

## ABSTRACT

**Rahayu Linda Tri**, 2015. *“The Comparative Study Between Students’ Language Learning Strategies (Direct and Indirect Strategies) On English Achievement On Second Semester Of English Department At STAIN Ponorogo In Academic Year 2014/2015”*. A Thesis, English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo). Advisor: Pryla Rochmawati.

Key words: *Language Learning Strategies, English Achievement, Second Semester Students of English Department at STAIN Ponorogo*

Language learning strategies are the important component in learning process. Understanding the students’ language learning strategies, it means that if we want to increase the students’ language skill, we need focusing not only on teacher skill but also language learning strategies that the learner had.

The objectives of this research are to describe the students’ language learning strategies, English achievement, and the comparison between students’ language learning strategies (direct and indirect strategies), on English achievement for second semester students of English Department at STAIN Ponorogo.

This research is design as quantitative research. The population of this study is the second semester students of English Department at STAIN Ponorogo. The population is 83 students. Simple random sampling is used to choose the sample in this research. The researcher has taken 68 as sample. Technique of collecting data is questionnaire and documentation. Questionnaire is used to get the data about students’ language learning strategies. Documentation is to analyze data uses SPSS 18, the researcher used independent sample test for testing hypotesis.

The comparing the variables of research result showed that: (1) The students of English Department at STAIN Ponorogo who have direct strategies are 34 students (50%) and students who have indirect strategies are 34 (50%). (2) The mean of students English achievement of Direct strategies = 3,2426, and mean of students English achievement of Indirect strategies = 3,1250 with mean difference = 0,1176. (3) The research result,  $t = 1,197$ , with  $df = 66$ , on level significance 5 %, pursuant to the table Value “t” show = 2,00. Then  $t$ -table less than  $t$ -account ( $1,197 < 2,00$ ). It means there is no significance difference of students English achievement between direct and indirect strategies on second semester students of English Department at STAIN Ponorogo. Finally, the researcher suggests the teachers to understand the students’ language learning strategies, so they know the potency of the students’ ability. The suggestion for students is to think creatively and understand themselves by knowing their learning strategies. For the next researcher who want to do the same study, the researcher also suggest to be more accurate and better study.

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is a highly complicated activity, and it is wholly learned. It involves both neural and muscular tissue, and it has psychological, interpersonal, and cultural aspects that are indispensable to its acquisition and use<sup>1</sup>. Language is universal. All normal human beings in a community understand and speak well enough to carry out every activity of human life<sup>2</sup>.

Learning is part of education. When students take part in an educational program, whether in school or some other setting, they are assumed to be engaged in learning.<sup>3</sup> Learning is conscious knowledge of language rules, does not typically lead to conversational fluency, and is derived from formal instruction.<sup>4</sup>

Many methods and strategies had been mastered by the teacher before they teach in a real class. In order, the active communication can build in anywhere and anytime. The communications mean refer to Mary Finocchiaro's statement:<sup>5</sup>

“Communication through the use of the spoken language means understanding and reacting to what someone says. The response and reaction may be to make a statement; to ask a question; to agree or to disagree; to carry out a direction; to answer a question in the affirmative or in the negative with a long answer or with a short answer”.

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<sup>1</sup> Nelson Brooks, *Language And Language Learning* (New York, USA: Harcourt, Brace & World, Inc, 1960), 46.

<sup>2</sup> Mary Finocchiaro, *English As A Second Language: From Theory To Practice* (New York, USA: Regents Publishing Company, Inc, 1974), 2.

<sup>3</sup> Robert M. Gagne and Marcy Perkins Driscoll, *Essentials of Learning for Instruction* (New Jersey, United States of America: PRENTICE HALL, 1989), 1.

<sup>4</sup> Rebecca Oxford, *Language learning strategies: What Every Teacher Should Know* (New York, USA: Newbury House, 1990), 4.

<sup>5</sup> Mary Finocchiaro, *English As A Second Language: From Theory To Practice* (New York, USA: Regents Publishing Company, Inc, 1974), 5.

Based on reason, the teacher must make endeavor to teach the students using many methods and strategies. In another word, all over that is intended to increase the language skill.

Whereas, the success of language skill is not only depend on teacher skill but also many factor can influence it. One of it is language learning strategies of students'. Jeremy Harmer stated:<sup>6</sup>

“Great emphasis has been placed on ‘learned-centered’ teaching, that is teaching which makes the learners’ needs which should drive the syllabus, not some imposed list; it is the students’ learning experiences their responses to them which should be at the heart of a language course. The measure of a good lesson is the students’ activity taking place, not the performance of the teacher”.

