ENGLISH LANGUAGE LEARNING STRATEGIES USED BY LOW ACHIEVERS AT SENIOR HIGH SCHOOL LEVEL

A Thesis

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LETTER OF RATIFICATION

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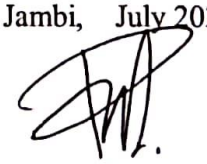

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MOTTO

"Plant your garden and decorate your own soul,

instead of waiting for someone to bring you flowers"

-Jose Louis Borges-

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However, the researcher realizes that this thesis needs to be improved in form of its writing, content, and quality. Hence, further suggestions from readers are expected to make this thesis become better and more valuable to all stakeholders.

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Rimarta Muharani Prastika

ABSTRACT

Prastika, R. Maharani. 2023. English Language Learning Strategies Used by Low Achievers at Senior High School Level. Thesis. Master Program of English Education, Faculty of Teacher Training and Education, Universitas Jambi. Advisors: **Eddy Haryanto S.Pd., M.Sc.Ed, MPP., Ph.D.** and **Dr. Sri Wachyunni, S.S., M.Hum., MA.**

Keywords: *Language Learning Strategies, low achievers, gender, academic major.*

This research aimed to investigate the use of language learning strategies and discover any significant differences in the use of language learning strategies based on gender and academic major at one of the high schools in Muaro Jambi. The design of this research was survey research involving 138 students enrolled in three different classes (language, social science, and natural science). Proportionate stratified random sampling was used in determining the sample of this research.

Moreover, this research employed the Strategy Inventory for Language Learning (SILL) version 7.0 adapted from Oxford (1990) in collecting the data. There were 45 items that consisted of the group of memory, cognitive, compensation, metacognitive, affective, and social strategy. The data collected was analyzed using descriptive statistics including mean, frequencies, standard deviation, and inferential statistics analysis; One-Way ANOVA. The results of this finding investigated that metacognitive strategies (3.42) were the most frequently strategies used by low achievers followed by social strategies (3.41), memory strategies (3.39), affective strategies (3.36), cognitive strategies (3.24), and compensation strategies (3.04).

Moreover, further analysis found that there was a significant difference in the use of overall strategies between males and females learners. Females employed memory, cognitive, metacognitive, affective, and social strategies higher than males. An interesting result showed that males only reached a greater mean score than females in one strategy, namely the compensation strategy.

Furthermore, in regards to LLS and academic majors, no statistical difference was found among academic majors in utilizing overall language learning strategies. The difference only occurred between social science and science students in applying affective and social strategies. In addition, language learning strategies were used more frequently by social science (3.41) followed by language (3.37) and natural science (3.19). In contrast, in terms of the least strategy use, language, social science, and natural science all utilized compensation strategy.

Since the limitation of the data in this current research, future research is recommended to be conducted in an attempt to complete the limitation of sources in this study. Therefore, the information regarding students' language learning strategy would be more accurate and more beneficial to readers.

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CHAPTER I
INTRODUCTION

1.1 Background of the Research

Every learning activity requires a manner or strategy to be adopted in order to be able to reach the main purpose of the learning itself. Therefore, all language learners should prepare and aware of what kind of tools they can use to support their learning. Discussed by Hardan (2013) in his study, 'what' to use for learning and 'how' to use it are included among the important things in the process of learning. However, learning a language is not an easy thing. According to Ranjan & Philominraj (2020) there are several factors that can influence learners and their learning process in language learning. One of the key elements related to the learning progression is the language learning strategies (LLS) used by the learners in their learning process. Moreover, Aziz and Shah (2020) add that language learning strategies are the crucial element that will aid students to identify the effective way to learn a second language. Hence, it seems to be obvious that it is impossible in a process of learning a language learners learn without using learning strategies (Setiyadi, 2016).

There have been numerous studies about language learning strategies. Oxford (1990) defines learning strategy as steps or actions taken by language learners to enhance any aspect of their learning. Referring to Oxford's definition (1990), Setiyadi (2016) states that learning strategies refer to conscious activities since students seem to be aware of what actions or steps they are taking to enhance their learning process to acquire another language. Additionally, there are several classifications of language learning strategy according to Oxford (1990). Those LLS can be classified into direct strategies and indirect strategies. Direct

strategy involves a) *memory strategy*, b) *cognitive strategy* and c) *compensation strategy*. Meanwhile, indirect strategy includes a) *metacognitive strategy*, b) *affective strategy*, and c) *social strategy*.

At senior high school level, language learning strategies are rarely included or even informed by the teacher as one of the materials that learners must pay attention to in the process of learning. Therefore, the students' comprehension regarding what language learning strategy is or what categories are included in is still in the low category of understanding. In addition, students are reported to be not familiar related to the kinds of learning strategies they probably use since none of information regarding LLS have taught to the students.

Furthermore, in senior high school level the students are cognitively considered as a mature individual who is able to manage their learning process. In this level, students receive numerous opportunities to explore their skills in order to improve their capability compared with what have been received during their education in elementary or high school level. However, students at one of senior high schools in Muaro Jambi specifically at the eleventh grade level is still considered as a low achiever of English language. This can be seen from the average score obtained by male and female students within their original English score during 6 months of studying.

Based on the initial observation, the score which students obtained within three times of test is still unable to reach the standard minimum criteria (KKM). This phenomenon occurs in all academic major (language, social science, and natural science). Being asked about their low performance in learning English, some of students say that they are not really interested in learning English which

then bring them to put just a little effort to learn English. The small amount of effort the students put on their learning process however reflects on their low achievement in English score. Meanwhile, the other students report that they don't have much amount of exposure to the English language.

The phenomena found in the school being studied encourage the researcher's interest to conduct a research regarding LLS. One major factor behind this is due to a limitation of research on LLS which is done in the area of this study. A substantial amount of research regarding language learning strategy of Indonesian speakers has been conducted frequently by formers studies, but Muaro Jambi has very limited study in this area. Considering this fact, the writer perceives that there is a need to do this investigation. By conducting this study, the information regarding students' learning strategy will be provided. In addition, research on LLS specifically some research used as related studies in this study are mostly done in tertiary level. On the contrary, this study will be conducted for students in senior high school.

Therefore, regarding to the phenomena and preliminary observation results, the researcher is interested in conducting a research entitled "*English Language Learning Strategies Used by Low Achievers at Senior High School Level*" to investigate LLS used by low achievers and examine the differences of LLS used based on gender and academic major at one of senior high schools in Muaro Jambi.

1.2 The Research Questions

There are two research questions formulated in this research which can be seen in the following:

1). What are language learning strategies used by students at one of senior high schools in Muaro Jambi?

2). Is there any significant differences in the use of LLS according to gender and academic major at one of senior high schools in Muaro Jambi?

1.3 The Purpose of the Research

The purposes of this research are described as follows:

1) To investigate the language learning strategies used among students at one of senior high schools in Muaro Jambi

2) To discover any significant differences in the use of LLS based on gender and academic major at one of senior high schools in Muaro Jambi

1.4 Limitation of the Research

Particularly, this research was limited to investigate the use of language learning strategies used by low achievers. Additionally, the writer limited the study on low achievers in language, social sciences, and natural sciences of eleventh grade at one of senior high schools in Muaro Jambi. Moreover, this study focused on the Strategy Inventory for Language Learning proposed by Oxford (1990).

1.5 The Significance of the Research

By conducting this research, the researcher hopes that the findings of this research will share useful insights for some aspects of education especially in teaching English for students in senior high school level. Specifically, for student side this study is expected to find out their language learning strategies in learning English. By knowing their preferences on learning strategies, students are able to know how to deal with the learning activity by maximize their strategies during the process of learning. On the other hand, for an English teacher this study can be

sources of information regarding the students' language learning strategies in order to develop suitable lesson plan or teaching strategies to be implemented in the classroom.

1.6 Definition of Key Terms

The definition of key terms are presented by the writer in order to achieve a better understanding and to avoid misinterpretation regarding the key terms employed in this study. The following section is the details definition of key terms used:

a. Learning Strategies

Learning strategies denote to particular actions or ways of thinking that students employ to improve their acquisition of a second language.

b. Direct Strategy

Direct strategies are strategies that directly contribute to language learning and require target language mental processing. Direct strategies include memory, cognitive, and compensation strategy.

c. Indirect Strategy

Indirect strategies focus more on organizing learning through activities that let students control their thought and emotions. Indirect strategies involve metacognitive, affective, and social strategy.

d. Low Achievers

Low achievers in this study refer to students at eleventh grade whose scores are under the standard minimum criteria (KKM).

1.7 Research Hypotheses

The followings are the research hypotheses formulated in this study:

1. H_o1 : there is no significant difference in the use of language learning strategies based on gender

   H_a1 : there is a significant difference in the use of language learning strategies based on gender

2. H_o2 : there is no significant difference in the use of language learning strategies based on academic major

   H_a2 : there is a significant difference in the use of language learning strategies based on academic major

CHAPTER II
REVIEW OF THE RELATED LITERATURE

2.1 Language Learning Strategy

The process of learning is closely related to language strategy where the achievement of language is affected by a process which called as learning strategy. Learning strategies as what Oxford (2017) argued has numerous definitions and has spurred debates in academic journals and accross continents. Comprehending the definition of learning strategies leads us to go back to the definition of the word '*strategy*'. The word '*strategy*' comes from the Greek word '*strategia*' which denotes to generalship or the war of art. Brown (2007) perceives strategy as specific 'attacks' that a person makes on a certain issue, and it greatly varies within each individual.

Moreover, in presenting the definition of learning strategy, Oxford (1990) defines learning strategies as the steps students take to enrich their own learning. Afterward, Oxford (1990) asserts that strategies are essential for language learning because they serve as instruments for active, self-directed involvement, which is crucial for the growth of communicative competence. In line with Oxford (1990) as explained by O'Malley and Chamot (1990), the term 'learning strategy' refers to people's unique ideas or actions that help them understand, pick up, or retain new knowledge or a foreign language.

As we have seen formerly, language learning strategy becomes an essential element in a process of learning or acquiring a second language. Previously, several definitions of language strategy have been stated by some experts. Learning strategy, therefore, can be terminated as the ways, stages or steps, and

behaviors employed by language learners to amplify and facilitate them in acquiring new information.

Furthermore, the investigation regarding types of language learning strategies has been extensively explored by numbers of experts. Setiyadi (2016) asserts that different researchers on learning strategies in second language acquisition utilize distinctive terms and different ways of investigation. Supported by Hardan (2013) who argues that the term 'learning strategy' has different meanings and researchers have interpreted it in many ways. Additionally, there are several numbers of attempts done in assorting language learning strategy into meaningful classification. Basically, four major studies about types of language learning strategy as presented in Setiyadi (2016) will be reviewed in the following section.

The earlier study regarding language learning strategies can't be separated from the work of Rubin in 1970s when he attempts to assort or categorize the strategies employed by good language learners on their way of gaining a second language. This leads Rubin (1975) to conduct observation and further list learning strategies into seven categories: 1) a good language learner is indicated by the ability to have willingness and to be an accurate guesser, 2) a good language learner has strong drive to learn through communication, 3) a good language learner has alacrity to make mistakes in order to learn and assemble communication, 4) a good language learner must have willingness in looking for patterns in language and focusing on the form in a specific way, categorizing, analyzing, and synthesizing, 5) a good language learner always practices, 6)

practice pronouncing words or composing sentences, 7) a good language learner monitors his own and the speech of others.

Moreover, various number of learning strategies have grown broadly following the earlier study conducted by Rubin in 1975. Two classifications of language learning strategy then have been developed by Oxford (1990). She distinguishes language learning strategy into two different terms specifically *direct strategies* and *indirect strategies*. Further, direct strategies here is argued as strategies which directly involve the target language. Memory, cognitive, and compensation strategies additionally classified into direct strategy. On the other hand, indirect strategy refers to the process of assissting and managing language learning without involving the target language directly. This indirect strategies include three strategies namely metacognitive, affective, and social strategy.

Later, O'Malley and Chamot (1990) categorize learning strategies into metacognitive, cognitive, and social/affective strategy. Metacognitive abilities are regarded as a higher order and can involve organizing, supervising, or assessing how well a learning activity went (Brown, et al 1983 in O'Malley and Chamot, 1990). Cognitive strategy is thought to be a direct manipulation of incoming information with the purpose of enhancing learning. Meanwhile, social/affective strategy refers to a broad category that encompasses both interpersonal interaction and ideational control over affect.

According to Brown's (2007) taxonomy of language learning strategies, there are normally three main categories that language learning strategies fall under. These three main categories are commonly known as metacognitive, cognitive, and socio affective strategies. According to Brown (2007), According

to Brown (2007) metacognitive strategy refers to an executive function strategy that involves preplanning for learning reflecting on the learning process, keeping track of one's output or comprehension and evaluating learning once an activity is finished. Conversely, cognitive strategies are more task-specific while socio-mediating action is the focus of socio-affective strategy.

In summary, some kinds of language learning strategies differentiated by earlier researchers have been presented previously. From the four experts's perspective, they mostly perceive language learning strategy into similar classification. Three experts namely O' Malley and Chamot (1990) and Brown (2007), equally classify language learning strategies into three types. Those are metacognitive, cognitive, and socio affective strategy. Additionally, another expert on LLS, Oxford (1990) assorts language learning strategies into direct strategy (memory, cognitive, compensation) and indirect strategy (metacognitive, social, affective).

Accordingly, in this research, the author attempts to adapt Oxford's classification of language learning strategy which is best known as (SILL) or *Strategy Inventory for Language Learning*. Ofxord's language learning strategy is considered to be used to complete previous experts who did not include memory and compensation strategy as Oxford (1990) offered.

2.2 Oxford's Language Learning Strategy

This current research will employ *Strategy Inventory for Language Learning* (SILL). SILL is best known as theory of language learning strategies as a work from Rebecca Oxford in 1990. According to Oxford (1990), language learning strategies are assorted into direct and indirects strategies. The classification of

language learning strategies based on Oxford (1990) can be seen in the following table:

Table 2.1 Language Learning Strategies by Oxford (1990)

Learning Strategies	
Direct Strategy	Indirect Strategy
Memory	Metacognitive
Cognitive	Affective
Compensation	Social

2.2.1 Direct Strategy

Oxford (1990) defines direct strategy as language learning strategy which directly involves direct learning and use of the target language. In addition, she also asserts that all direct strategy demand linguistics processing in the minds. Direct strategy involves memory, cognitive, and compensation strategy. However, the process and purposes of these three direct strategies are different. The following is further explanation regarding each category of direct strategy.

A. Memory Strategy

Coming up as one of the elements in direct strategies, memory strategy seems to be a useful tool to be employed in a process of learning a language. Oxford (1990) has developed memory strategy into four sets. Those four sets of memory strategy are divided into *applying images and sounds, creating mental linkages, reviewing well, and employing actions*. Oxford (1990) then further classifies and describes each set into more comprehensive description as can be seen in the following section.

The first set of memory strategy is *applying images* and *sounds*. Applying images and sounds enable language learners to use imagery, keyword, semantic

mapping, and represent sound in memory (Oxford, 1990). In this set of memory strategy, language learners are mostly use their visual imagery through pictures to remember words or expression. Beside, the process of memorizing the new word is also can be done by employing auditory and visual links where learner identify a familiar word found in one's language that sounds like a new word.

The second set of memory strategy is *creating mental linkages*. This set of memory strategy includes *grouping*, *associating* or *elaborating*, and *using context*. Grouping in memory strategy deals with the process of making classification or reclassification of language material into meaningful units. To do grouping in memory strategy, it is possibly based on words type, topics, practical functions, linguistic functions, similarity, opposition, and so on (Oxford, 1990). Meanwhile, regarding the term of association or elaboration in memory strategy, Oxford (1990) refers it into a step of relating new language information received into concepts that have already inside a learner's memory. The following types of strategy involve putting new words into context. Through this kind of memory strategy, learners can incorporate a word or phrase into a meaningful sentence or story which easier them in memorizing.

