taking notes, in learning English? Give reasons!

: Yes, I do. I think the things like that more effective to improve my learning skills.

3. Do you apply clues or guess the meaning of information in learning English? Give reasons!

: Sometimes I do and sometimes I don't. Depend on the word before and after.

4. Do you apply planning or arranging in learning English improve your language learning, such as monitoring your learning process? Give reasons!

: Yes, I do. I really like it because it makes my learning more effective and organized.

5. Do you apply personal motivation to improve the process of learning English? It may be given affect in your learning such as moods, relaxation, etc. Give reasons!

: Sometimes I do and sometimes I don't. Depend on my mood.

6. Do you studying or collaborating with friends or other people to verify understanding or ask for help? Give reasons!

: Yes, I do. Because sharing with friends will add my insight.

7. Which strategy do you use in learning English, choose question number 1-6? Give reasons!

: Number 4. Because I really like to arrange or schedule the task or whatever it is, it looks like tidier and pleasing to the eye.

Student 3

Interview on 23 July 2020

1. Do you apply sound, pictures, flashcards, or rhymes to remember the target language well in learning English? Give reasons!

: No, I don't. Because it's hard for me if I use rhymes.

2. Do you apply English material through practicing, analyzing, summarizing, taking notes, in learning English? Give reasons!

: Yes, I do. Because the material will be easy to remember if we continue to practice, analyze, summarize, take notes and describe it.

3. Do you apply clues or guess the meaning of information in learning English? Give reasons!

: Yes, I do. From this way make it easy for me to remember the word.

4. Do you apply planning or arranging in learning english improve your language learning, such as monitoring your learning process? Give reasons!

: Yes, I do. Because it really helps in my learning. so that I don't miss a task.

5. Do you apply personal motivation to improve the process of learning english? It may be given affect in your learning such as moods, relaxation, etc. Give reasons!

: Yes, I do. Sometimes I watch TED videos to stabilize my mood, because there are times when we are lazy.

6. Do you studying or collaborating with friends or other people to verify understanding or ask for help? Give reasons!

: Yes, I do. Because learning from friends is the best choice.

7. Which strategy do you use in learning english, choose question number 1-6 ? Give reasons!

: number 6 and 4 it is relate to me, because I prioritize teamwork and planning.

Student 4

Interview on 23 july 2020

1. Do you apply sound, pictures, flashcards, or rhymes to remember the target language well in learning english? Give reasons!

: Yes, I do. Because interesting and easy to remember.

2. Do you apply english material through practicing, analyzing, summarizing, taking notes, in learning english? Give reasons!

: Yes, I do. Although I prefer to apply english material by watching videos. But taking notes, summarizing the things that is important is an effective way for me to remember and more easy to review the material.

3. Do you apply clues or guess the meaning of information in learning English? Give reasons!

: Yes, I do. Sometime I guess a meaning in english. If I don't understand i will use clue like dictionary.

4. Do you apply planning or arranging in learning english improve your language learning, such as monitoring your learning process? Give reasons!

: Yes, I do. I plan my assignments and arrange the material in learning. so that my learning is well organized and I don't get left behind.

5. Do you apply personal motivation to improve the process of learning english? It may be given affect in your learning such as moods, relaxation, etc. Give reasons!

: Yes, I do. Because I am mood swing. I need a calm when studying.

6. Do you studying or collaborating with friends or other people to verify understanding or ask for help? Give reasons!

: No. I don't. I like to studying alone because it is more focus and calm. But that's oke if studying together sometimes it is also important to exchange ideas with each other. But if asked I prefer to study alone or groups, I prefer to study alone.

7. Which strategy do you use in learning english, choose question number 1-6 ? Give reasons!

: Number 4. By planning the lesson it will be more effective for me to arrange what i have to do in my learning process.

Student 5

Interview on 23 july 2020

1. Do you apply sound, pictures, flashcards, or rhymes to remember the target language well in learning english? Give reasons!

: No, I don't. It wasting the time.

2. Do you apply english material through practicing, analyzing, summarizing, taking notes, in learning english? Give reasons!

: Yes, I do. It is easy for me to capture the material by summarizing.

3. Do you apply clues or guess the meaning of information in learning English? Give reasons!

: Yes, I do. Sometime if I don't really know the meaning but through guessing it will be easy for me to understand the content of sentence.

4. Do you apply planning or arranging in learning english improve your language learning, such as monitoring your learning process? Give reasons!

: Yes, I do. Because by monitoring the learning process it will help me to analyze existing errors and improvement that can be used.