It means that if we want to increase the students’ language skill, we need focusing not only on teacher skill but also language learning strategies that the learner had.

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence. The best language students have used strategies, ranging from naturalistic language practice technique to analytic, rule based strategies. Learning strategies are becoming widely recognized throughout education in general. Under various names, such as learning skills, learning to learn skills, thinking skills, and problem-solving skills, learning strategies are the way students learn a wide range of subjects.<sup>7</sup>

More specifically to understand learning strategies, it involves the optimal management of troops, ships, or aircraft in a planned campaign. A different, but related, word is tactics,

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<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: Longman), 56.

<sup>7</sup> *Ibid*, 1-2.

which are tools to achieve the success of strategies. In nonmilitary settings, the strategy concept has been applied to clearly non-adversarial situations, where it has come to mean a plan, step, or conscious action toward achievement of an objective.<sup>8</sup>

Good language learners employ strategies that make them more conscious about how they learn, that allows them to monitor the success of learning, and to manage their time, affect, and effort.<sup>9</sup>

Douglas H Brown divided Language Learning Strategies into two terms: “Learning Strategies” and “Communication Strategies”<sup>10</sup>. Whereas, Rebecca Oxford developed strategy system that contain six sets of L2 Learning behaviors. The system includes these strategy groups: affective, social, meta-cognitive, memory, cognitive, and compensatory strategy<sup>11</sup>. Then Besty Parish classified the six strategies into two groups. They are Direct and Indirect Strategies<sup>12</sup>. Direct and indirect strategies are equally important and serve to support each other in many ways.<sup>13</sup>

The students of English Department at second semester in STAIN Ponorogo is taken because it is the highest grade which still get learning program in the class formally in academic year 2014/2015. The students of second semester can be categorized the students or learners that have language learning strategies in English learning. In fact, they maintain in English learning until highest grade. If they haven't strategies of the English learning, they can not learn of English language with properly.

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<sup>8</sup> *Ibid*, 7-8

<sup>9</sup> Besty Parish, *Teaching Adult ESL: A Practical Introduction* (New York: Mc Graw Hill, 2004), 182-183.

<sup>10</sup> Douglas Brown, *Principles of Language Learning and Teaching 4<sup>th</sup> Edition* (San Fransisco: Longman, 2000), 122.

<sup>11</sup> Jack C. Richards & Willy A. Renandya, et. al., *Methodology in Language Teaching: An Anthology of Current Practice* (Cambrige: Cambrige University, 2002), 128.

<sup>12</sup> Besty Parish, *Teaching Adult ESL: A Practical Introduction* (New York: Mc Graw Hill: 2004), 182-183.

<sup>13</sup> Rebecca Oxford, *Language learning strategies: What Every Teacher Should Know* (New York, USA: Newbury House, 1990), 11-12.

In this research, the researcher wants to compare among students direct strategies and indirect strategies on English achievement for the second semester students of STAIN Ponorogo. The English achievement is the result of the students got during the teaching and learning process. Based on the views above, the researcher want to conduct research entitle is “THE COMPARATIVE STUDY BETWEEN STUDENTS’ LANGUAGE LEARNING STRATEGIES (DIRECT AND INDIRECT STRATEGIES) ON ENGLISH ACHIEVEMENT ON SECOND SEMESTER OF ENGLISH DEPARTMENT AT STAIN PONOROGO IN ACADEMIC YEAR 2014/2015”

## **B. Identification of the Study**

From the background of the study above, some problems can be identified as follows:

1. The second semester students’ of STAIN Ponorogo have different language learning strategies
2. Language learning strategies give the different influence on English achievement

## **C. Limitation of Study**

The scope and setting of the research are necessary to limit, so that will be effective. Besides that, in this research the writer will also give limitation of the research because of the limitation of time and finance of the writer. The scope of this research is comparison on language learning strategies and English achievement.

The writer takes limit she study in a comparative study on language learning strategies and students’ English achievement at the second semester of English Department at STAIN

Ponorogo in Academic Year 2014/2015. After knowing the result of this research as state at the answer of the problem statement, then can be selected which one more effective and efficient media for using by the teacher in teaching.