The third set of memory strategy listed by Oxford (1990) is *reviewing well*. In this strategy, there is only one element included which is structured reviewing. In structured review, language learner looks or reviews the new target language more than once. The objective of this is to make learner become familiar with the information they are looking for.

Employing action is the last set presented in memory strategy. Two strategies of 'employing action' namely *using physical response/sensation* and *mechanical*

tricks are involved. In addition, these two strategies encourage learner to do movement or action. In physical response or sensation, learner is physically enacting a new expression by, for example, heading to the door or connecting a new expression to a physical emotion like warmth. On the other hand, using mechanical technique means that including a way to move or change concrete thing in order to be able to memorize new information of target language.

B. Cognitive Strategy

Following its former strategy in direct strategies, cognitive strategy is important in learning a new language aims to manipulate or transform the target language by the learner (Oxford, 1990). In cognitive strategy Oxford (1990) classifies four sets of strategies specifically *practicing, receiving and sending messages, analyzing and reasoning*, and *creating structure for input and output*. Oxford (1990) further describes each explanation toward these four sets which can be seen in the following section.

According to oxford (1990) the first set of strategy in cognitive strategy is *practicing* which includes five numbers of specific strategies. *Repeating* becomes the first specific strategy in 'practicing' which means to say/do something or to imitate native speakers for several times. The second strategy is *formally practicing with sounds and writing systems*. It pertains to working on the target language's new writing systems and pronunciation, intonation, or register. Another strategy is *recognizing* and *using formulas and patterns* meaning to be aware of the unanalyzed units and unanalyzed patterns. Recombining stands as the fourth strategy aims to combine or link a phrase with another in an entire sentence. The final strategy is *practicing naturally*. This is where a learner

attempts to practice the new language in natural settings such as reading a book, listening to lecture, or writting a letter.

The second set of strategies in cognitive strategy are *getting the idea quickly* and *using resources for receiving and sending messages.* In getting the idea quickly, learners can employ skimming which aid them in determining the main ideas and scanning which assist learners to look at the specific details. On the other hand, learners may use variety of sources in form of print or non-print resources in comprehending or producing messages or meaning.

The third set of cognitive strategy is *analyzing and reasoning.* This strategy focuses on logical analysis and reasoning which involves five strategies in specific. Those are *reasoning deductively*, *analyzing expressions*, *analyzing contrastively*, *translating* and *transferring*. Reasoning deductively as the first strategy is best known as top-down strategy meaning to lead from the general one into a specific one. The second strategy is analyzing expressions which done through breaking the new expression down into parts in order to determine the meaning of the entire expression. The third strategy is analyzing contrastively aims to compare different elements such as sounds, vocabulary or grammar. In addition, translation stands as the fourth strategy which refers to two terms namely converting expressions of target language into the native language or converting the native language into the target language. The last strategy is transferring which deals with the process of implementing words, concepts or structures into another language.

The fourth set of strategy in cognitive strategy is creating *structure for input and output*. In this set, three strategies are involved. Those three are *taking notes*,

summarizing and *highlighting.* Taking notes may be done through writing the main ideas or specific points down. Meanwhile, summarizing refers to transforming a longer passage or abstract into summary. While highlighting focuses on essential information found in passage by applying several techniques such as underlining starring or color-coding.

C. Compensation Strategy

Clarified by Oxford (1990), there are ten compensation strategies exist which then divided into two categories namely *guessing intelligently in listening and reading*, and *overcoming limitations in speaking and writing*. The former category, guessing intelligently in listening and reading, denotes to two distinctive clues which are linguistic and nonlinguistic. Language learners use linguistics clues to make educated guesses about the meaning of what they have heard or read in the target language. On the other hand, learners may also infer meaning from other cues that are not language based (nonlinguistic). There are several sources of non-language clues which consist of knowledge of context, personal relationship, situation, topic, text structure or general world knowledge (Oxford, 1990).

The second set continuing its former, guessing intelligently in listening and reading, is *overcoming limitations in speaking and writing*. In this set, there are eight numbers of strategies used to overcome learners' limitations in speaking and writing. These eight strategies are 1) switching to the mother tongue, 2) getting help, 3) using mime or gesture, 4) avoiding communication partially or totally, 5) selecting the topic, 6) adjusting or approximating the message, 7) coining words and 8) using a circumlocution or synonym.

2.2.2 Indirect Strategy

Oxford (1990) defines indirect strategies as methods for managing and facilitating language acquisition that do not directly use the target language. Indirect strategies are clustered into three categories which are best known as metacognitive, affective, and social strategy. Each strategy has distinctive functions. Breaking each strategy into specific, the following is the section to broadly explain about each category of indirect strategy.

A. Metacognitive Strategy

Metacognitive strategies are divided into three sets of strategies. Those are *centering young learning, arranging and planning young learning,* and *evaluating your learning.* Oxford (1990) provides further detailed explanation to each set of metacognitive strategy as can be seen in the following section.

The first set in metacognitive strategy is *centering your learning*. According to Oxford (1990), there are three sets of strategies involved in this strategy which *overviewing and linking with already known material, paying attention,* and *delaying speech production to focus on listening.* The first strategy in centering your learning is overviewing and linking with already known in material. It encourages learners to have comprehensive overview toward key concept, principle, or set of materials and associate it with what they have already known before. The second strategy is paying attention which allows language learners to pay their attention in general or specific language learning. The last is *delaying speech production to focus on listening* aims to postpone either totally or particularly the production of speech in new language.

Coming up as the second set of metacognitive strategies, *arranging and planning your learning* aims to assist language learners in organizing and planning many areas of language learning. Six strategies including 1) finding out about language learning, 2) organizing, 3) setting goals and objectives, 4) identifying the purpose of a language task, 5) planning for a language task and 6) seeking practice for opportunities are found in this type of metacognitive strategies.

The last set of strategies in metacognitive strategies is *evaluating your learning*. Evaluating your learning involves two strategies which are called as self-monitoring and self-evaluating. The former strategy refers to making an identification of errors in a production of the new language including tracing their source of errors. The later aims to make an evaluation toward learners' progress in learning a new language. In addition, both self-monitoring and self-evaluating leads learners to purposefully checking for their language performance.

B. Affective Strategy

According to Oxford (1990), affective strategies relates to learner's attitudes, emotions, values and motivations. In addition, Oxford (1990) argues that learner's affective side is one of the factors affecting the success or failure of learner in learning a language. This may be happened because learners with affective side are able to help manage their attitudes and feeling towards learning. Three numbers set of strategies have been developed in affective strategies. These three set of strategies are *lowering your anxiety, encouraging yourself,* and *taking your emotional temperature*.

Lowering your anxiety is the first strategy presented in affective strategy. There are several activities proposed by Oxford (1990) to lower or minimize the level of learner's anxiety. There are three suggested activities which involve *using progressive relaxation, deep breathing, or meditation, using music,* and *using laughter*. Using progressive relaxation, deep breathing or meditation allows learners to make their muscles and mental feels relax. Another relaxing activity for learners is listening to classical or ballet song. In addition, using laughter may also reduce learner's anxiety which helps the learners feel relax when they watch funny movies, listen to jokes or read humorous books (Oxford, 1990).

The second set of strategies in affective strategies is *encouraging your self*. Oxford (1990) further suggests three strategies which may be very helpful to encourage oneself in the language learning process. The first strategy is making or saying positive statements which can enhance the confidence level of learners during acquiring a new language. The second strategy in encouraging oneself is ability to take risk wisely. This strategy leads learners to be brave in doing language task eventhough the chances for making mistakes are still there. The last one is rewarding yourself aims to give appreciation after doing great things in learning a new language.

Taking the emotional temperature stands as the last set of strategy in affective strategy. Explained by Oxford (1990), taking the emotional temperature assists learner to manage their negative feelings, motivations, or attitudes relating to language tasks. Moreover, four strategies are proposed in this set. These four strategies are then divided into: 1) listening to your body, 2) using a checklist, 3) writing a language learning diary, and 4) discussing feelings with someone else.

C. Social Strategy

Defined by Oxford (1990), social strategy is a kind of strategies which include communication in the form of social behaviour among interlocutors. Involving other people is the characteristic of social strategies where learners of one language may asking for questions, corrections or suggestions. In addition, social strategies are categorized into three specific strategies. These three are *asking questions, cooperating with others, and emphasizing with others*.

The first set of strategy in social strategy is *asking questions*. Asking questions here denotes to the chances received by learners to ask through two ways which are *asking for clarification or verification* and *asking forcorrections* (Oxford, 1990). In this specific strategy, learners may ask the teacher, native speaker or other proficient learners to verify, clarify and evaluate their language learning performance in order to enhance their language comprehension.

Cooperating with others is the second strategy in social strategy. According to Oxford (1990), cooperating with others may be classified into two strategies namely *cooperating with peers* and *cooperating with proficient users of the new language*. Through cooperating with peers, learners may have chance to interact and practice with language learning partner in form of a pair or in a small group. On the other hand, the opportunity to collaborate with other proficient users of new language can be gained by learning with native speakers beyond the language classroom.

The last type of social strategy is *emphasizing with others*. In this type of strategies, two specific strategies are suggested which are best known as *developing cultural understanding* and *becoming aware of other's thoughts and*

feelings (Oxford, 1990). For the first suggested strategy, developing cultural understanding, learners try to empathize with others by studying about their culture in order to comprehend how that culture relates to their own. The second strategy, aware of other's thoughts and feelings, enables language learners to observe other people behavior and think of it as their possible act to express their opinions or feelings.

2.3 Overview of Lower Achiever

Chakrabarty and Saha (2014) define low achievers as a group of students who are unable to receive a certain grade. Low achievers are reported to face difficulty to gather and master both receptive and the productive skills in term of second language acquisition. This situation emerges due to most of low achievers are less of learning enthusiasm which lead them to the failure in catching the essence of language learning. Moreover, since a low achiever is a lack enthusiasm learner, they much more have no definite purpose or desire in perceiving English as an essential universal language. These may affect a low achiever learner to have a low performance on their communicating task.

Furthermore, Cheng (2014) discusses that low achievers face a number of challenges in their quest for academic, interpersonal, and social success. In purpose to overcome this problem, Cheng (2014) additionally suggests teachers to respond to the learners' needs by establishing individually responsive learning consisting of a multitude of teaching techniques to prevent students from falling in the classroom in the future.

In addition, low achiever has several characteristics in which these characteristics reflect or label them into 'a low achiever' learner. As outlined by

Cheng (2014) a low achiever seems to have a low performance at school, unable to manage their schoolwork, lack in motivation and self-control and learner who does not believe on their own capability to conquer the difficulties they face.

Multiple reasons behind a low achiever has extensively been exposed. As further discussed by Chakrabarty and Saha (2014), students who get branded as "low achievers" in learning a target language may be resulted from teachers' lack of acute experimental strategies. This is in with the preliminary observation conducted by the researcher who found that low achiever generally can't identify their kinds of learning strategies during the process of learning English language. Additionally, according to study conducted by Souriyavongsa et al. (2013) there are factors that contribute to students' low performance including faculty curriculum design, a lack of English teachers, and students' lack of motivation.

Furthermore, a study from Habok and Magyar (2018) show that low proficient learners avail themselves a lower range of strategies use than high proficient students. In addition, as discussed by Khaldieh (2000), Wu (2008), and Rao (2016) as cited in Habok and Magyar (2018) compared to less proficient learners, more proficient students used LLS more frequently and a wider variety of methods overall. It means that low achiever learner seems to not significantly use strategies in a process of learning a language.

2.4 Gender and Academic Major in Language Learning Strategies

Despite the fact that some learning practices are thought to be effective or efficient, not all students can employ them because of personal issues and other variables, including gender differences. French 2011 in Mahmud and Nur (2018) stated that studies examining gender disparities in learning strategy research are

essential since it is believed that male and female are different. A study done by Ho and Luan (2016) showed gender differences in language learning strategy where female employed more strategies compare with male. Similarly, a study conducted by Ranjan and Philominraj (2020) also showed that female used more learning strategies rather than male.

Concerning academic major, as described by Rianto (2020), previous research generally revealed that there was a relationship between academic major and students' preference on language learning strategies. Students in humanitites, social sciences, and education programs are more likely to use language learning strategies and choose independent and functional practice than students in other area (Rianto, 2020). The adoption of proper language learning strategies is thought to have favorable impact on language learning success, hence further research is required to better understand this topic.

2.5 Previous Studies

The current research conducted is inspired by former study done by Razak and Babikkoi (2014). The research entitled "*English Language Learning Strategies of Malaysian Secondary School Students: Implication for Inter-Cultural Communication"* involved 180 students from public secondary schools in Johor. Oxford's Strategy Inventory for Language Learning (SILL) was employed in attempt to collect the data. The data further was analyzed statistically by running SPSS. Thus, the finding of this research revealed that affective strategies were the most frequently strategies employed by the students. On the other hand, compensation strategy was the least frequently strategies that students used.

Another previous research entitled "*Language Learning Strategies among Vietnamese EFL High School Students*" was done by Lem (2019). Aimed to examine the high schools students' LLS, this study involved 83 tenth-grade students consisted of 27 males and 16 females at one of high schools in Vietnam. In attempt to collect the data, the Strategy Inventory for Language Learning (SILL) by Oxford (1990) was employed. The questionnaire was translated into Vietnamese and administered through Google Forms. Descriptive statistics, bivariate correlation, and independent t-test were run in the process of analyzing the data. As a result, the findings of this study revealed that the frequency of language learning strategy used by high school learners was in the medium level. In addition, metacognitive strategy was found as the most frequently strategies employed by learners. On the contrary, learners employed affective strategy as the least strategies use.

Another study was conducted by Mulyani, Suherdi, and Sundayana (2020) with the title "Indonesian Islamic Senior High School Students' English Learning Conceptions and Strategies". The objective of this research was to identify students' conceptions and learning strategies. 209 students from an Islamic Senior High School at a Pesantren in Bandung were participated in identifying learners' learning strategies. Oxford's *SILL* (Strategy Inventory for Language Learning) version 7.0 was used in collecting the data toward student's language learning strategies. The findings of this research found that metacognitive was the most frequently strategy used by the students in learning English.

Similarly, Kamiri et al. (2022) conducted a study entitled "*Language Learning Strategy Used among Secondary School ESL Students*" involving 38

secondary school students from four different high schools in Malaysia. The participants of this study were selected through purposive sampling technique. To obtain the data, this study employed Strategy Inventory for Language Learning (SILL) adapted from Oxford (1990). The SILL questionnaire was administered by sending a Google Form link to the respective English teachers to distribute it to the respondents. Moreover, descriptive analysis was run in the process of analyzing the collected data. The results of this study found that metacognitive strategies were the most widely used strategies employed by learners. In contrast, memory strategies were found as the least strategies utilized by the students.

In line with the previous research, Taheri et al. (2020) conducted a research with the title "*Investigating the Relationship between Iranian EFL Learners' use of Language Learning Strategies and Foreign Language Skills Achievement*". This study aimed to examine the relationship between EFL learners' use of language learning strategies and the extent to which they reach foreign language skills. This research also investigated the possible differences regarding the frequency and types of learning strategies between high and low achieving learners. The participants of this study were 120 Iranian EFL learners. The data has been collected through employing Strategy Inventory for Language Learning (SILL) and conducting semi-structured interviews. The findings of the qualitative analysis indicated that majority of EFL learners perceived the use of language learning strategies as advantageous. Moreover, the results of this research clarified that high achievers mostly applied compensation, affective, and cognitive strategy. On the other hand, low achievers used social, metacognitive, and memory strategies more frequently compared with the other strategies.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

According to Creswell (2009) research designs are research plans, directions, or procedures involving methods in collecting the data, analysis and interpretation regarding the topic being studied. This current research therefore utilizes case quantitative study as the design of the research. Quantitative study is selected due to the respondents' respond toward language learning strategy is in the form of numbers, so the data can be clearly communicated through statistics and number. Therefore, in attempt to obtain the data the researcher collects the quantitative or numbered data by administering closed-ended questionnaire.