5. Do you apply personal motivation to improve the process of learning english? It may be given affect in your learning such as moods, relaxation, etc. Give reasons!

: Yes, I do. By motivating it can help me to focus on my learning goals.

6. Do you studying or collaborating with friends or other people to verify understanding or ask for help? Give reasons!

: Yes, I do. Because sometimes I don't realize the mistakes I often make, so I need help from others to jugde.



7. Which strategy do you use in learning english, choose question number 1-6 ? Give reasons!

: 4 because it is important for me to organize my learning as well as possible.

Student 6

Interview on 23 july 2020

1. Do you apply sound, pictures, flashcards, or rhymes to remember the target language well in learning english? Give reasons!

: Yes, I do. Because I am easily attracted from an audio and visual aspect and usually easy to remember.

2. Do you apply english material through practicing, analyzing, summarizing, taking notes, in learning english? Give reasons!

: Yes, I do. Because I like to apply it in summary form and write the things that are quite difficult.

3. Do you apply clues or guess the meaning of information in learning English? Give reasons!

: Yes, I do. Because it feels like playing a puzzle and its fun.

4. Do you apply planning or arranging in learning english improve your language learning, such as monitoring your learning process? Give reasons!

: Yes, I do. Because I always make thing to do to in my learning and to manage my time and work to finish on time.

5. Do you apply personal motivation to improve the process of learning english? It may be given affect in your learning such as moods, relaxation, etc. Give reasons!

: Yes, I do. I watch movies that I think are good to motivated my self. Because there are many film and series that provide morals about school life which make me more enthusiastic about studying.

6. Do you studying or collaborating with friends or other people to verify understanding or ask for help? Give reasons!

: Yes, I do, to help improve my understanding I usually colab with friend, but regarding assistance I rarely to ask my friends, because I have to be able to solve it well. Unless I'm stuck and can't do anything else.

7. Which strategy do you use in learning english, choose question number 1-6 ? Give reasons!

: I often use strategy number 4 because I always make a planning to arrange my learning and the thing to do in learning process. because will make it easier for me if I have something to do.

Student 7

Interview on 23 July 2020

1. Do you apply sound, pictures, flashcards, or rhymes to remember the target language well in learning English? Give reasons!

: No, I don't. Because I find it hard to focus so I don't like if there are any sounds when I'm studying.

2. Do you apply English material through practicing, analyzing, summarizing, taking notes, in learning English? Give reasons!

: No, I don't. Because it makes me distracted.

3. Do you apply clues or guess the meaning of information in learning English? Give reasons!

: Yes, I do. Because opening the dictionary is too time-consuming.

4. Do you apply planning or arranging in learning English to improve your language learning, such as monitoring your learning process? Give reasons!

: Yes, I do. Because of that I can learn English orderly.

5. Do you apply personal motivation to improve the process of learning English? It may be given affect in your learning such as moods, relaxation, etc. Give reasons!

: No, I don't. It has no effect on my learning.

6. Do you study or collaborate with friends or other people to verify understanding or ask for help? Give reasons!

: Yes, I do. Because we can correct each other's mistakes.

7. Which strategy do you use in learning English, choose question number 1-6? Give reasons!

: Number 4 because I prefer to make a study plan first to make the things in my learning simple.

Student 8

Interview on 23 July 2020

1. Do you apply sound, pictures, flashcards, or rhymes to remember the target language well in learning English? Give reasons!

: Yes, I do. Because I can remember better with sound in my learning English. For example I like listening to Western music and reading comics in English.

2. Do you apply english material through practicing, analyzing, summarizing, taking notes, in learning english? Give reasons!

: No, I don't. Because I lack in writing or summarizing.

3. Do you apply clues or guess the meaning of information in learning English? Give reasons!

: Yes, I do. Because I like to guess what a word or information. So I can improve my english skills to.

4. Do you apply planning or arranging in learning english improve your language learning, such as monitoring your learning process? Give reasons!

: Yes, I do. Because I like to do that. So everything I do have been planned well. Even more when I do the task.

5. Do you apply personal motivation to improve the process of learning english? It may be given affect in your learning such as moods, relaxation, etc. Give reasons!

: No, I don't. Because usually the motivation come from outside and I rarely to motivate my self.

6. Do you studying or collaborating with friends or other people to verify understanding or ask for help? Give reasons!

: Yes, I do. Because study with friend will be easy and straightforward to express the things that I don't understand.

7. Which strategy do you use in learning english, choose question number 1-6 ? Give reasons!

: 4 because it will be better for my understanding if I have a plan what I would do in my study.