#### **D. Statement of the Problem**

Since the problems of learning strategies have been explained in the introduction and the process of students' language learning strategies in acquiring the high performance in learning English, some research questions are formulated as follows:

1. How high is the students' achievement which has language learning strategies (direct strategies) on English achievement on second semester of English Department at STAIN Ponorogo in academic year 2014/2015?
2. How high is the students' achievement which has language learning strategies (indirect strategies) on English achievement on second semester of English Department at STAIN Ponorogo in academic year 2014/2015?
3. Is there any significance differences between students' language learning strategies (direct and indirect strategies) on English achievement on second semester of English Department at STAIN Ponorogo in academic year 2014/2015?

#### **E. Objectives of the study**

According to the statement of the problems proposed above, the objectives of the study are as follows:

1. To know the quality of students' achievement which has language learning strategies (direct strategies) on English achievement on second semester of English Department at STAIN Ponorogo in academic year 2014/2015.
2. To find out the value of students' achievement that has language learning strategies (indirect strategies) on English achievement on second semester of English Department at STAIN Ponorogo in academic year 2014/2015.
3. To identify the differences between students' language learning strategies (direct and indirect strategies) on English achievement on second semester of English Department at STAIN Ponorogo in academic year 2014/2015?

#### **F. Significance of the Study**

After completing all research activities, the result of this study is expected to give advantages presented as follow:

##### **1. For Lecturers**

The result of study is expected to useful for English lecturers, will give perspectives to lecturers to decide the right language learning strategies to show and to know of their students' to learn English effectively.

##### **2. For Students'**

The result of study is expected to useful for students', particularly at the second semester of English Department at STAIN Ponorogo in academic year 2014/2015, in

understanding to the successful of the better strategies to learn the language, by so doing, it is expected that they can learn English more successfully.

### 3. For Reader

This research is expected to give a contribution to readers, particularly the students of English Department of STAIN Ponorogo, in enriching references concerned with language learning strategies, especially to know how we can to successful in the strategies to learn language that influence to English achievement.

## **G. Organization of the Thesis**

To make easy to arrange the thesis, here is the explanation about the organization of the thesis. There are four chapters. They are:

The first chapter is introduction which explains of background of the study, identification of the problem, limitation of the problem, statement of the problem, objectives of the study, significance of the study, and organization of the thesis.

The second chapter is review of related literature. It gives the explanation about theoretical background, previous research finding, theoretical framework, and hypothesis.

The third chapter is research method. It gives the explanation about research design, population and sample, instrument of data collection, technique of data collection, and data analysis.

The fourth chapter is research result. It displays about research setting, data description, data analysis, explanation and interpretation.

The last chapter is conclusion and recommendation.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses about the review of literature that relates with the topic. This chapter includes sub-chapters, sessions, and sub-sessions. The sub-chapters include theoretical background, previous research finding, theoretical framework, and hypotheses.

#### A. Theoretical Background

##### 1. English Achievement

###### a. Definition of English Achievement

In the oxford dictionary the word achievement derived from the word “achieve” has pattern “verb” that has meaning gain or reach something by effort: get something done.<sup>14</sup> Webster collegiate dictionary list the meaning of achievement as successful complementation, accomplishment, a result brought about by resolve, persistence, or endeavor, and then the quality and quantity of a students’ work.<sup>15</sup> Meanwhile Nana Syaodih stated that achievement is a realization of qualification potential or humans’ capacity.<sup>16</sup> Human who has a good achievement can influence behavior in the daily activities. In the school, students’ achievement is known by students’ mastery about material in learning process.

From the definition above, it conclude that achievement is a result which has been reached from which has been done. Achievement can be expressed in term of value and results of test or exams.

###### b. Students’ English Achievement

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<sup>14</sup> Oxford, *Learner’s Pocket Dictionary Fourth Edition*, (New York: Oxford University Press, 2011), 4.

<sup>15</sup> Leo Van Lier, *Interaction in The Language Curriculum*, (England: Longman, 1996), 118.

<sup>16</sup> Nana Syaodih Sukmadinata, *Psikologi Proses Pendidikan*, (Bandung:Remaja Rosdakarya, 2005),102.

Achievement is important thing to measure how far our effort and skill can be reach. It is as a result of our activity which we have done, especially in learning.

AS. Horby said, "Achievement is a thing done successfully, especially with an effort and skill."<sup>17</sup> Achievement is the act of achieving or performing, an obtaining by exertion, effort and skill successfully.