3.2 Time and Setting of the Research

The researcher conducted this study at one of senior high schools in Muaro Jambi. It is specifically located at Jambi Luar Kota, Muaro Jambi, Jambi Province. In addition, this study was conducted for eleventh grade students in language, social science, and natural science class in academic year 2022/2023. These participants were selected by considering their similar ability on English.

3.3 Population and Sample

This section will explain about population and sample of the research.

3.3.1 Population

According to Creswell (2012), a population is a term used to describe a group of people who share certain traits or attributes. Additionally, Creswell (2012) argues that population can be small or large which consisted of group of individuals with several common characteristics that can be identified by the

researcher. In this study, the population is the eleventh grade students in science, social science and language class at one of senior high schools in Muaro Jambi in academic year 2022/2023. There are three classes in science major, three social science classes, and one language class for eleventh grade level. The total population of the eleventh grade are 212 students which can be seen as follows:

Table 3.1 The Population of the Research

No.	Class	Students
1	XI MIPA 1	30
2	XI MIPA 2	32
3	XI MIPA 3	30
4	XI IPS 1	30
5	XI IPS 2	30
6	XI IPS 3	32
7	XI Bahasa	28
Total		212

Source: Administration of High School being studied

3.3.2 Sample

Defined by Creswell (2012), sample is a specific group that we assess to collect or obtained the data from which can be representatives of the total population in the subject being studied. In this study, the researcher selects the sample by using proportionate stratified random sampling. According to Cohen, Manion, and Morrison (2007) by using proportionate stratified random sampling, the researcher is able to divide the population into homogenous groups which contain subjects with similar characteristics.

Furthermore, in measuring the number of sample on this study, the researcher used Slovin's formula with standard error 5% (0.05). The Slovin's formula was shown as followed:

$$n = \frac{N}{1 + Ne^2}$$

Explanation:

n = number of sample

N = population

e = error rate 5% (0.05)

The total population of this research was 212 students divided into seven classes. Thus, the calculation for the sample shown as followed:

$n = \frac{212}{1+(212)(0,05)^2}$

$n = \frac{212}{1,53}$

$n = 138.$

Therefore, the sample would be 138 students. By using proportionate stratified sampling, it should calculate the strata from seven classes (XI MIPA 1, XI MIPA 2, XI MIPA 3, XI IPS 1, XI IPS 2, XI IPS 3, and XI Bahasa). The calculation could be seen in the following table:

Table 3.2 The Sample of the Research

Class	Calculation of Proportionate Stratified Sampling	Result
XI MIPA 1	30/212 x 138	20
XI MIPA 2	32/212 x 138	20
XI MIPA 3	30/212 x 138	20
XI IPS 1	30/212 x 138	20
XI IPS 2	30/212 x 138	20
XI IPS 3	32/212 x 138	20
XI Bahasa	28/212 x 138	18
Total		138

Table 3.3 The Distribution of Respondents Based on Gender, Age, and Academic Major

			Frequency (n)	Percentage (%)
Gender	Male		51	37
	Female		87	63
		Total	138	100
Age	15 years		3	2.2
	16 years		79	57.2
	17 years		52	37.7
	18 years		4	2.9
		Total	138	100
Classes	XI BAHASA		19	13.8
	XI IPS 1		19	13.8
	XI IPS 2		23	16.7
	XI IPS 3		17	12.3
	XI MIPA 1		20	14.5
	XI MIPA 2		23	16.7
	XI MIPA 3		17	12.3
		Total	138	100

Based on the data collected after distributing the questionnaire, the total sample of this research was 138 respondents. Specifically, female respondents slightly outnumber male respondents, accounting for 87 (63%) as against 51 (37%), respectively. Moreover, the majority of the respondents were from the age group of 16 years old (79 respondents), 17 years old (52 respondents), 18 years old (4 respondents) and the least respondents coming from the age group of 15 years old (3 respondents).

In terms of academic major and class, XI MIPA 2 and XI IPS 2 similarly got the highest number of respondents, 23 students (16.5%). XI MIPA 1 consisted of 20 students (14.5%), followed by XI Bahasa and XI IPS which similarly consists of 19 students (13.8%). Meanwhile, XI IPS 3 and XI MIPA 3 were represented by 17 students (12.3%) respectively.

3.4 Instrument of the Research

Collecting students' performance, learning strategies, or attitude all involve one term called as instrument. Fraenkel, Wallen and Hyun (2009) defines instrument as a tool or device that can be employed by researcher to obtain the data from the research sample. Additionally, there are several numbers of research instruments as proposoed by Fraenkel, Wallen and Hyun (2009) such as interview, observation forms, questionnaires, achievement, and performance tests. Furthermore, Creswell (2012) argues that researcher may use three options to obtain an appropriate instrument. The three options suggested are first developing the instrument by researchers themselves, locating and modifying the instrument, or locating and using the existing instrument in its entirety.

In this study, closed questionnaire was used as the instrument of the research in investigating students' language learning strategies. According to Cohen, Manion, and Morrison (2014) closed questionnaire prescribes the range of responses from which respondents may select. The researcher used a closed questionnaire adopted from Oxford (1990) namely Strategy Inventory for Language Learning (SILL) version 7.0 which was translated into Indonesian version. This is in line with Creswell (2012) who argue that researcher is acceptable to use one existing questionnaire that has located in the literature.This kind of questionnaire has also been extensively used in the previous studies stated in the chapter II. This is also motivated the researcher to take the same instrument to investigate the students' language learning strategies.

Originally, the Strategy Inventory for Language Learning (SILL) consists of 50 items which are categorized under 6 categories namely memory, cognitive,

compensation, metacognitive, affective, and social strategy. However, after testing the validity and reliability, it was found that there were 5 invalid items which then deleted by the researcher. As a result, only 45 items of questionnaire were included in this research. To specify, the 45 items were classified under the six group of classification, memory strategy consist of 9 statements, cognitive strategy consist of 12 statements, compensation strategy consist of 4 statements, metacognitive strategy consist of 9 statements, affective strategy consist of 6 statements, and social strategy consist of 5 statements. Totally, there are 45 items of statements with 5 possible options included in *SILL*.

Oxford (1990) additionally developed the options toward each statement by using five-point Likert Scale. Number 1 (never or almost never true of me), number 2 (usually not true of me), number 3 (somewhat true of me), number 4 (usually true of me), number 5 (always or almost true of me). Furthermore, to measure the students' language learning strategies, the respondents are assigned to give checklist on the number 1,2,3,4, or 5 which indicates how true each statement is for them.

Table 3.4 The Number of Items in the Questionnaire

No.	Learning Strategies	Total of Items	Number of Items
1	Memory	9	1,2,3,4,5,6,7,8,9
2	Cognitive	12	10,11,12,13,14,15,16, 17,18,19,20,21
3	Compensation	4	22,23,24,25
4	Metacognitive	9	26,27,28,29,30,31,32,33,34
5	Affective	6	35,36,37,38,39,40
6	Social	5	41,42,43,44,45

In addition, this research implements a scale of strategy usage developed by Oxford (1990) to classify the level of use of language learning strategies among

students. The scale of strategy usage which consists of three levels can be seen in the following table:

Table 3.5 Strategy Usage Results Profile Key

Strategy Usage Results Profile Key		
High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

Source: Oxford (1990)

3.5 Test of Validity and Reliability

3.5.1 Validity

According to Frankel, Wallen and Hyun (2009) the term "validity" describes the accuracy, significance, and appropriateness of the inferences that researchers draw from the data they have obtained. In other words, the researcher conducts the validity to check the accuracy of each item being used in the instrument of the research.

The Strategy Inventory for Language Learning (SILL) has been extensively used and checked for its validity and reliability for multiple times. Although the questionnaire has been tested by previous studies, it is unclear whether the questionnaire can successfully investigate the students' language learning strategies in Indonesia, specifically in Muaro Jambi. By considering this reason, however, the researcher still needs to check for its validity and reliability of the instrument. Regarding to this research, the pilot study was administered to 20 students. It aimed to test the validity of the instrument before it was being

given to the real respondents. The researcher additionally ran SPSS 25 with pearson correlation in attempt to find out the validity of the instruments.

The number of sample participating in validity test was 20 students. According to Frankel, Wallen and Hyun (2009) the item of the questionnaire for 20 participants is valid if the r-result (coefficient correlation) is higher than 0.444 with significant value 5% (0.05). The result from the calculation of validity test however showed the number of coefficient correlation for 5 items were less than 0.444. These 5 items therefore labeled as invalid items. Originally, the invalid items were item number 14, 16, 24, 28 and 47. The researcher then deleted the invalid items and did not include the invalid items to the questionnaire given to the real respondents. The detail number of validity test result could be seen in Appendix II on page 72.

3.5.2 Reliability

Frankel, Wallen and Hyun (2009) define reliability as the score's consistency. It focuses on how consistent they are from one administration on an instrument and from one set of objects to another for each individual. Brown (2003) argues that reliability refers to the situation when you give the same test to the same students on two distinctive situations the test should yield similar results.

In this research, the reliability of the item is analyzed by applying cronbach alpha. In addition, Franken, Wallen and Hyun (2009) discuss that if the alpha value is within .70 - .00 meaning that the reliability of the item is reliable. Furthermore, the researcher uses a reliability category proposed by Fisher (2007) as cited in Mohamad et al (2015) as follows:

Table 3.6 Rating Scale of Reliability

Pearson and Item Measurement Reliability	
Poor	<67
Fair	.67 - .80
Good	.81 - .90
Very Good	.91 - .94
Excellent	>.94

From the calculation of reliability test as shown in the table below, it was found that the r-table for 50 items was 0.963. It could be seen that the instrument is reliable because the Cronbach's Alpha is more than 0.70 (0.96 > 0.70) and it is in excellent category. Further calculation was also conducted to measure reliability item for each learning strategy. The number of cronbach's alpha for memory (0.932), cognitive (0.863), compensation (0.841), metacognitive (0.913), affective (0.896), and social (0.888) all showed that the item for each element of learning strategy was reliable.

Table 3.7 Reliability Results of Overall and Each Learning Strategy

Reliability Statistics			
Language Learning Strategy	Cronbach's Alpha	N of Items	Category
Memory	0.932	50	Very Good
Cognitive	0.863	50	Good
Compensation	0.841	50	Good
Metacognitive	0.913	50	Very Good
Affective	0.896	50	Good
Social	0.888	50	Good
Overal LLS	0.963	50	Excellent

3.6 Technique of Collecting the Data

To assess the respondents' use toward language learning strategy, the researcher first prepared the questionnaire. The adapted questionnaire (SILL) was

first translated into Indonesian language with the help of English teacher who is teaching in the classes being studied. The distribution of questionnaire into the real respondents was done through Google Form. The researcher firstly asked permission to the school before administering the questionnaire to each class. A link from Google Form later was shared by researcher to a homeroom teacher in each class at eleventh grade. The questionnaire on Google Form also informed that they profile will not be shared and their responds will not influence their English score. The respondent only could fill the questionnaire one time. The researcher set the questionnaire to be open accessed within a week.

3.7 Technique of Data Analysis

Descriptive statistics and inferential statistics were utilized to analyze the data on the use of language learning strategies (SILL). Descriptive statistics was employed in attempt to answer research question one. The use of descriptive statistics including the frequency, mean and standard deviation aimed to analyze the language learning strategies by the subject of the study. In addition, Oxford's scale of strategy usage was used to categorize the mean scores from each strategy category. It aimed to categorize the extent to which pupils use language learning strategy. Furthermore, the inferential statistics, in this case, independent sample t-test and One-Way Anova were used to determine the differences of language learning strategies use based on gender and academic major (language, social science, natural science).

CHAPTER IV
FINDINGS AND DISCUSSION

4.1 The Overview of the Research

In the process of analyzing the data, the researcher first administered the questionnaire on March, 13th 2023. The first distribution of the questionnaire aimed to check the validity and reliability of the research instrument. The total number of students who participated in the test was represented by 20 students from all majors in eleventh grade. Hence, they did not classify as the real sample. Furthermore, after receiving and analyzing the collected data and it was valid and reliable, the researcher then continued to administer the questionnaire to the real sample.

The distribution of questionnaire to the real sample was done through Google form. The respondents were able to access and fill the questionnaire within a week. The researcher set the time from 21 – 27 March, 2023. As a result, there were totally 138 respondents completed the questionnaire. Moreover, after the data has been collected, the researcher started to discover and analyze the students' language learning strategies use in senior high school level.

4.2 Normality Test

This study conducted a normality test in the process of analyzing the data. Normality test aimed to determine whether the data approached the normal distribution of population or not. Moreover, the objective of normality test was also to test whether the data analyzed was in the form of normal distribution or not. Therefore, the result from the normality test of this research was shown in the following table.

Table 4.1 Test of Normality

One-Sample Kolmogorov-Smirnov Test							
		MEMO	COG	COM	META	AFF	SOC
N		138	138	138	138	138	138
Normal Parameters[a,b]	Mean	30.5435	38.8261	12.1667	30.8043	20.1884	17.0580
	Std. Deviation	7.42861	9.27040	3.53829	7.27746	4.60807	4.57344
Most Extreme Differences	Absolute	.072	.078	.098	.075	.086	.088
	Positive	.035	.078	.098	.049	.074	.049
	Negative	-.072	-.077	-.083	-.075	-.086	-.088
Test Statistic		.072	.078	.098	.075	.086	.088
Asymp. Sig. (2-tailed)		.074[c]	.059[c]	.062[c]	.056[c]	.065[c]	.061[c]

The number of sample in this study was 138 respondents. According to Mishra et al. (2019) normality test with (Kolmogorov Smirnov) can be used when the number of sample (n) is at least or larger than 50. In addition, the data could be said to be normally distributed if the significance value is greater than 0.05. As we could see, the result from the normality test above demonstrated that the number of the siginificant value for memory (0.07), cognitive (0.05), compensation (0.06), metacognitive (0.05), affective (0.06), social (0.06) were all greater than 0.05. Hence, the result from the calculated data proved that the data was normally distributed.

4.3 Findings

4.3.1 The Overall LLS Used by Senior High School Students

In the following table, the result of a descriptive data analysis of the overall LLS used by respondents was presented. The six categories of strategies namely memory, cognitive, compensation, metacognitive, affective, and social strategies were used by the students.

Table 4.2 Senior High School Students' Use of LLS in Learning English

Strategies	N	Mean	Std. Deviation	Level
Memory	138	3.39	7.42861	Medium
Cognitive	138	3.24	9.27040	Medium
Compensation	138	3.04	3.53829	Medium
Metacognitive	138	3.42	7.27746	Medium
Affective	138	3.36	4.60807	Medium
Social	138	3.41	4.57344	Medium
Average		**3.31**		

Level: Low (never or almost never used = 1.0-1.4 or generally not used = 1.5-2.4), Medium (sometimes used = 2.5-3.4), High (usually used = 3.5-4.4 or always or almost always used = 4.5-5.0), Oxford (1990).