"Achievement is considered as the drive and energy students bring to school work in desire to make progress in their learning and achievement."<sup>18</sup> It means achievement is the result that students obtain after following a teaching learning process in certain period of time. As such, the concept of achievement is critical to effective teaching. For a teacher, students' motivation is important because motivation can serve as both an objective in itself and a means for furthering achievement of other educational objectives. As an objective, motivation becomes one of the purposes of teaching.<sup>19</sup> Teachers make assumption about what motives or facilitate achievement based on what students do in the classroom-their performance, their behavior, how they respond to the teacher and classroom tasks, and so forth.<sup>20</sup>

The meaning of achievement is a result of learning that indicated by a changing of students' behavior in their knowledge, skill and attitude.

Students English Achievement is how children accept the English language as the foreign language. But in foreign language learning, students have different

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<sup>17</sup> AS. Hornby, *Oxford Advanced Learner Dictionary*, (Oxford: University Press, 1995), hal 2.

<sup>18</sup> Kevin Barry and Len King, *Beginning Teaching and Beyond, 3 edition*, (Sydney: Thomson Social Science Press, 1998), 498.

<sup>19</sup> N.L. Gage and David C. Berliner, *Educational Psychology 4 edition*, (Boston: Houghton Mifflin Company, 1988), 335.

<sup>20</sup> Carl A. Grant and Christine E. Sleeter, *Doing Multicultural Education for Achievement and Equity*, (New York: Routledge, 2007), 36.

achievement. They must be compatible in four skills, they are listening, speaking, reading and writing.

The conclusion is learning achievement is how much knowledge that the students obtained in learning English after they have followed teaching learning process in particular period of time.

The students will be successful in learning if they have achievement, so learning achievement is important because it can determine students' success in learning with effort and skill.

Based on the explanation before, achievement is the result of learning. In English subject, students must achieve material about theories and practices well. Students' English achievement is how children accept the English language as the foreign language. But in foreign language learning, students have different achievement. They must be compatible in four skills: speaking, listening, reading and writing, as described in the following:

#### 1) Speaking

Speaking is a productive skill that can be directly and empirically observed: those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>21</sup> Usually, teachers measure students' speaking achievement by students' conversation, speech, telling story, and other practice.

#### 2) Listening

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<sup>21</sup> H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (Longman: San Francisco State University, 2004), 140.

Listening is way to take notice of what somebody says to you so that you follow their advice or believe them.<sup>22</sup> The process of listening performance is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain. In other means, listening process is a spoken or written response from the student that indicates correct or incorrect auditory processing.<sup>23</sup> This skill practiced by listening a monolog, dialog, prolog, song, and other sounds.

### 3) Reading

Reading is the activity of somebody who reads.<sup>24</sup> In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Basic, beginning level textbooks in a foreign language presuppose a students' reading ability if only because it's a book that is the medium.<sup>25</sup> This skill practiced by reading a story, letter, poetry, and other text.

### 4) Writing

Writing is a way to state the information or the word mentioned. Meanwhile, writing skill is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate culture.<sup>26</sup> This skill practiced by writing a letter, experience in the past time, short story, poetry, and other writing activity.

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<sup>22</sup> Oxford Advanced Learner's dictionary, 4<sup>th</sup> edition, (New York: Oxford University Press, 2011).

<sup>23</sup> H. Douglas Brown, *Language Assesment: Principle and Classroom Practices*, 118.

<sup>24</sup> Oxford Advanced Learner's dictionary, 4<sup>th</sup> edition, (New York: Oxford University Press, 2011).

<sup>25</sup> . Douglas Brown, *Language Assesment: Principle and Classroom Practices*, 185.

<sup>26</sup> *Ibid.*, 218.

Based on the explanation above, it concluded that human must study to improve their knowledge. Human also knew about their achievement after they have some test or examination. Students' English achievement is a result which gets about English subject.

## 2. Language Learning

### a. Definition of Language

Stephen Pinker is defining Language in the book entitle The Language Instinct that: "Language is complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently"<sup>27</sup>.

Douglas Brown had a sophisticated eight statements to convey definitions of language as follows<sup>28</sup>:

#### 1. Language is a systematic

So that the system of language on several possible levels (most commonly phonological, syntactic, and semantic) is explicit and formal account.

#### 2. Language is a set of arbitrary symbols

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<sup>27</sup> Stephen Pinker, *The Language Instinct: How the Mind Creates Language* (New York: William Morrow, 1994), 18.

<sup>28</sup> Douglas Brown, *Principles of Language Learning and Teaching 4<sup>th</sup> Edition* (San Fransisco: Longman, 2000), 5.

There are the symbolic nature of language, the relationship between language and reality, the philosophy of language, and the history of language.

3. Those symbols are primarily vocal, but may also be visual

The scopes are phonetic, phonology, writing systems, kinesics, phonemics, and other “paralinguistic” features of language.

4. The symbols have conventionalized meanings to which they refer

It means that refer to semantic, language and cognition, psycholinguistics.

5. Language is used communication

It means that language is related with communication systems, speaker-hearer interaction, and sentence processing.

6. Language operates in a speech community or culture

Language closely related to dialectology, sociolinguistics, language and culture, bilingualism and second language.

7. Language is essentially human, although possibly not limited to human.

8. Language is acquired by all people in much the same way, language and language learning both have universal characteristic.

#### b. The Function of Language

The major functions of language have been subdivided by some linguistic as follows:<sup>29</sup>

1. Personal

It means that language in context of personal can express one’s emotions, needs, thoughts, desires, attitudes, etc.

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<sup>29</sup> Mary Finocchiaro, *English as Second Language From Theory to Practice* (New York: Regents Publishing Company, Inc., 1974), 5.

## 2. Intrapersonal

The language function is not only limit in personal context, but also intrapersonal. Language maintains good social relations with individuals and group-expressions of praise, sympathy, joy another's success, inquiries about health, etc.

## 3. Directive

Another function of language as a directive. Language used to control the behavior of other through advice, warnings, request, persuasion, discussion, etc.

## 4. Referential

Language used too to talk about objects or events in the immediate setting or environment or in the culture.

## 5. Metalinguistic

In here, the function of language is to explain about language, e.g., What does \_\_\_\_\_ mean?

## 6. Imaginative

As a simple explanation above about functions of language, include *personal, intrapersonal, directive, referential, and metalinguistic* language has another function to expressing the art. There is to use language creatively in rhyming, composing, poetry, etc.

In a short, the researcher gets a conclusion that language is one of vehicle to convey means of mind and heart. It has many functions too. Some of them are expressing needs and likes, describing people, place, and thing. Besides that, it is used to describing action, retelling past event, asking and giving information, comparing,

literacy analysis, explaining, persuading, defining, and summarizing something. It not limited to human communication, but to use in literature such music and poetry.

c. Using L1 in L2 as Target Language Learning

Extensive research has already been done in the area of native language interference on the target language. Dulay defined interference as the automatic transfer, due to habit, of the surface structure of the first language into the surface of the target language. Lott defines interference as ‘errors in the learners’ use of the foreign language that can be traced back to the mother tongue’. Ellis refers to interference as ‘transfer’, which he says is ‘the influence that the learners L1 exert over the acquisition of an L2’. He argues that transfer is governed by learners’ perceptions about what is transferable and by their stage or development in L2 learning. In learning a target language, learners construct their own interim rules with the use of their L1 knowledge, but only when they believe it will help them in the learning task or when they have become sufficiently proficient in the L2 for transfer to be possible. Ellis raises the need to distinguish between errors and mistakes and makes an important distinction between the two. He says that errors reflect gaps in the learners’ knowledge, they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance, they occur because, in particular instance, the learners are unable to perform what he or she knows.<sup>30</sup>

So from discussion above, the researcher get a conclusion about the use of L1 in L2 as target language. L1 was preferred for building empathy, disciplining/ reprimanding, explaining classroom procedures, teaching culture, and offering

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<sup>30</sup> Baljit Bheta, “Native Language interference in Learning a Second Language: Exploratory Case Studies of Native Language Interference With Target Language Usage”, *International Education Journal*, 1 (1999), 22-23.

feedback. L2 was used mainly for modeling and, as would be expected, for leading mechanical drills.

### 3. Language Learning Strategies

Learning strategies refer to those steps or operations used by learner to facilitate their acquisition, storage, retrieval, and use of information. In order to improve their progress in apprehending, internalizing, and using the second language, people use specific actions, behaviors, steps, or techniques. In this way, people make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation.<sup>31</sup>

Good language learners employ strategies that make them more conscious about how they learn, that allows them to monitor the success of learning, and to manage their time, affect, and effort.<sup>32</sup>

The term of this study, Besty Parish distinguished six strategies into two terms. They are *Direct Strategies & Indirect Strategies*.<sup>33</sup> For specific explanation about Direct & Indirect Strategies, let see the table below:

Table: 2.1

Direct Strategies & Indirect Strategies

DIRECT STRATEGIES	INDIRECT STRATEGIES
Memory Strategy	Organizational Strategy
Those that help you to remember language. Ex: <ul style="list-style-type: none"> <li>• Sorting word into logical categories.</li> <li>• Use sounds and images to</li> </ul>	Those help you plan for organize learning. Ex: <ul style="list-style-type: none"> <li>• Setting goal and objectives.</li> <li>• Seeking opportunities for practice.</li> </ul>

<sup>31</sup> Rebecca Oxford, *Language learning strategies: What every teacher should know* (New York, USA: Newbury House, 1990), 8.