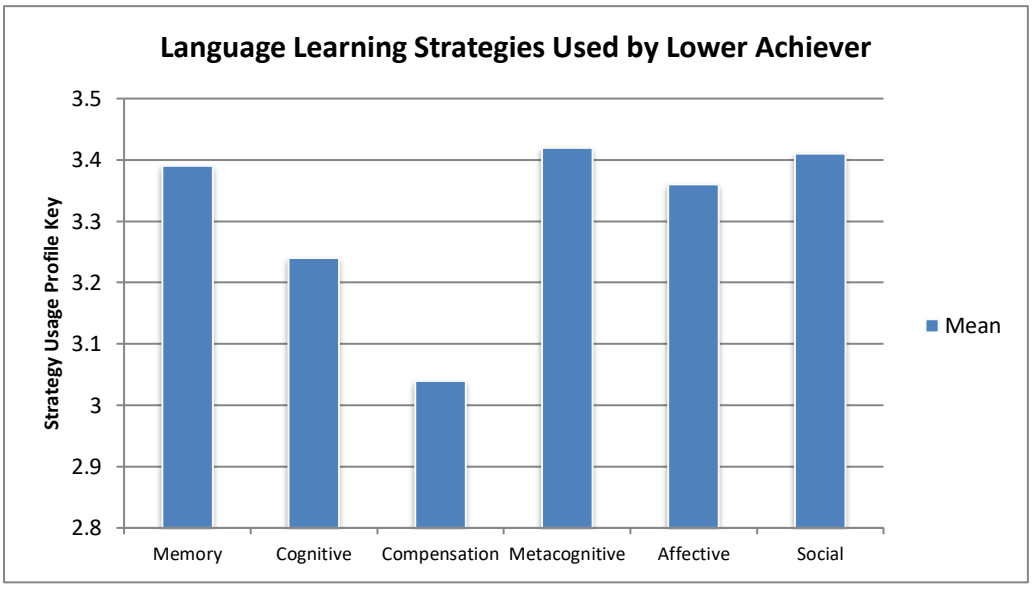

Figure 1

The calculation of data analysis presented above showed that a mean score of overall strategies used was (M=3.31), ranging between 3.04 – 3.42. Referring to Oxford scale of strategy use, the overall mean score could be interpreted as "sometimes used". Among the six groups of language learning strategies used in this study, there were slightly different mean scores and all were classified into

medium level. Furthermore, the findings also revealed that metacognitive strategies were the most frequently strategies used (3.42), followed by social strategies (3.41), memory strategies (3.39), affective strategies (3.36), cognitive strategies (3.24), and compensation strategies (3.04) was the least frequently strategies used by the students.

4.3.2 The Analysis of Individual Strategy Use

In the following were sections consisting individual strategy used by the respondents. The analysis regarding each strategy use included percentages of responses, frequency and mean score for each strategy. The sections would explain the use of LLS starting from the most frequently used strategies to the least frequently used strategies.

1. Metacognitive Strategies

Based on responses from 138 participants, the result discovered that the most frequently used strategy was metacognitive strategies (M=3.42). Metacognitive strategies comprising 9 items focused on the processes by which learners become aware of, evaluate, and regulate their own English learning activities.

Table 4.3 Descriptive Statistics in the Use of Metacognitive Strategies

Item	Item	1	2	3	4	5	M	Level
Meta 1	I try to find as many as ways I can to use my English	12,30% (17)	16.70% (23)	31.20% (43)	23.90% (33)	15.90% (22)	3.14	Medium
Meta 2	I notice my English mistakes and use that information to help me do better	8.00% (11)	13.00% (18)	21.70% (30)	37.00% (51)	20.30% (28)	3.48	Medium

Meta 3	I pay attention when someone is speaking English	5.10% (7)	8.70% (12)	19.60% (27)	37.70% (52)	29.00% (40)	3.76	High
Meta 4	I try to find out how to be a better learner of English	8.70% (12)	6.50% (9)	16.70% (23)	42.00% (58)	26.10% (36)	3,70	High
Meta 5	I plan my schedule so I will have enough time to study English	13.00% (18)	15.20% (21)	34.80% (48)	22.50% (31)	14.50% (20)	3,10	Medium
Meta 6	I look for people I can talk in English	8.00% (11)	18.80% (26)	29.00% (40)	27.50% (38)	16.70% (23)	3.26	Medium
Meta 7	I look for opportunities to read as much as possible in English	5.10% (7)	21.70% (30)	30.40% (42)	23.90% (33)	18.80% (26)	3.29	Medium
Meta 8	I have clear goals for improving my English skills	8.00% (11)	14.50% (20)	25.40% (35)	27.50% (38)	24.60% (34)	3.46	Medium
Meta 9	I think about my progress in learning English	6.50% (9)	11.60% (16)	25.40% (35)	30.40% (42	26.10% (36)	3.57	High

Note: Meta = Metacognitive strategies;(1= Never or almost never true, 2= Usually not true, 3=Somewhat true, 4= Usually true, 5= Always or almost true)

Based on the table above, it could be seen that there were 3 strategies identified at a high level of usage while the other 6 strategies were considered at a medium level. Meta 3 "*I pay attention when someone is speaking English*" was on the highest list with the mean score 3.76. Apart from that, Meta 4 "*I try to find out how to be a better learner of English*" was on the second highest position which was shown by the mean score 3.70. The next strategy with the third highest mean score was presented by Meta 9 "*I think about my progress in learning English*" (M=3.57).

On the other hand, the least strategies used by the respondents with the mean score 3.10 was observed in Meta 5 "*I plan my schedule so I have enough time to study English*". Moreover, the second least strategies used is shown by Meta 1 "*I try to find as many ways I can to use my English*" with the mean score 3.14.

2. Social Strategies

Social strategy was reported to become the second most frequently used strategy by the respondents (M=3.41). Social strategies consisting 6 items of strategies referred to the interaction of someone with other language learners in supporting them to acquire a language. Asking questions, cooperating and also empathizing with others are among the strategies classified as social strategy.

Table 4.4 Descriptive Statistics in the Use of Social Strategies

Item	Statements	1	2	3	4	5	M	Level
Soc 1	If I do not understand something in English, I ask the other person to slow down or say it again	12,30% (17)	11.60% (16)	15.90% (22)	34.10% (47)	26.10% (36)	3,50	High
Soc 2	I ask English speakers to correct me when I talk	8.00% (11)	11.60% (16)	22.50% (31)	30.40% (42)	27.50% (38)	3.57	High
Soc 3	I ask for help from English speakers	6.50% (9)	11.60% (16)	23.90% (33)	33.30% (46)	24.60% (34)	3.57	High
Soc 4	I ask questions in English	14.50% (20)	16.70% (23)	28.30% (39)	27.50% (38)	13.00% (18)	3.07	Medium
Soc 5	I try to learn about the culture of English speakers	7.20% (10)	15.20% (21)	33.30% (46)	26.80% (37)	17.40% (24)	3.31	Medium

Note: Soc = Social strategies(1= Never or almost never true, 2= Usually not true, 3=Somewhat true, 4= Usually true, 5= Always or almost true)

Social strategy was measured by 5 items. As reported in table 4.4, among 5 social strategies, there were 3 strategies classified under the high level of usage while the other 2 strategies were grouped under the medium level of utilization.

The results of this finding presented that two items, Soc 2 "*I ask English speakers to correct me when I talk*" and Soc 3 "*I ask for help from English speakers*" had equal mean score (M=3.57). These two items were categorized as the highest used strategies in social strategy. In addition, the second most strategies used was shown by Soc 1 "*If I do not understand something in English, I ask the other person to slow down or say it again*" with the mean score 3.50.

On the contrary, Soc 4 "*I ask questions in English*" showed the lowest mean score among social strategies with the mean score 3.07. Moreover, the second lowest mean score (M=3.31) was represented by Soc 5 "*I try to learn about the culture of English speakers*". These two strategies with the lowest mean score were used by respondents a medium level of use.

3. Memory Strategy

Memory strategy became the third most frequently used strategy (M=3.39). This strategy consisted of 9 strategies which enable learners to use association, image, sound and motion to facilitate their memories while learning English.

Table 4.5 Descriptive Statistics in the Use of Memory Strategies

Item	Statements	1	2	3	4	5	M	Level
Memo 1	I think of relationships between what I already know and new things I learn in English	13% (18)	10.90% (15)	23.90% (33)	32.60% (45)	19.60% (27)	3.34	Medium
Memo 2	I use new English words in a sentence so I can remember them	8.00% (11)	14.50% (20)	19.60% (27)	28.30% (39)	29.70% (41)	3.57	High

Memo 3	I connect the sound of a new English word and an image or picture of the word to help me remember the word	10.10% (14)	15.90% (22)	18.80% (26)	28.30% (39)	26.80% (37)	3.45	Medium
Memo 4	I remember a new English word by making a mental picture of a situation in which the word might be used	5.80% (8)	13.00% (18)	24.60% (34)	31.90% (44)	24.60% (34)	3.56	High
Memo 5	I use rhymes to remember new English words	11.60% (16)	19.60% (27)	23.90% (33)	27.50% (38)	17.45% (24)	3.19	Medium
Memo 6	I use flashcards to remember new English words	11.60% (16)	18.10% (25)	22.50% (31)	26.80% (37)	21.00% (29)	3.27	Medium
Memo 7	I physically act out new English words	8.70% (12)	16.75 (23)	21.70% (30)	29.70% (41)	23.20% (32)	3.42	Medium
Memo 8	I review English lessons often	9.40% (13)	14.50% (20)	23.90% (33)	34.10% (47)	18.10% (25)	3.36	Medium
Memo 9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign	10.10% (14)	13.00% (18)	27.50% (38)	31.20% (43)	18.10% (25)	3.34	Medium

Note: Memo = Memory strategies(1= Never or almost never true, 2= Usually not true, 3=Somewhat true, 4= Usually true, 5= Always or almost true)

Among the 9 strategies in memory strategy, 2 strategies were used by respondents at a high level whereas the other 7 strategies were used at a medium level. The data displayed above presented that Memo 2 "*I use new English words in a sentence so I can remember them*" was on the top of strategies used by students with the mean score 3.57. Meanwhile, the second high strategy used in memory strategy was represented by Memo 4 "*I remember a new English word by making a mental picture of a situation in which the word might be used*". The mean score of this item was 3.56.

On the other hand, Memo 5 "*I use rhymes to remember new English words*" (M=3.19) was the least strategy used in memory strategies. The second least

strategy used in memory strategy was represented by Memo 7 "*I use flashcard to remember new English words*" (M=3.27). These two strategies with the lowest mean scores were used by students at a medium level of usage.

4. Affective Strategies

Affective strategies were on the fourth list of the most frequently strategies used (M=3.36). Consisted of 6 items of strategies, this kind of strategy aimed to maintain and improve learners' emotion, motivation, and attitudes in learning a language.

Table 4.6 Descriptive Statistics in the Use of Affective Strategies

Item	Statements	1	2	3	4	5	M	Level
Aff 1	I try to relax whenever I feel afraid of using English	8,00% (11)	12.30% (17)	27.50% (38)	36.20% (50)	15.90% (22)	3.39	Medium
Aff 2	I encourage myself to speak English even when I am afraid of making mistake	5.10% (7)	15.20% (21)	26.10% (36)	33.30% (46)	20.30% (28)	3.48	Medium
Aff 3	I give myself a reward or treat when I do well in English	8.00% (11)	16.70% (23)	27.50% (38)	27.50% (38)	20.30% (28)	3.35	Medium
Aff 4	I notice if I am tense or nervous when I am studying or using English	5.10% (7)	11.60% (16)	31.20% (43)	31.20% (43)	21.00% (29)	3.51	High
Aff 5	I write down my feelings in a language learning diary	12.30% (17)	21.70% (30)	29.70% (41)	20.30% (28)	15.90% (22)	3.05	Medium
Aff 6	I talk to someone else about how I feel when I am learning English	10.10% (14)	10.10% (14)	32.60% (45)	26.10% (36)	21.00% (29)	3.37	Medium

Note: Aff = Affective strategies;(1= Never or almost never true, 2= Usually not true, 3=Somewhat true, 4= Usually true, 5= Always or almost true)

From the individual strategy analysis above, respondents only used 1 strategy at a high level. This finding was demonstrated by Aff 5 "*I notice if I am tense or nervous when I am studying or using English*" which showed the highest mean

score in the category (M=3.51). Moreover, Aff 2 "*I encourage myself to speak English even when I am afraid of making mistake*" was the second most frequently strategy used by respondents (M=3.48). Although this strategy was on the second highest mean score, it was still considered at a medium level of use.

In contrast, on the least frequently strategies used of the affective strategies, there was Aff 5 "*I write down my feelings in language learning diary*" (M=3.05). Furthermore, the second least strategy used with the mean score 3.35 was shown by Aff 3 "*I give myself reward or treat when I do well in English*". Respondents used these two least strategies a t a medium level of utilization.

5. Cognitive Strategies

Cognitive strategies were identified as the second least frequently strategies used (M=3.23). 12 items under the group of cognitive strategies referred to method or techniques that students may use in processing and storing information. In this strategy, learners may practice, send and receive messages, and creating structure for output and input. The result from each strategy included in cognitive strategies could be seen in the following table.

Table 4.7 Descriptive Statistics in the Use of Cognitive Strategies

Item	Statements	1	2	3	4	5	M	Level
Cog 1	I say or write new English words several times	13% (18)	20.30% (28)	25.40% (35)	27.50% (38)	13.80% (19)	3,08	Medium
Cog 2	I try to talk like native English speakers	10.10% (14)	15.20% (21)	27.50% (38)	24.60% (34)	22.50% (31)	3.34	Medium
Cog 3	I practice the sounds of English	2.20% (3)	8.70% (12)	26.80% (37)	35.50% (49)	26.80% (37)	3.76	High
Cog 4	I use the English words I know in different ways	8.70% (12)	11.60% (16)	20.30% (28)	34.80% (48)	24.60% (34)	3.55	High

Cog 5	I watch English TV shows spoken in English or go to movies spoken in English	7.20% (10)	20.30% (28)	34.10% (47)	23.20% (32)	15.20% (21)	3.18	Medium
Cog 6	I write notes, messages, letters, or reports in English	13.80% (19)	19.60% (27)	29.00% (40)	23.90% (33)	13.80% (19)	3.04	Medium
Cog 7	I first skim an English passage (read over passage quickly) then go back and read carefully	10.90% (15)	21.00% (29)	26.80% (37)	22.50% (31)	18.80% (26)	3.17	Medium
Cog 8	I look for words in my own language that are similar to new words in English	8.00% (11)	23.20% (32)	28.30% (39)	24.60% (34)	15.90% (32)	3.17	Medium
Cog 9	I try to find new pattern in English	9.40% (13)	25.40% (35)	24.60% (34)	26.10% (36)	14.50% (20)	3,10	Medium
Cog 10	I find the meaning of an English word by dividing it into parts that I understand	10.10% (14)	18.80% (26)	25.40% (35)	26.10% (36)	19.60% (27)	3.26	Medium
Cog 11	I try not to translate word-for-word	15.90% (22)	27.50% (38)	25.40% (35)	18.10% (25)	13.00% (18)	2.84	Medium
Cog 12	I make summarize of information that I hear or read in English.	8.00% (11)	16.70% (23)	30.40% (42)	28.30% (39)	16.70% (23)	3.28	Medium

Note: Cog = Cognitive strategies;(1= Never or almost never true, 2= Usually not true, 3=Somewhat true, 4= Usually true, 5= Always or almost true)

As seen on the table above, 2 strategies were used by students with high frequency. Meanwhile, students used the other 7 strategies in cognitive strategy at a medium frequency. Cog 3 "*I practice the sounds of English*" was on the top position of the strategies used with the mean score 3.76. In addition, on the second top position, there was Cog 4 "*I use the English words I know in different ways*" (M=3.55).

However, the least frequently strategies used was shown by Cog 6 "*I try not to translate word-for-word*" (M=2.84). In addition, following the previous strategy Cog 11 "*I write notes, messages, letters, or reports in English*" was identified as the second least strategies used (M=3.04). The uses of these two strategies were identified at a medium frequency of usage.