<sup>32</sup> Besty Parish, *Teaching Adult ESL: A Practical Introduction* (New York: Mc Graw Hill, 2004), 182-183.

<sup>33</sup> Ibid., 182-184.

remember words.	<ul style="list-style-type: none"> <li>• Connecting new information with known information.</li> </ul>
<b>Cognitive Strategy</b>	<b>Affective Strategy</b>
Those enhance understanding. Ex: <ul style="list-style-type: none"> <li>• Recognizing and using phrases.</li> <li>• Repeating a new language</li> <li>• Summarizing</li> </ul>	Those that improve your emotional state for learning. Ex: <ul style="list-style-type: none"> <li>▪ Using relaxation techniques.</li> <li>▪ Rewarding yourself</li> <li>▪ Keeping a language learning diary.</li> </ul>
<b>Compensatory Strategy</b>	<b>Social Strategy</b>
Those that help you overcome limitations. Ex: <ul style="list-style-type: none"> <li>▪ Guessing intelligently through visual or other clues</li> <li>▪ Asking for help</li> <li>▪ Using mimic or gesture</li> </ul>	Those that promote learning cooperatively. Ex: <ul style="list-style-type: none"> <li>▪ Asking for clarification</li> <li>▪ Asking for correction</li> <li>▪ Interacting with proficient users of the language.</li> </ul>

Further, Rebecca Oxford elaborates the application of those strategy systems which can be shown in table.<sup>34</sup>

Table: 2.2 Applications of the Strategy System Showing Two Classes, Six Groups, and 19 Sets.

Type	Strategies Group	Strategies Set
Direct Strategies	Memory Strategies	<ul style="list-style-type: none"> <li>a. Creating mental linkages</li> <li>b. Applying images and sounds</li> <li>c. Reviewing well</li> <li>d. Employing action</li> </ul>
	Cognitive Strategies	<ul style="list-style-type: none"> <li>a. Practicing</li> <li>b. Receiving and sending messages</li> <li>c. Analyzing and reasoning</li> <li>d. Creating structure for input and output</li> </ul>
	Compensation Strategies	<ul style="list-style-type: none"> <li>a. Guessing intelligently</li> <li>b. Overcoming limitations in speaking and writing</li> </ul>
	Meta-cognitive	<ul style="list-style-type: none"> <li>a. Centering your learning</li> </ul>

<sup>34</sup> Ibid, 17.

Indirect Strategies	Strategies	<ul style="list-style-type: none"> <li>b. Arranging and planning your learning</li> <li>c. Evaluating your learning</li> </ul>
	Affective Strategies	<ul style="list-style-type: none"> <li>a. Lowering your anxiety</li> <li>b. Encouraging yourself</li> <li>c. Taking your emotional temperature</li> </ul>
	Social Strategies	<ul style="list-style-type: none"> <li>a. Asking questions</li> <li>b. Cooperating with others</li> <li>c. Empathizing with others</li> </ul>

A large overlap naturally exists among the strategy groups in the system presented here. For instance, the metacognitive category helps students to regulate their own cognition by assessing how they are learning and by planning for future language tasks, but metacognitive self-assessment and planning often require reasoning, which is itself a cognitive strategy. Likewise, the compensation strategy of guessing, clearly used to make up for missing knowledge, also requires reasoning (which explains why some specialists call guessing a cognitive strategy), as well as involving sociocultural sensitivity typically gained through social strategies.

Table 2.2 indicates how the six strategy groups are subdivided into a total of 19 strategy sets. Table 2.3 shows the entire learning strategy system, including 62 strategies.<sup>35</sup>

Table: 2.3 The Application of the Strategy System Showing All the Strategies.

Strategies Group	Strategies set	Application
Memory Strategies	a. Creating mental linkages	<ul style="list-style-type: none"> <li>1. Grouping</li> <li>2. Associating/elaborating</li> <li>3. Placing new word into context</li> </ul>
	b. Applying images and sounds	<ul style="list-style-type: none"> <li>1. Using imaginary</li> <li>2. Semantic mapping</li> <li>3. Using keyword</li> <li>4. Representing sound in memory</li> </ul>
	c. Reviewing Well	<ul style="list-style-type: none"> <li>1. Structured reviewing</li> </ul>
	d. Employing action	<ul style="list-style-type: none"> <li>1. using physical response</li> <li>2. Using mechanical techniques</li> </ul>

<sup>35</sup> Rebecca Oxford, *Language Learning Strategies: What Every Teacher Should Know* (New York, USA: Newbury House, 1990), 16-19.

Cognitive Strategies	a. Practicing	<ol style="list-style-type: none"> <li>1. repeating</li> <li>2. Formally practicing with sound &amp; writing system</li> <li>3. Recognizing and using formulas/patterns</li> <li>4. Recombining</li> <li>5. Practicing naturalistically</li> </ol>
	b. Receiving and sending messages	<ol style="list-style-type: none"> <li>1. Getting the idea quickly</li> <li>2. using resources for receiving and sending messages</li> </ol>
	c. Analyzing and reasoning	<ol style="list-style-type: none"> <li>1. reasoning deductively</li> <li>2. analyzing expressions</li> <li>3. analyzing contrastively</li> <li>4. translating</li> <li>5. transferring</li> </ol>
	d. Creating structure for input and output	<ol style="list-style-type: none"> <li>1. taking notes</li> <li>2. summarizing</li> <li>3. Highlighting</li> </ol>
Compensation Strategies	a. Guessing intelligently	<ol style="list-style-type: none"> <li>1. Using linguistic clues</li> <li>2. Using other clues</li> </ol>
	b. Overcoming limitations in speaking and writing	<ol style="list-style-type: none"> <li>1. Switching to the L I</li> <li>2. Getting help</li> <li>3. Using mime or gesture</li> <li>4. Avoiding communication partially or totally</li> <li>5. Selecting the topic</li> <li>6. Adjusting/approximating the messages</li> <li>7. Coining words</li> <li>8. Using circumlocutions/synonym</li> </ol>
Meta-cognitive Strategies	1. Centering your learning	<ol style="list-style-type: none"> <li>1. Over viewing and linking with already known material</li> <li>2. Paying attention</li> <li>3. Delaying speech production to focusing on listening</li> </ol>
	2. Arranging and planning your learning	<ol style="list-style-type: none"> <li>1. Finding out about language learning</li> <li>2. Organizing</li> <li>3. Setting goals/objectives</li> <li>4. Identifying the purpose of language task</li> <li>5. Planning for a language task</li> <li>6. Seeking practice opportunities</li> </ol>
	3. Evaluating your	<ol style="list-style-type: none"> <li>1. Self monitoring</li> </ol>

	learning	2. Self evaluating
Affective Strategies	a. Lowering your anxiety	1. Using progressive relaxation, deep breathing, or meditation 2. Using music 3. Using laughter
	b. Encouraging yourself	1. Making positive statement 2. Taking risk wisely 3. Rewarding yourself
	c. Taking your emotional temperature	1. Listening to your body 2. Using a Check list 3. Writing language learning diary 4. Discussing your feeling with others
Social Strategies	a. Asking questions	1. Asking for clarification 2. Asking for correction
	b. Cooperating with others	1. Cooperating with peers 2. Cooperating with proficient English users
	c. Empathizing with others	1. Developing cultural Understanding 2. Becoming aware of others' thought and feeling

This review of the type of Language Learning Strategies is a useful background to the new strategy classification system, discussed next. Many elements of this system have already been touched upon, and they will be explained in greater detail now.

#### a. Direct Strategies

Language Learning Strategies that directly involve the target language are called *direct strategies*. All direct strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive, and compensation) do this processing differently and for different purposes. *Memory strategies*, such as grouping or using imagery, have a highly specific function: helping students store and retrieve new information. *Cognitive Strategies*, such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means.

*Compensation strategies*, like guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge.<sup>36</sup>

#### b. Indirect Strategies

This discusses the Indirect Strategies that underpin the business of language learning. Indirect strategies are divided into meta-cognitive strategies allow learners to control their own cognition – that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating. Affective strategies help to regulate emotions, motivations, and attitudes. Social strategies help students learn through interaction with others. All these strategies are called “Indirect” because they support and manage Language Learning without (in many instances) directly involving in target language. The Indirect Strategies explained here work in tandem with the direct strategies described earlier. Indirect strategies are useful in virtually all language learning situations and are applicable to all four language skills listening, reading, speaking, and writing.