6. Compensation Strategies

In this study, compensation strategies was the least frequently strategies utilized by the respondents (M=3.04). This strategy consisted of four items that were used by learners when they have problem regarding English knowledge in the process of comprehending or producing English. Compensation strategy enabled learners to guess a meaning through a context. The following was the detail result of each strategy in compensation strategies.

Table 4.8 Descriptive Statistics in the Use of Compensation Strategies

Item	Statements	1	2	3	4	5	M	Level
Com 1	When I can't think of a word during a conversation in English. I use gestures	8.70% (12)	22,50% (31)	29,00% (40)	21,70% (30)	18.10% (25)	3.18	Medium
Com 2	I make up new words if I do not know the right ones in English	18.80% (26)	17,4% (24)	28,3% (39)	25,4% (35)	10.10% (14)	2,90	Medium
Com 3	I read English without looking up every new word	16.70% (23)	27,5% (38)	23,2% (32)	23,9% (33)	8.70% (13)	2,80	Medium
Com 4	If I can't think of an English word, I use a word that means the same thing	10.90% (15)	14,5% (20)	29,7% (41)	26,1% (36)	18.80% (26)	3.27	Medium

Note: Com = Compensation strategies;(1= Never or almost never true, 2= Usually not true, 3=Somewhat true, 4= Usually true, 5= Always or almost true)

Among the four strategies in compensation strategy, Com 4 "*If I cannot think of an English word, I use a word that means the same thing*" was the most frequently strategies used (M=3.27). Meanwhile, the second most frequently strategies used in compensation strategies was identified by Com 1 "*When I cannot think of a word during a conversation in English, I use gestures*" (M=3.18).

On the other hand, Com 3 "*I read English without looking up every new word*" (M=2.80) showed the lowest means score in the category. Moreover the second least strategy that respondents employed was Com 2 "*I make up new words if I do not know the right ones in English*" (M=2.90). As reported on table 4.8, all strategies in cognitive strategy were used by students at a medium frequency.

Normality Test

4.3.3 Language Learning Strategies Use Based on Gender

An independent T-test was computed in order to discover the differences of the language learning strategies usage based on male and female respondents. Based on the result of the t-test, it was found that there was a significant statistical difference between male and female students in using LLS. The t-test analysis results comparing the LLS used between male and female respondents was reported in the following table.

Table 4.9 Descriptive Statistics of LLS Use Based on Gender

Strategies	Gender	N	Mean	Level
Memory	Male Female	51 87	3.24 3.48	Medium Medium

Cognitive	Male Female	51 87	2.90 3.43	Medium Medium
Compensation	Male Female	51 87	3.11 3,00	Medium Medium
Metacognitive	Male Female	51 87	3.19 3.55	Medium High
Affective	Male Female	51 87	3.19 3.46	Medium Medium
Social	Male Female	51 87	3.24 3.51	Medium High
LLS Total	Male Female	51 87	3.14 3.40	Medium Medium

Level: Low (never or almost never used = 1.0-1.4 / generally not used = 1.5-2.4), Medium (sometimes used = 2.5-3.4), High (usually used = 3.5-4.4 / always or almost always used = 4.5-5.0), Oxford (1990).

Table 4.10 The t-test Results of LLS Use Based on Gender

Strategies	T	Df	Sig. (2-tailed)
Memory	-1.641	136	0.10
Cognitive	-4.079	136	0.00
Compensation	0.721	136	0.47
Metacognitive	-2.572	136	0.01
Affective	-1.997	136	0.04
Social	-1.667	136	0.09
LLS Total	-2.641	136	0.00

Table presented the result from the strategies used by male and female respondents. The overall mean score showed that compare to male learners, female learners utilized more language learning strategies in learning English (male= 3.14; female=3.40). Furthermore, memory, cognitive, metacognitive, affective, and social strategies were used more frequent by female students

compared with male students. On the other hand, male students had greater mean scores than female students in utilizing compensation strategies.

From the overall mean score, it could be clarified that the language learning strategies use by both male and female was still categorized in the medium level. In addition, both male and female learners employed memory, cognitive, compensation, and affective strategies at a medium level. Nevertheless, a slight difference regarding the mean score in the use of metacognitive and social strategies employed by male and female respondents was found. It was reported than female students used metacognitive and social strategies at a high level, yet male students used both metacognitive and social strategies at a medium level of usage.

Furthermore, this study was also done to examine the statistical difference in the use of LLS between male and female. As reported in table 4.10, with a p-value of 0.05, the results from the independent t-test discovered that there was a significant difference found between male and female respondents regarding the usage of overall learning strategies (LLS Total sig.=0.00 < p.0.05). Therefore, $H_o1$was rejected and H_a1 was accepted. In addition, a significant difference in using LLS between male and female students was also found in cognitive, metacognitive, and affective strategies. In contrast, no significant difference was found in memory, compensation, and social strategies.

4.3.4 Language Learning Strategies Use Based on Academic Major

This study sought to examine the difference usage of language learning strategies among academic major (language, social science, and natural science class). Descriptive analysis regarding mean score and rank resulted from each

strategy category used by each class was provided. In addition, the inferential statistics, *One—Way Anova*, was run to find out the statistical difference among language, social science, and natural science classes in utilizing language learning strategies. The collected data was presented in the table below.

Table 4.11 Descriptive Statistics of Language Learning Strategy Use Based on Academic Major

Language			**Social Science**			**Natural Science**		
Strategies	Mean	Rank	Strategies	Mean	Rank	Strategies	Mean	Rank
Meta	3.53	1	Soc	3.62	1	Memo	3.33	1
Memo	3.45	2	Aff	3.56	2	Meta	3.29	2
Soc	3.43	3	Meta	3.52	3	Cog	3.27	3
Aff	3.42	4	Memo	3.43	4	Soc	3.20	4
Cog	3.25	5	Cog	3.19	5	Aff	3.15	5
Com	3.17	6	Com	3.14	6	Com	2.90	6
LLS Total	3.37		LLS Total	3.41		LLS Total	3.19	

Level: Low (never or almost never used = 1.0-1.4 / generally not used = 1.5-2.4), Medium (sometimes used = 2.5-3.4), High (usually used = 3.5-4.4 / always or almost always used = 4.5-5.0), Oxford (1990).

From the overall mean score (LLS total) presented in the table above, it could be seen that the highest mean score was achieved by social science students (3.41). The second greater mean score was reached by language students (3.37). Meanwhile, the lowest mean score was received by natural science students (3.19). Further, the overall mean scores (LLS total) resulted from each major showed that social science, language, and natural science students used LLS in the medium level of usage.

Moreover, table 4.11 showed different strategy category and mean scores that language students, social science students, and natural science students used in learning English. For language class, students used metacognitive as the most frequently strategies used (3.53), followed by memory (3.45), social (3.43), affective (3.42), cognitive (3.25), and compensation strategies (3.17). Refer to the mean score of each strategy category, it was indicated that the students in language class used metacognitive at a high level of usage. However, for the rest strategies namely memory, social, affective, cognitive, and compensation strategies, students tended to use them at a medium level of utilization.

On the other hand, for social science class, students utilized social strategy as the most frequently strategies used (3.62). Affective strategy (3.56) was on the second most frequently strategies used followed by metacognitive (3.52), memory (3.43), cognitive, (3.19), and compensation strategies (3.14). Moreover, the students from social science utilized social, affective, and metacognitive at a high level. Meanwhile, the use of memory, cognitive, and compensation strategies by social science students was categorized under the medium level.

Furthermore, the descriptive analysis of language learning strategies used by students in natural science was also provided. Natural science class employed memory strategy (3.33) as the most frequently strategies used. On the second most frequently strategies used, there were metacognitive strategy (3.29), followed by cognitive (3.27), social (3.20), affective (3.15), and compensation strategies (2.90). Further, based on each mean score of strategy category, it was found that students in natural science employed all the six strategies at a medium level of use.

Table 4.12 The Anova Results of Language Learning Strategies Use Based on Academic Major

Strategies	Academic Major	Mean	SD	Source	df	F	Sig
Memory	Language	3.45	7.8166	Between Groups	2	0.30	0.73
	Social	3.43	7.0169	Within Groups	135		
	Natural	3.33	7.7797	Total	137		
Cognitive	Language	3.25	11.1279	Between Groups	2	0.11	0.89
	Social	3.19	9.7149	Within Groups	135		
	Natural	3.27	8.2861	Total	137		
Compensation	Language	3.17	3.3342	Between Groups	2	1.45	0.23
	Social	3.14	3.7697	Within Groups	135		
	Natural	2.9	3.3308	Total	137		
Metacognitive	Language	3.53	8.2366	Between Groups	2	1.54	0.21
	Social	3.52	6.7148	Within Groups	135		
	Natural	3.29	7.4295	Total	137		
Affective	Language	3.42	3.9632	Between Groups	2	4.63	0.01
	Social	3.56	4.7270	Within Groups	135		
	Natural	3.15	4.4022	Total	137		
Social	Language	3.43	4.7053	Between Groups	2	3.25	0.04
	Social	3.62	4.3892	Within Groups	135		
	Natural	3.2	4.5435	Total	137		
LLS Total	Language	3.37	34.543	Between Groups	2	1.05	0.35
	Social	3.41	30.411	Within Groups	135		
	Natural	3.19	30.622	Total	137		
	Total	3.31	31.097				

Note: the mean difference is significant at the 0.05 level

Furthermore, this study was also done to examine the statistical difference in the use of LLS based on academic major (language, social science, natural science). The result of One-Way ANOVA as reported in table 4.12 showed that the number of LLS total was (sig. = 0.35>0.05). This finding indicated that no significant difference found among language, social science, and natural science students in utilizing the overall language learning strategies. Therefore, H_o2 was accepted and H_a2 was rejected.

Moreover, in terms of the six strategy categories, the significant differences by academic major were only found in affective strategy (sig. = 0.01<0.04), and social strategy (sig. = 0.04<0.05). However, there were no significant differences based on academic major found in memory strategy (sig. = 0.73>0.05), cognitive strategy (sig. = 0.89>0.05), compensation strategy (sig. = 0.23>0.05), and metacognitive strategy (sig. =0.21>0.05). Post-Hoc test results were shown in the following table.

Table 4.13 Post Hoc Test Results of Language Learning Strategies Use Based on Academic Major

Dependent Variable	(I) Major	(J) Major	Std. Error	Sig
Memory	Language	Social	1.9695	0.996
		Natural	1.9655	0.836
	Social	Language	1.9695	0.996
		Natural	1.3689	0.768
	Natural	Language	1.9655	0.836
		Social	1.3689	0.768
Cognitive	Language	Social	2.4613	0.961
		Natural	2.4563	0.998
	Social	Language	2.4613	0.961
		Natural	1.711	0.888

	Natural	Language	2.4563	0.998
		Social	17,107	0.888
Compensation	Language	Social	0.9302	0.995
		Natural	0.9283	0.464
	Social	Language	0.9302	0.995
		Natural	0.6465	0.266
	Natural	Language	0.9283	0.464
		Social	0.6465	0.266
Metacognitive	Language	Social	1.912	1,00
		Natural	1.9081	0.476
	Social	Language	1.912	1,00
		Natural	1.3289	0.233
	Natural	Language	1.9081	0.476
		Social	1.3289	0.233
Affective	Language	Social	1.1845	0.747
		Natural	1.182	0.356
	Social	Language	1.1845	0.747
		Natural	0.8233	0.008
	Natural	Language	1.182	0.356
		Social	0.8233	0.008
Social	Language	Social	1.187	0.707
		Natural	1.1846	0.592
	Social	Language	1.187	0.707
		Natural	0.825	0.032
	Natural	Language	1.1846	0.592
		Social	0.825	0.032
LLS Total	Language	Social	8.1996	0.994
		Natural	8.183	0.662
	Social	Language	8.1996	0.994
		Natural	5.6993	0.348
	Natural	Language	8.183	0.662

		Social	5.6993	0.348

Following the result from ANOVA analysis in the table above, the findings from post-hoc test result showed the detail number of the significant difference found. As reported in table 4.13, the significant difference in using language learning strategies by academic major only occurred in affective and social strategies. In terms of affective strategy, a significant difference occurred between social science and natural science students (sig. = 0.00<0.05). On the other hand, social strategy found a significant difference between social science and natural science students (sig. = 0.03<0.05). Meanwhile, there were no statistical significant differences found in language, social science, and natural science students for the use of memory, cognitive, compensation, metacognitive, and overall language learning strategies.

4.4 Discussion

The result in this study indicated that low achievers at one of senior high schools in Muaro Jambi were medium level users of language learning strategies. Findings on the statistical analysis demonstrated students' preference on language learning strategy put metacognitive strategy on top position of the students' LLS choice. The finding on this current study was in line with the previous study done by Lem, (2019), Aziz (2021), and Kamiri et al. (2022) who proposed metacognitive as the most strategies used by learners.

Furthermore, although learners employed different kinds of learning strategies, previous studies conducted for high achiever learners also showed that high achievers applied metacognitive more frequently than any other strategies. This finding moreover showed an interesting fact that both low and high achievers

may use similar learning strategies but have a different result of learning achievement. The occurrence of this phenomenon could be caused by several factors. A study from Zewdie (2015) showed that the time between high and low achievers devote to learning is where the difference discovered. High achievers made better use of their learning time. Also, they made wide investments and use their time wisely compared to low achievers.

Moreover, as stated in the finding of this study, low achievers tended to use metacognitive strategies in a medium level of usage (3.42). To confirm, Oxford (1990) defined an average high frequency of strategies use when an average is or above 3.5. The medium frequency of strategy used by lower achievers could also be one reason behind the difference between lower and high achiever in applying metacognitive strategies. As suggested by Rajak (2004), the moderate level of strategy use implied that lower achievers did not consistently employ techniques that might elevate them to the category of high achievers.

Moreover, referred to Chamot (2004) there are distinctions between language learners who are more and less proficient in terms of quantity and variety of techniques utilized, how the strategies are applied to the task, and whether the strategies are appropriate for the task. Samperio (2019) further explained that despite the fact that higher and lower achievers employed the same strategies, they operated through various processes. Additionally, Samperio (2019) added that every student responded differently to the same types of strategies, therefore each of learners may have a different learning outcome.

In regards to the use of metacognitive strategies, result from statistical analysis further demonstrated that most students paid attention to someone when

they are speaking. This item indicated that students prefer to use this strategy during their learning. Supported by Yunus and Singh (2014) one of the key requirements for effective learning is this strategy, 'paying attention'. Additionally, students who are aware of the growth of metacognitive knowledge are better equipped to self-regulate their own teaching and learning processes by being self-aware and self-critical (John, et al. 2021). Moreover, students also showed higher number on strategy which led them to find out how to be a better learner of English and at the same time thinking about their progress. Finding out to be a better learner, as John et al. (2021) asserted, demonstrated that learners can figure out one of the metacognition part; control. John et al. (2021) added that students would know where they stood on their journey to attain their goals, in this case to learn English better, as they would know their strengths and weaknesses through their assessments of their learning.

In terms of metacognitive strategy in reading skills, a study done by Zhang & Seepho (2013) described that students would perform better on the reading comprehension test as they utilized metacognitive strategies more frequently. However, the data from metacognitive strategy revealed that most students did not rely on looking for opportunities to read as much as possible in English. In line with a study done by Aziz, (2021), lower achievers performed low metacognitive strategy which indicated that they were no ready to adopt metacognitive strategies in understanding reading text. As further suggested by Aziz 2021, learners must take metacognitive strategy into a consideration since this strategy is helpful to assist them to cope with difficulties in reading.

Meanwhile, regarding the time to learn English, planning schedule to have enough time to study English showed a low result. Few students tended to plan and arrange their own time to learn more about English. This was contradicts with what have been proposed by Yunus and Singh (2014) who said that it was important and vital to seek for practice or chance to learn English more since students hardly use English outside their class hours. Allocating enough time to study English must be considered by learners since it greatly will improve students' accuracy and fluency level (Yunus and Singh, 2014).

Moreover, social strategy becomes students' second most frequently strategies used. For speaking, most students asked help from others to correct them when they talk in English. This result indicates that low achievers really put other speaker in assisting them to acquire a language. This implied that learners prefer to have two way of communication with people around them. Since learners only have English teacher as someone who they can ask help for in the class therefore an effective role of the English teacher must be considered. Tuan & Mai (2015) supported that the teachers' feedback during speaking activities also affect students' speaking performance.

Meanwhile, students were reported to not have initiative to ask question in English in the process of learning. This could be happened due to the limitation of vocabulary or confidence level students have. Haidara (2016) on her study asserted that students do not have enough confidence to address question in English since they are afraid of making mistakes and get laugh by their friends. On the other hand, social strategy also provides learners with a strategy that enable them to learn about the culture of English speakers. However, the data

indicated that learners were rarely implied this strategy. This result revelaed that students seem to not really try to learn about other's culture which may provide them a much exposure regarding English.

Moving on into the third mostly used strategies, memory strategy, students prefer to use English words in a sentence that may help students to have a better memory in remembering new English words. The result indicates that learners will be easier to understand and memorize new words by imagining a situation where the word is used. However, the results also show that using rhymes and flashcard in memory strategy are under the two least of student's choice. These two strategies get low means scores which indicate that students did not prefer these two strategies to help them in memorizing new English words.

Moreover, affective strategy is on the fourth favored of language learning strategies used by students. The highest affective strategy that learners used was realizing whenever they feel tense or nervous when they study English. Having awareness of self-feeling indicated that respondents surely realize what feelings they face while learning a language. Low achievers could maximize this strategy in assisting them to be a better language learner.

Furthermore, as affective strategy offered, learners are able to reward themselves after doing a good thing in learning English. According to Phungphai & Boonmoh (2021) the application of self-reward can improve motivation, self-development, and learning behaviors which then increase students' engagement during the process of learning. However, low achievers in this study showed that they did not give them reward or treat in regard the good things they did in

English. The absence of reward, as Phungphai & Boonmoh, (2021) asserted, effect students to be lacked of motivation and desire in learning the language.

Regarding cognitive strategy as the next more frequently used strategy in this study, low achievers mostly practiced the English sound as a strategy to help them perform better in speaking. In line with Kehing and Yunus (2021), learners with cognitive strategy imitate other learner as a strategy in learning. Additionally, learners repeat the sound of English to improve on their pronunciation when learning speaking skills. In terms of the least cognitive strategy used, low achievers were reported to use word-for-word translation. Referred to some previous studies, the use of word translation may effect positively or negatively to learners. A study done by Adil (2020) found that translation gives a positive influence to language learning which assist learners to comprehend meaning of each sentence and at the same time strengthen their language abilities. On the contrary, the presence of word-for-word translation as Adil (2020) further explained, is better to be avoided in a practical sense since translation prevents learners from thinking in the target language.

Furthermore, compensation strategy is categorized as the least frequently strategy utilized by students. To compare, as Rubin (1975) suggested, a good language learner is a good guesses. In addition, Taheri et al. supported that less successful learners, however, manipulate other tasks like searching up every unknown word in the dictionary due to their lack of compensatory skills, which may impede their progress. On the other hand, when students lack appropriate grammar or vocabulary knowledge, they compensate by guessing words or phrase

that mean the same thing or by gesturing in order to continue a good communication (Alhaysoni, 2017).

Moreover, further analysis was done in this study to find out language learning strategies employed by male and female students. From the result of analysis, it was revealed that there was a statistical difference between male and female learners in using LLS. Female was reported to utilize higher frequency of the overall language learning strategies compared with male did. This finding was in line with the study carried out by Salahshour et al (2012) and Alhaysony (2017) in which they reported the similar findings.

Female were more active than male in using memory, cognitive, metacognitive, affective, and social strategies. Additionally, metacognitve and social strategy used by female in high frequency level. According to Zeynali (2012) the high frequency of use by female in social strategy might be associated with women's greater social orientation, stronger verbal skills, and greater conformity to norms, both in linguistic and academic.

However, an interesting finding was found regarding compensation strategy in which male students employed this strategy more frequent rather than female students. This result indicated that males preferred strategy that enabled them to use their gesture and guess the meaning by a given context when they forced a difficult situation during English learning.

Further analysis was later conducted in attempt to discover different learning strategies used according to academic major. In this current study, there were three majors or classes namely language, social science, and natural science class. Based on the statistical analysis run, the result yielded that no significant

difference found among academic major in employing the overall language learning strategies. In addition, social science students were on the first rank of class which utilized LLS followed by language students and natural science students respectively.

In terms of the strategy category, the significant differences were only shown between social science and natural science students in utilizing affective and social strategies. These results indicated that compared to their counterparts from natural science class, social science students were more involved in learning English which involve emotions, attitudes, and motivation. In addition, the students from social science class tended to choose learning strategies that facilitate them to cooperate, interact or empathize with others.

It was additionally interesting to discuss the strategies preferences employed by each academic major. Social science utilized social strategy more frequent than any other strategies. Social science students tended to involved more in a situation where they can learn with other speakers. This was in line with Varisoglu (2016) who perceived social strategy as a strategy which was able to encourage students to establish communication with people who speak the target language. Social science students additionally prefer to have learning activity which let them asking questions in foreign language, receiving answers, correcting mistakes, establishing cooperation, and trying to study feelings and thoughts of people of the targeted culture (Lan & Oxford, 2003 in Varisoglu 2016).

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

This current study investigated the use of language learning strategies among students at one of senior high school in Muaro Jambi. In addition, the analysis regarding language learning strategies used based on gender and academic major was further conducted. Based on the result from the descriptive statistics, it was revealed that metacognitive strategies (3.42) lied under the most frequently used strategies by learners. Social strategies (3.41) were on the second position followed by memory strategies (3.39), affective strategies (3.36), cognitive strategies (3.24), and compensation strategies (3.04). Furthermore, the mean score for overall language learning strategies utilized by students was 3.31. These results indicated that learners employed each strategy category and the overall LLS at a medium level of use.

With regard to the use of language learning strategies according to gender, female employed more language learning strategies compared with male. The number of mean score achieved by female students was (3.40) and (3.14) for male students. These results therefore demonstrated that both female and male used learning strategies at a medium frequency. Moreover, although female and male leaners achieved different mean score, however the result from independent t-test showed that there was a significant difference found in the use of LLS between male and female. This result hence proved that H_o1 was rejected while H_a1 was accepted.

Furthermore, as far as academic major was concerned, the findings found that language, social science, and natural science students used different language

learning strategies. Social science students were categorized under the highest language learning strategies users with the mean score 3.41. On the second position there were language students with 3.37 mean score. Meanwhile, natural science students (3.19) were identified as the least group in employing language learning strategies. Moreover, the analysis of significant difference of LLS used by academic major was computed through One-Way Anova. The One-Way Anova test presented that there were no significant differences discovered among academic major although they gained different number of mean scores. This finding therefore proved that $H_0$2 was accepted and H_a2 was rejected.

5.2 Suggestion

This current study yielded some information regarding students' preference in language learning strategies among high school learners. Therefore, several recommendations were made. Firstly, students should be exposed to a variety of language learning strategies so they can adapt their usage of those strategies to varied language learning contexts and activities. A more effective language learning process will be successfully achieved by applying language learning strategies in an appropriate and flexible way. In addition, there is a need to give students more opportunity to practice a variety of strategies that are appropriate for the tasks and activities since there are preferences in the use of language learning strategies. Therefore, teacher and other stakeholders are recommended to provide suitable learning instructions and activities based on students' language learning preferences.

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APPENDIX I

RESEARCH INSTRUMENT

Nama :

Usia :

Kelas :

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

The Strategy Inventory of Language Learning is designed to gather information about how you as a student of a foreign or second language go about learning that language. In the following pages, you will find 50 statements related to learning a new language. Please mark the response from 1,2,3,4 or 5 that tells how true the statement is in terms of what you actually do when you are learning the new language.

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

No.	Items	Score				
A	**Memory Strategy**					
1	Dalam belajar bahasa Inggris, saya menghubungkan apa yang baru saya pelajari dengan apa yang sudah saya ketahui sebelumnya					
2	Saya menggunakan kosakata bahasa Inggris baru dalam kalimat sehingga saya dapat mengingatnya					
3	Saya menghubungkan bunyi dan gambar dari kosakata bahasa Inggris baru untuk membantu saya mengingat kata tersebut.					
4	Saya mengingat kosakata baru dalam bahasa Inggris dengan membayangkan tentang situasi dimana kata itu mungkin digunakan.					
5	Saya menggunakan sajak/iama untuk mengingat kosakata bahasa Inggris yang baru.					
6	Saya menggunakan kartu flash (berisi gambar, simbol, atau teks) untuk mengingat kosakata bahasa Inggris yang baru.					
7	Saya memperagakan secara fisik kosakata bahasa Inggris yang baru saya pelajari					
8	Saya menggunakan kombinasi bunyi dan gambar untuk mengingat kosakata bahasa Inggris yang baru.					
9	Saya mencantumkan kosakata lain yang sata tahu yang terkait dengan kosakata baru dan dan melihat hubungan/ keterkaitannya					

B.	**Cognitive Strategy**					
10	Saya mengucapkan atau menulis kosakata bahasa Inggris baru beberapa kali.					
11	Saya mencoba berbicara seperti penutur asli bahasa Inggris.					
12	Saya berlatih pengucapan kosakata bahasa Inggris.					
13	Saya menggunakan kosakata bahasa Inggris yang saya tahu dengan cara yang berbeda-beda					
14	Saya menonyon acara TV/film yang berbahasa Inggris					
15	Saya menulis catatan, pesan, surat, atau laporan dalam bahasa Inggris					
16	Saya membaca tulisan berbahasa Inggris dengan membaca cepat seluruh teks, setelah itu membaca kembali dengan teliti					
17	Saya mencari kata-kata dalam bahasa Indonesia yang mirip dengan kata-kata baru dalam bahasa Inggris.					
18	Ketika belajar kosakata baru, saya mencoba menemukan pola/struktur bahasa dalam bahasa Inggris (grammar)					
19	Saya mengartikan sebuah kata bahasa Inggris dengan membaginya menjadi beberapa bagian yang saya mengerti					
20	Saya mencoba untuk tidak menerjemahkan kata per kata dalam sebuah kalimat					
21	Saya membuat ringkasan informasi dari apa yang saya dengar atau baca dalam bahasa Inggris.					
C.	**Compensation Strategy**					
22	Ketika saya tidak menemukan kosakata bahasa Inggris yang tepat dalam sebuah percakapan, saya biasanya menggunakan gesture/bahasa tubuh					
23	Saya mengarang kosakata baru ketika saya tidak tahu kosakata bahasa Inggris yang benar dari kata tertentu					
24	Saya membaca bahasa Inggris tanpa perlu memeriksa setiap kosakata yang baru.					
25	Jika saya kesulitan menemukan ahasa Inggris dari sebuah kata, saya menggunakan kata atau frasa yang maknanya hampir sama					
D.	**Metacognitive Strategy**					
26	Saya mencoba berbagai macam cara untuk menggunakan bahasa Inggris saya.					
27	Saya memeperhatikan kesalahan bahasa Inggris saya dan menggunakan informasi itu untuk membantu saya memperbaikinya					
28	Saya memperhatikan ketika seseorang berbica dalam bahasa Inggris					

29	Saya mencoba mencari tahu bagaimana menjadi pembelajar bahasa Inggris yang lebih baik.					
30	Saya merencanakan jadwal saya sehingga saya memiliki cukup waktu untuk belajar bahasa Inggris.					
31	Saya mencari seseorang yang bisa saya ajak bicara dalam bahasa Inggris.					
32	Saya mencari kesempatan sebanyak mungkin untuk membaca dalam bahasa Inggris.					
33	Saya memiliki tujuan yang jelas untuk meningkatkan kemampuan bahasa Inggris saya.					
34	Saya memikirkan tentang kemajuan saya dalam bahasa Inggris					
E.	**Affective Strategy**					
35	Saya mencoba tetap tenang setiap kali saya merasa takut menggunakan bahasa Inggris.					
36	Saya memotivasi diri sendiri untuk berbicara bahasa Inggris bahkan ketika saya takut membuat kesalahan.					
37	Saya memberi penghargaan kepada diri saya sendiri ketika saya melakukan hal baik yang berkaitan dengan bahasa Inggris.					
38	Saya sadar ketika saya tegang atau gugup, saat sedang belajar atau menggunakan bahasa Inggris.					
39	Saya menuliskan perasaan saya dalam buku harian.					
40	Saya berbicara dengan orang lain tentang apa yang saya rasakan ketika saya belajar bahasa Inggris.					
F.	**Social Strategy**					
41	Jika saya tidak mengerti suatu ucapan/perkataan dalam bahasa Inggris, saya meminta lawan bicara untuk memperlambat atau mengulangi perkataannya lagi					
42	Saya meminta penutur bahasa Inggris/guru bahasa Inggris untuk mengoreksi saya ketika saya berbicara.					
43	Saya meminta bantuan dari penutur bahasa Inggris/guru bahasa Inggris					
44	Saya mengajukan pertanyaan dalam bahasa Inggris.					
45	Saya mencoba mempelajari budaya penutur bahasa Inggris.					

APPENDIX II

VALIDITY AND RELIABILITY TEST

1. Validity Test

No.	Item	t-table	r-table	Value
1	MEMO1	0.581	0.444	Valid
2	MEMO2	0.475	0.444	Valid
3	MEMO3	0.622	0.444	Valid
4	MEMO4	0.906	0.444	Valid
5	MEMO5	0.822	0.444	Valid
6	MEMO6	0.878	0.444	Valid
7	MEMO7	0.837	0.444	Valid
8	MEMO8	0.844	0.444	Valid
9	MEMO9	0.864	0.444	Valid
10	COG1	0.482	0.444	Valid
11	COG2	0.504	0.444	Valid
12	COG3	0.665	0.444	Valid
13	COG4	0.468	0.444	Valid
14	COG5	0.382	0.444	Invalid
15	COG6	0.401	0.444	Valid
16	COG7	0.186	0.444	Invalid
17	COG8	0.762	0.444	Valid
18	COG9	0.706	0.444	Valid
19	COG10	0.789	0.444	Valid
20	COG11	0.678	0.444	Valid
21	COG12	0.722	0.444	Valid
22	COG13	0.49	0.444	Valid
23	COG14	0.598	0.444	Valid
24	COM1	-0.245	0.444	Invalid
25	COM2	0.685	0.444	Valid
26	COM3	0.495	0.444	Valid
27	COM4	0.579	0.444	Valid
28	COM5	0.333	0.444	Invalid
29	COM6	0.642	0.444	Valid
30	META1	0.662	0.444	Valid
31	META2	0.512	0.444	Valid
32	META3	0.664	0.444	Valid
33	META4	0.836	0.444	Valid
34	META5	0.726	0.444	Valid
35	META6	0.64	0.444	Valid
36	META7	0.766	0.444	Valid
37	META8	0.613	0.444	Valid

38	META9	0.657	0.444	Valid
39	AFF1	0.452	0.444	Valid
40	AFF2	0.762	0.444	Valid
41	AFF3	0.653	0.444	Valid
42	AFF4	0.498	0.444	Valid
43	AFF5	0.59	0.444	Valid
44	AFF6	0.494	0.444	Valid
45	SOC1	0.568	0.444	Valid
46	SOC2	0.561	0.444	Valid
47	SOC3	0.295	0.444	Invalid
48	SOC4	0.495	0.444	Valid
49	SOC5	0.812	0.444	Valid
50	SOC6	0.712	0.444	Valid

2. Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.963	50

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MEMO1	191.7000	760.853	.562	.962
MEMO2	192.0000	769.053	.456	.963
MEMO3	191.9500	764.261	.607	.962
MEMO4	191.6500	744.871	.900	.961
MEMO5	192.0000	744.421	.811	.961
MEMO6	192.1000	727.042	.867	.961
MEMO7	191.5500	743.208	.826	.961
MEMO8	191.8000	736.589	.832	.961
MEMO9	191.9000	733.779	.854	.961
COG1	191.4000	768.779	.464	.963
COG2	191.3500	763.818	.482	.963
COG3	191.5000	763.526	.653	.962
COG4	191.6000	774.568	.456	.963
COG5	192.4000	767.411	.375	.963
COG6	192.5500	768.155	.354	.963

COG7	192.0000	776.421	.150	.964
COG8	191.6500	742.345	.746	.961
COG9	191.7000	746.537	.687	.962
COG10	191.8500	733.397	.771	.961
COG11	192.5000	755.105	.662	.962
COG12	191.8000	757.537	.710	.962
COG13	192.2000	749.747	.450	.963
COG14	191.8500	752.345	.573	.962
COM1	191.9000	797.253	-.270	.965
COM2	192.8500	743.713	.663	.962
COM3	192.2500	762.303	.470	.963
COM4	192.5000	748.684	.550	.962
COM5	192.1000	771.463	.307	.963
COM6	192.0500	751.524	.621	.962
META1	191.4500	760.050	.647	.962
META2	191.5000	755.632	.482	.963
META3	191.4000	754.674	.646	.962
META4	191.4000	746.358	.826	.961
META5	191.5500	748.997	.710	.962
META6	191.3500	759.924	.624	.962
META7	191.4500	747.839	.752	.962
META8	191.5000	758.158	.594	.962
META9	191.4500	753.418	.638	.962
AFF1	191.6000	766.779	.429	.963
AFF2	191.2000	754.168	.751	.962
AFF3	191.7000	744.642	.628	.962
AFF4	191.6500	762.134	.474	.963
AFF5	192.0000	744.737	.559	.962
AFF6	191.7000	752.853	.459	.963
SOC1	191.9000	753.568	.542	.962
SOC2	191.6000	760.042	.539	.962
SOC3	192.0000	770.105	.261	.964
SOC4	191.1000	772.411	.482	.963
SOC5	191.6000	740.674	.799	.961
SOC6	191.5500	751.945	.696	.962

APPENDIX III

DEMOGRAPHIC PROFILE OF RESPONDENTS

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	51	37.0	37.0	37.0
	Female	87	63.0	63.0	100.0
	Total	138	100.0	100.0	

Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	XI BAHASA	19	13.8	13.8	13.8
	XI IPS 1	19	13.8	13.8	27.5
	XI IPS 2	23	16.7	16.7	44.2
	XI IPS 3	17	12.3	12.3	56.5
	XI MIPA 1	20	14.5	14.5	71.0
	XI MIPA 2	23	16.7	16.7	87.7
	XI MIPA 3	17	12.3	12.3	100.0
	Total	138	100.0	100.0	

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 tahun	3	2.2	2.2	2.2
	16 tahun	79	57.2	57.2	59.4
	17 tahun	52	37.7	37.7	97.1
	18 tahun	4	2.9	2.9	100.0
	Total	138	100.0	100.0	

APPENDIX IV

SPSS OUTPUT FOR DESCRIPTIVE STATISTICS OF LLS USED

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
MEMO	138	9.00	45.00	30.5435	7.42861
COG	138	12.00	60.00	38.8261	9.27040
COM	138	4.00	20.00	12.1667	3.53829
META	138	9.00	45.00	30.8043	7.27746
AFF	138	6.00	30.00	20.1884	4.60807
SOC	138	5.00	25.00	17.0580	4.57344
LLS.TOTAL	138	60.00	225.00	149.5870	31.09738
Valid N (listwise)	138				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
MEMO1	138	1.00	5.00	3.3478	1.27670
MEMO2	138	1.00	5.00	3.5725	1.27232
MEMO3	138	1.00	5.00	3.4565	1.31315
MEMO4	138	1.00	5.00	3.5652	1.16492
MEMO5	138	1.00	5.00	3.1957	1.26640
MEMO6	138	1.00	5.00	3.2754	1.30002
MEMO7	138	1.00	5.00	3.4203	1.25455
MEMO8	138	1.00	5.00	3.3696	1.20870
MEMO9	138	1.00	5.00	3.3406	1.21124
MEMO	138	9.00	45.00	30.5435	7.42861
COG1	138	1.00	5.00	3.0870	1.24677
COG2	138	1.00	5.00	3.3406	1.26431
COG3	138	1.00	5.00	3.7609	1.01488
COG4	138	1.00	5.00	3.5507	1.22667
COG5	138	1.00	5.00	3.1884	1.14338
COG6	138	1.00	5.00	3.0435	1.24320
COG7	138	1.00	5.00	3.1739	1.26672
COG8	138	1.00	5.00	3.1739	1.18945
COG9	138	1.00	5.00	3.1087	1.21237
COG10	138	1.00	5.00	3.2609	1.25741
COG11	138	1.00	5.00	2.8478	1.26665
COG12	138	1.00	5.00	3.2899	1.16646
COG	138	12.00	60.00	38.8261	9.27040

COM1	138	1.00	5.00	3.1812	1.22167
COM2	138	1.00	5.00	2.9058	1.26079
COM3	138	1.00	5.00	2.8043	1.22539
COM4	138	1.00	5.00	3.2754	1.23671
COM	138	4.00	20.00	12.1667	3.53829
META1	138	1.00	5.00	3.1449	1.23543
META2	138	1.00	5.00	3.4855	1.18528
META3	138	1.00	5.00	3.7681	1.11584
META4	138	1.00	5.00	3.7029	1.18019
META5	138	1.00	5.00	3.1014	1.21601
META6	138	1.00	5.00	3.2609	1.17954
META7	138	1.00	5.00	3.2971	1.15518
META8	138	1.00	5.00	3.4638	1.23312
META9	138	1.00	5.00	3.5797	1.18267
META	138	9.00	45.00	30.8043	7.27746
AFF1	138	1.00	5.00	3.3986	1.13690
AFF2	138	1.00	5.00	3.4855	1.12850
AFF3	138	1.00	5.00	3.3551	1.20704
AFF4	138	1.00	5.00	3.5145	1.10232
AFF5	138	1.00	5.00	3.0580	1.24846
AFF6	138	1.00	5.00	3.3768	1.21549
AFF	138	6.00	30.00	20.1884	4.60807
SOC1	138	1.00	5.00	3.5000	1.32494
SOC2	138	1.00	5.00	3.5797	1.23106
SOC3	138	1.00	5.00	3.5797	1.17026
SOC4	138	1.00	5.00	3.0797	1.24432
SOC5	138	1.00	5.00	3.3188	1.14615
SOC	138	5.00	25.00	17.0580	4.57344
LLS.TOTAL	138	60.00	225.00	149.5870	31.09738
Valid N (listwise)	138				

APPENDIX V

SPSS OUTPUT OF EACH ITEM FREQUENCY

MEMO1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	13.0	13.0	13.0
	Disagree	15	10.9	10.9	23.9
	Neutral	33	23.9	23.9	47.8
	Agree	45	32.6	32.6	80.4
	Strongly Agree	27	19.6	19.6	100.0
	Total	138	100.0	100.0	

MEMO2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	8.0	8.0	8.0
	Disagree	20	14.5	14.5	22.5
	Neutral	27	19.6	19.6	42.0
	Agree	39	28.3	28.3	70.3
	Strongly Agree	41	29.7	29.7	100.0
	Total	138	100.0	100.0	

MEMO3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	10.1	10.1	10.1
	Disagree	22	15.9	15.9	26.1
	Neutral	26	18.8	18.8	44.9
	Agree	39	28.3	28.3	73.2
	Strongly Agree	37	26.8	26.8	100.0
	Total	138	100.0	100.0	

MEMO4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	5.8	5.8	5.8
	Disagree	18	13.0	13.0	18.8
	Neutral	34	24.6	24.6	43.5
	Agree	44	31.9	31.9	75.4
	Strongly Agree	34	24.6	24.6	100.0
	Total	138	100.0	100.0	

MEMO5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	11.6	11.6	11.6
	Disagree	27	19.6	19.6	31.2
	Neutral	33	23.9	23.9	55.1
	Agree	38	27.5	27.5	82.6
	Strongly Agree	24	17.4	17.4	100.0
	Total	138	100.0	100.0	

MEMO6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	11.6	11.6	11.6
	Disagree	25	18.1	18.1	29.7
	Neutral	31	22.5	22.5	52.2
	Agree	37	26.8	26.8	79.0
	Strongly Agree	29	21.0	21.0	100.0
	Total	138	100.0	100.0	

MEMO7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	8.7	8.7	8.7
	Disagree	23	16.7	16.7	25.4
	Neutral	30	21.7	21.7	47.1
	Agree	41	29.7	29.7	76.8
	Strongly Agree	32	23.2	23.2	100.0
	Total	138	100.0	100.0	

MEMO8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	9.4	9.4	9.4
	Disagree	20	14.5	14.5	23.9
	Neutral	33	23.9	23.9	47.8
	Agree	47	34.1	34.1	81.9
	Strongly Agree	25	18.1	18.1	100.0
	Total	138	100.0	100.0	

MEMO9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	10.1	10.1	10.1
	Disagree	18	13.0	13.0	23.2
	Neutral	38	27.5	27.5	50.7

	Agree	43	31.2	31.2	81.9
	Strongly Agree	25	18.1	18.1	100.0
	Total	138	100.0	100.0	

COG1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	13.0	13.0	13.0
	Disagree	28	20.3	20.3	33.3
	Neutral	35	25.4	25.4	58.7
	Agree	38	27.5	27.5	86.2
	Strongly Agree	19	13.8	13.8	100.0
	Total	138	100.0	100.0	

COG2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	10.1	10.1	10.1
	Disagree	21	15.2	15.2	25.4
	Neutral	38	27.5	27.5	52.9
	Agree	34	24.6	24.6	77.5
	Strongly Agree	31	22.5	22.5	100.0
	Total	138	100.0	100.0	

COG3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.2	2.2	2.2
	Disagree	12	8.7	8.7	10.9
	Neutral	37	26.8	26.8	37.7
	Agree	49	35.5	35.5	73.2
	Strongly Agree	37	26.8	26.8	100.0
	Total	138	100.0	100.0	

COG4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	8.7	8.7	8.7
	Disagree	16	11.6	11.6	20.3
	Neutral	28	20.3	20.3	40.6
	Agree	48	34.8	34.8	75.4
	Strongly Agree	34	24.6	24.6	100.0
	Total	138	100.0	100.0	

COG5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	7.2	7.2	7.2
	Disagree	28	20.3	20.3	27.5
	Neutral	47	34.1	34.1	61.6
	Agree	32	23.2	23.2	84.8
	Strongly Agree	21	15.2	15.2	100.0
	Total	138	100.0	100.0	

COG6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	13.8	13.8	13.8
	Disagree	27	19.6	19.6	33.3
	Neutral	40	29.0	29.0	62.3
	Agree	33	23.9	23.9	86.2
	Strongly Agree	19	13.8	13.8	100.0
	Total	138	100.0	100.0	

COG7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	10.9	10.9	10.9
	Disagree	29	21.0	21.0	31.9
	Neutral	37	26.8	26.8	58.7
	Agree	31	22.5	22.5	81.2
	Strongly Agree	26	18.8	18.8	100.0
	Total	138	100.0	100.0	

COG8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	8.0	8.0	8.0
	Disagree	32	23.2	23.2	31.2
	Neutral	39	28.3	28.3	59.4
	Agree	34	24.6	24.6	84.1
	Strongly Agree	22	15.9	15.9	100.0
	Total	138	100.0	100.0	

COG9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	9.4	9.4	9.4
	Disagree	35	25.4	25.4	34.8
	Neutral	34	24.6	24.6	59.4

	Agree	36	26.1	26.1	85.5
	Strongly Agree	20	14.5	14.5	100.0
	Total	138	100.0	100.0	

COG10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	10.1	10.1	10.1
	Disagree	26	18.8	18.8	29.0
	Neutral	35	25.4	25.4	54.3
	Agree	36	26.1	26.1	80.4
	Strongly Agree	27	19.6	19.6	100.0
	Total	138	100.0	100.0	

COG11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	15.9	15.9	15.9
	Disagree	38	27.5	27.5	43.5
	Neutral	35	25.4	25.4	68.8
	Agree	25	18.1	18.1	87.0
	Strongly Agree	18	13.0	13.0	100.0
	Total	138	100.0	100.0	

COG12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	8.0	8.0	8.0
	Disagree	23	16.7	16.7	24.6
	Neutral	42	30.4	30.4	55.1
	Agree	39	28.3	28.3	83.3
	Strongly Agree	23	16.7	16.7	100.0
	Total	138	100.0	100.0	

COM1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	8.7	8.7	8.7
	Disagree	31	22.5	22.5	31.2
	Neutral	40	29.0	29.0	60.1
	Agree	30	21.7	21.7	81.9
	Strongly Agree	25	18.1	18.1	100.0
	Total	138	100.0	100.0	

COM2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	18.8	18.8	18.8
	Disagree	24	17.4	17.4	36.2
	Neutral	39	28.3	28.3	64.5
	Agree	35	25.4	25.4	89.9
	Strongly Agree	14	10.1	10.1	100.0
	Total	138	100.0	100.0	

COM3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	16.7	16.7	16.7
	Disagree	38	27.5	27.5	44.2
	Neutral	32	23.2	23.2	67.4
	Agree	33	23.9	23.9	91.3
	Strongly Agree	12	8.7	8.7	100.0
	Total	138	100.0	100.0	

COM4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	10.9	10.9	10.9
	Disagree	20	14.5	14.5	25.4
	Neutral	41	29.7	29.7	55.1
	Agree	36	26.1	26.1	81.2
	Strongly Agree	26	18.8	18.8	100.0
	Total	138	100.0	100.0	

META1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	12.3	12.3	12.3
	Disagree	23	16.7	16.7	29.0
	Neutral	43	31.2	31.2	60.1
	Agree	33	23.9	23.9	84.1
	Strongly Agree	22	15.9	15.9	100.0
	Total	138	100.0	100.0	

META2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	8.0	8.0	8.0
	Disagree	18	13.0	13.0	21.0
	Neutral	30	21.7	21.7	42.8

	Agree	51	37.0	37.0	79.7
	Strongly Agree	28	20.3	20.3	100.0
	Total	138	100.0	100.0	

META3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	5.1	5.1	5.1
	Disagree	12	8.7	8.7	13.8
	Neutral	27	19.6	19.6	33.3
	Agree	52	37.7	37.7	71.0
	Strongly Agree	40	29.0	29.0	100.0
	Total	138	100.0	100.0	

META4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	8.7	8.7	8.7
	Disagree	9	6.5	6.5	15.2
	Neutral	23	16.7	16.7	31.9
	Agree	58	42.0	42.0	73.9
	Strongly Agree	36	26.1	26.1	100.0
	Total	138	100.0	100.0	

META5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	13.0	13.0	13.0
	Disagree	21	15.2	15.2	28.3
	Neutral	48	34.8	34.8	63.0
	Agree	31	22.5	22.5	85.5
	Strongly Agree	20	14.5	14.5	100.0
	Total	138	100.0	100.0	

META6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	8.0	8.0	8.0
	Disagree	26	18.8	18.8	26.8
	Neutral	40	29.0	29.0	55.8
	Agree	38	27.5	27.5	83.3
	Strongly Agree	23	16.7	16.7	100.0
	Total	138	100.0	100.0	

META7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	5.1	5.1	5.1
	Disagree	30	21.7	21.7	26.8
	Neutral	42	30.4	30.4	57.2
	Agree	33	23.9	23.9	81.2
	Strongly Agree	26	18.8	18.8	100.0
	Total	138	100.0	100.0	

META8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	8.0	8.0	8.0
	Disagree	20	14.5	14.5	22.5
	Neutral	35	25.4	25.4	47.8
	Agree	38	27.5	27.5	75.4
	Strongly Agree	34	24.6	24.6	100.0
	Total	138	100.0	100.0	

META9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	6.5	6.5	6.5
	Disagree	16	11.6	11.6	18.1
	Neutral	35	25.4	25.4	43.5
	Agree	42	30.4	30.4	73.9
	Strongly Agree	36	26.1	26.1	100.0
	Total	138	100.0	100.0	

AFF1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	8.0	8.0	8.0
	Disagree	17	12.3	12.3	20.3
	Neutral	38	27.5	27.5	47.8
	Agree	50	36.2	36.2	84.1
	Strongly Agree	22	15.9	15.9	100.0
	Total	138	100.0	100.0	

AFF2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	5.1	5.1	5.1
	Disagree	21	15.2	15.2	20.3
	Neutral	36	26.1	26.1	46.4

	Agree	46	33.3	33.3	79.7
	Strongly Agree	28	20.3	20.3	100.0
	Total	138	100.0	100.0	

AFF3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	8.0	8.0	8.0
	Disagree	23	16.7	16.7	24.6
	Neutral	38	27.5	27.5	52.2
	Agree	38	27.5	27.5	79.7
	Strongly Agree	28	20.3	20.3	100.0
	Total	138	100.0	100.0	

AFF4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	5.1	5.1	5.1
	Disagree	16	11.6	11.6	16.7
	Neutral	43	31.2	31.2	47.8
	Agree	43	31.2	31.2	79.0
	Strongly Agree	29	21.0	21.0	100.0
	Total	138	100.0	100.0	

AFF5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	12.3	12.3	12.3
	Disagree	30	21.7	21.7	34.1
	Neutral	41	29.7	29.7	63.8
	Agree	28	20.3	20.3	84.1
	Strongly Agree	22	15.9	15.9	100.0
	Total	138	100.0	100.0	

AFF6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	10.1	10.1	10.1
	Disagree	14	10.1	10.1	20.3
	Neutral	45	32.6	32.6	52.9
	Agree	36	26.1	26.1	79.0
	Strongly Agree	29	21.0	21.0	100.0
	Total	138	100.0	100.0	

SOC1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	12.3	12.3	12.3
	Disagree	16	11.6	11.6	23.9
	Neutral	22	15.9	15.9	39.9
	Agree	47	34.1	34.1	73.9
	Strongly Agree	36	26.1	26.1	100.0
	Total	138	100.0	100.0	

SOC2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	8.0	8.0	8.0
	Disagree	16	11.6	11.6	19.6
	Neutral	31	22.5	22.5	42.0
	Agree	42	30.4	30.4	72.5
	Strongly Agree	38	27.5	27.5	100.0
	Total	138	100.0	100.0	

SOC3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	6.5	6.5	6.5
	Disagree	16	11.6	11.6	18.1
	Neutral	33	23.9	23.9	42.0
	Agree	46	33.3	33.3	75.4
	Strongly Agree	34	24.6	24.6	100.0
	Total	138	100.0	100.0	

SOC4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	14.5	14.5	14.5
	Disagree	23	16.7	16.7	31.2
	Neutral	39	28.3	28.3	59.4
	Agree	38	27.5	27.5	87.0
	Strongly Agree	18	13.0	13.0	100.0
	Total	138	100.0	100.0	

SOC5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	7.2	7.2	7.2
	Disagree	21	15.2	15.2	22.5

	Neutral	46	33.3	33.3	55.8
	Agree	37	26.8	26.8	82.6
	Strongly Agree	24	17.4	17.4	100.0
	Total	138	100.0	100.0	

APPENDIX VI

SPSS OUTPUT FOR DESCRIPTIVE STATISTICS OF LLS USED BASED ON GENDER

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
MEMO	Male	51	29.1961	7.04278	.98619
	Female	87	31.3333	7.57393	.81201
COG	Male	51	34.8431	8.36271	1.17101
	Female	87	41.1609	9.01791	.96682
COM	Male	51	12.4510	3.45435	.48371
	Female	87	12.0000	3.59586	.38552
META	Male	51	28.7647	6.32958	.88632
	Female	87	32.0000	7.56061	.81058
AFF	Male	51	19.1765	4.53743	.63537
	Female	87	20.7816	4.57095	.49006
SOC	Male	51	16.2157	4.36034	.61057
	Female	87	17.5517	4.64748	.49826
LLS.TOTAL	Male	51	140.6471	28.42592	3.98042
	Female	87	154.8276	31.55254	3.38279

APPENDIX VII

INDEPENDENT SAMPE T-TEST OF LLS USE BASED ON GENDER

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MEMO	Equal variances assumed	.646	.423	-1.641	136	.103	-2.13725	1.30207	-4.71217	.43766
	Equal variances not assumed			-1.673	111.091	.097	-2.13725	1.27747	-4.66862	.39411
COG	Equal variances assumed	1.205	.274	-4.079	136	.000	-6.31778	1.54890	-9.38083	-3.25474
	Equal variances not assumed			-4.160	111.325	.000	-6.31778	1.51856	-9.32681	-3.30876
COM	Equal variances assumed	.040	.842	.721	136	.472	.45098	.62510	-.78519	1.68715
	Equal variances not assumed			.729	108.292	.468	.45098	.61854	-.77504	1.67700

META	Equal variances assumed	1.855	.175	-2.572	136	.011	-3.23529	1.25792	-5.72290	-.74768
	Equal variances not assumed			-2.694	119.866	.008	-3.23529	1.20108	-5.61338	-.85720
AFF	Equal variances assumed	.114	.737	-1.997	136	.048	-1.60514	.80395	-3.19501	-.01527
	Equal variances not assumed			-2.000	105.482	.048	-1.60514	.80240	-3.19607	-.01421
SOC	Equal variances assumed	.820	.367	-1.667	136	.098	-1.33604	.80137	-2.92080	.24873
	Equal variances not assumed			-1.695	110.324	.093	-1.33604	.78807	-2.89776	.22569
LLS.TOTAL	Equal variances assumed	1.825	.179	-2.641	136	.009	-14.18053	5.36840	-24.79687	-3.56418
	Equal variances not assumed			-2.715	113.796	.008	-14.18053	5.22370	-24.52884	-3.83222

APPENDIX VIII

DESCRIPTIVE STATISTICS OF LANGUAGE LEARNING STRATEGY USE BASED ON ACADEMIC MAJOR

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
MEMO	XI BAHASA	19	31.1053	7.81661	1.79325	27.3378	34.8727	9.00	41.00
	XI IPS	59	30.9322	7.01689	.91352	29.1036	32.7608	14.00	45.00
	XI MIPA	60	29.9833	7.77979	1.00437	27.9736	31.9931	13.00	45.00
	Total	138	30.5435	7.42861	.63237	29.2930	31.7939	9.00	45.00
COG	XI BAHASA	19	39.0526	11.12791	2.55292	33.6892	44.4161	12.00	57.00
	XI IPS	59	38.3898	9.71493	1.26478	35.8581	40.9216	19.00	60.00
	XI MIPA	60	39.1833	8.28618	1.06974	37.0428	41.3239	23.00	60.00
	Total	138	38.8261	9.27040	.78915	37.2656	40.3866	12.00	60.00
COM	XI BAHASA	19	12.6842	3.33421	.76492	11.0772	14.2912	4.00	20.00
	XI IPS	59	12.5932	3.76975	.49078	11.6108	13.5756	5.00	20.00
	XI MIPA	60	11.5833	3.33086	.43001	10.7229	12.4438	4.00	20.00
	Total	138	12.1667	3.53829	.30120	11.5711	12.7623	4.00	20.00
META	XI BAHASA	19	31.7895	8.23663	1.88961	27.8195	35.7594	17.00	45.00
	XI IPS	59	31.7458	6.71487	.87420	29.9959	33.4957	14.00	45.00
	XI MIPA	60	29.5667	7.42959	.95916	27.6474	31.4859	9.00	45.00
	Total	138	30.8043	7.27746	.61950	29.5793	32.0294	9.00	45.00

AFF	XI BAHASA	19	20.5263	3.96328	.90924	18.6161	22.4366	13.00	27.00
	XI IPS	59	21.3898	4.72709	.61542	20.1579	22.6217	10.00	30.00
	XI MIPA	60	18.9000	4.40223	.56833	17.7628	20.0372	6.00	30.00
	Total	138	20.1884	4.60807	.39227	19.4127	20.9641	6.00	30.00
SOC	XI BAHASA	19	17.1579	4.70535	1.07948	14.8900	19.4258	5.00	25.00
	XI IPS	59	18.1017	4.38923	.57143	16.9579	19.2455	6.00	25.00
	XI MIPA	60	16.0000	4.54357	.58657	14.8263	17.1737	5.00	25.00
	Total	138	17.0580	4.57344	.38932	16.2881	17.8278	5.00	25.00
LLS.TOTAL	XI BAHASA	19	152.3158	34.54313	7.92474	135.6665	168.9650	60.00	212.00
	XI IPS	59	153.1525	30.41144	3.95923	145.2273	161.0778	70.00	213.00
	XI MIPA	60	145.2167	30.62296	3.95341	137.3059	153.1274	69.00	225.00
	Total	138	149.5870	31.09738	2.64718	144.3523	154.8216	60.00	225.00

APPENDIX IX

THE ANOVA RESULTS OF LANGUAGE LEARNING STRATEGIES USE BASED ON ACADEMIC MAJOR

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
MEMO	Between Groups	33.738	2	16.869	.303	.739
	Within Groups	7526.502	135	55.752		
	Total	7560.239	137			
COG	Between Groups	19.861	2	9.931	.114	.892
	Within Groups	11753.965	135	87.066		
	Total	11773.826	137			
COM	Between Groups	36.241	2	18.120	1.457	.237
	Within Groups	1678.926	135	12.436		
	Total	1715.167	137			
META	Between Groups	162.640	2	81.320	1.548	.216
	Within Groups	7093.078	135	52.541		
	Total	7255.717	137			
AFF	Between Groups	186.931	2	93.465	4.635	.011
	Within Groups	2722.171	135	20.164		
	Total	2909.101	137			
SOC	Between Groups	131.620	2	65.810	3.250	.042
	Within Groups	2733.916	135	20.251		
	Total	2865.536	137			
LLS.TOTAL	Between Groups	2037.541	2	1018.770	1.054	.351
	Within Groups	130447.916	135	966.281		
	Total	132485.457	137			

APPENDIX X
POST HOC TEST RESULTS OF LANGUAGE LEARNING STRATEGIES USE BASED ON ACADEMIC MAJOR

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
MEMO	XI BAHASA	XI IPS	.17306	1.96958	.996	-4.4945	4.8407
		XI MIPA	1.12193	1.96558	.836	-3.5362	5.7801
	XI IPS	XI BAHASA	-.17306	1.96958	.996	-4.8407	4.4945
		XI MIPA	.94887	1.36899	.768	-2.2954	4.1932
	XI MIPA	XI BAHASA	-1.12193	1.96558	.836	-5.7801	3.5362
		XI IPS	-.94887	1.36899	.768	-4.1932	2.2954
COG	XI BAHASA	XI IPS	.66280	2.46133	.961	-5.1702	6.4958
		XI MIPA	-.13070	2.45633	.998	-5.9518	5.6904
	XI IPS	XI BAHASA	-.66280	2.46133	.961	-6.4958	5.1702
		XI MIPA	-.79350	1.71079	.888	-4.8478	3.2608
	XI MIPA	XI BAHASA	.13070	2.45633	.998	-5.6904	5.9518
		XI IPS	.79350	1.71079	.888	-3.2608	4.8478
COM	XI BAHASA	XI IPS	.09099	.93024	.995	-2.1135	2.2955
		XI MIPA	1.10088	.92835	.464	-1.0992	3.3009
	XI IPS	XI BAHASA	-.09099	.93024	.995	-2.2955	2.1135
		XI MIPA	1.00989	.64658	.266	-.5224	2.5422
	XI MIPA	XI BAHASA	-1.10088	.92835	.464	-3.3009	1.0992
		XI IPS	-1.00989	.64658	.266	-2.5422	.5224

META	XI BAHASA	XI IPS	.04371	1.91203	1.000	-4.4875	4.5749
		XI MIPA	2.22281	1.90815	.476	-2.2992	6.7448
	XI IPS	XI BAHASA	-.04371	1.91203	1.000	-4.5749	4.4875
		XI MIPA	2.17910	1.32899	.233	-.9704	5.3286
	XI MIPA	XI BAHASA	-2.22281	1.90815	.476	-6.7448	2.2992
		XI IPS	-2.17910	1.32899	.233	-5.3286	.9704
AFF	XI BAHASA	XI IPS	-.86351	1.18450	.747	-3.6706	1.9436
		XI MIPA	1.62632	1.18209	.356	-1.1751	4.4277
	XI IPS	XI BAHASA	.86351	1.18450	.747	-1.9436	3.6706
		XI MIPA	2.48983*	.82331	.008	.5387	4.4409
	XI MIPA	XI BAHASA	-1.62632	1.18209	.356	-4.4277	1.1751
		XI IPS	-2.48983*	.82331	.008	-4.4409	-.5387
SOC	XI BAHASA	XI IPS	-.94380	1.18705	.707	-3.7569	1.8693
		XI MIPA	1.15789	1.18464	.592	-1.6495	3.9653
	XI IPS	XI BAHASA	.94380	1.18705	.707	-1.8693	3.7569
		XI MIPA	2.10169*	.82508	.032	.1464	4.0570
	XI MIPA	XI BAHASA	-1.15789	1.18464	.592	-3.9653	1.6495
		XI IPS	-2.10169*	.82508	.032	-4.0570	-.1464
LLS.TOTAL	XI BAHASA	XI IPS	-.83675	8.19967	.994	-20.2687	18.5952
		XI MIPA	7.09912	8.18300	.662	-12.2933	26.4916
	XI IPS	XI BAHASA	.83675	8.19967	.994	-18.5952	20.2687
		XI MIPA	7.93588	5.69933	.348	-5.5706	21.4424
	XI MIPA	XI BAHASA	-7.09912	8.18300	.662	-26.4916	12.2933
		XI IPS	-7.93588	5.69933	.348	-21.4424	5.5706

*. The mean difference is significant at the 0.05 level.

APPENDIX XI

TEST OF NORMALITY

One-Sample Kolmogorov-Smirnov Test							
		MEMO	COG	COM	META	AFF	SOC
N		138	138	138	138	138	138
Normal Parameters[a,b]	Mean	30.5435	38.8261	12.1667	30.8043	20.1884	17.0580
	Std. Deviation	7.42861	9.27040	3.53829	7.27746	4.60807	4.57344
Most Extreme Differences	Absolute	.072	.078	.098	.075	.086	.088
	Positive	.035	.078	.098	.049	.074	.049
	Negative	-.072	-.077	-.083	-.075	-.086	-.088
Test Statistic		.072	.078	.098	.075	.086	.088
Asymp. Sig. (2-tailed)		.074[c]	.059[c]	.062[c]	.056[c]	.065[c]	.061[c]