From explanation above, the research get the conclusion that the direct strategies are beneficial to the students because they help store and recover information. These strategies help learners to produce language even when there is gap in knowledge. They also help to understand and use the new language. Indirect language learning strategies work together with the direct strategies. They help learner regulate the learning process. These strategies support and manage language learning without direct engagement and therefore called indirect strategies. Direct strategies require mental processing of the language and these are grouped into memory, cognitive and

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<sup>36</sup> Rebecca Oxford, *Language Learning Strategies: What Every Teacher Should Know* (New York, USA: Newbury House, 1990), 37.

compensation strategies. The purpose in contrast, indirect strategies “support and manage language learning without involving the target language”. They are subdivided into meta-cognitive, affective, and social strategies.<sup>37</sup>

#### 4. Good Language Learner

As some statements above about learning, it was defined as a change of behavior human. It was meant that very progress in learning can be observing, included the characteristic of good language learner. Douglas Brown quoted Rubin state about “good language learners” in terms of personal characteristic, style, and strategies. They are fourteen such characteristic as below, good language learner:<sup>38</sup>

- a. find their own way, taking charge of their learning
- b. organize information about language
- c. are creative, developing a “feel” for the language by experimenting with its grammar and words
- d. make their own opportunities for practice in using the language by experimenting with inside and outside the classroom
- e. learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word.
- f. use mnemonics and other memory strategies to recall what has been learned.
- g. make errors work for them and not against them.
- h. use linguistics knowledge, including knowledge of their first language, in learning a second language.
- i. use contextual cues to help them in comprehension

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<sup>37</sup> *Ibid*, 135.

<sup>38</sup> Douglas Brown, *Principles of Language Learning and Teaching 4<sup>th</sup> Edition* (San Fransisco: Longman, 2000), 123.

- j. learn to make intelligent guesses.
- k. learn chunks of language as wholes and formalized routines to help them perform “beyond their competence”
- l. learn certain tricks that help to keep conversation going.
- m. learn certain production strategies to fill in gaps in their own competence.
- n. learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

In conclusion, developing effective language learning strategies is a goal that merits attention in any EFL class, regardless of the focus of instruction. It is important to be explicit about the strategies-learner are using in class and to tell them how they can employ them on their own.

## **B. Previous Research Finding**

There are some studies that can support and become the sources of this research. Some of those are:

This thesis by Moh. Fuadul Matin: “Language Learning Strategies Used by Successful Learners of English as a Foreign Language”. The objectives of this study are to discover specific English foreign language learning strategies used by students categorized as good language learners in learning English and to identify the influence of language learning strategies to their achievement in learning English. The data for this research were taken from in depth interviews, observation, filling up questionnaires, and document analysis. Applying those learning strategies, she always got good score in English lesson. It can be concluded that learning strategies of the students is very useful and helpful in learning English as foreign

language. Learning strategies are believed to be responsible for successful language acquisition and a significant determinant of ultimate success in language learning. Thus, in learning English as a foreign language, good language learning strategies are significant. Learners need to know how to learn, and teachers need to know how to facilitate their process. Hopefully this study will also inspire other researchers who are interested in conducting research on other aspects of language learning strategies.<sup>39</sup>

This thesis by Dyan Pratiwi: “Language Learning Strategies at Bilingual Program Of SMPN 2 Ponorogo In Academic Year 2013/2014”. The purpose of this research are (1) to define Language Learning Strategies used, (2) to explain the implementation of Language Learning Strategies, (3) to find the strengths and weaknesses Language Learning Strategies in bilingual program of SMPN 2 Ponorogo in academic year 2013/2014. The researcher employed qualitative research design, the subject of this research was the bilingual program consisted of 113 students. The researcher used three research instruments, they are: test, observation, interview, and documentation. The researcher concludes that (1) The students in Bilingual Program of SMPN 2 Ponorogo used Language Learning Strategies. The strategies are Social Strategy and meta-cognitive strategy. (2) The implementation of social strategy depend on teacher teaching technique. And the implementation of meta-cognitive strategy are very closely with the organizer learning well by themselves.(3) The strengths of Social Strategy are to make students more independent both in learning and solving problems, students are more active in language learning, motivate students to perform better in front class confidently, foster a sense of caring towards group partner, and make students become

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<sup>39</sup> Moh. Fuadul Matin, *Language Learning Strategies Used By Successful Learners of English as a Foreign Language*, (digilib uns, 2014) thesis.

more creative. The weaknesses of the social strategy are requires more time, also cannot be applied to every student in a bilingual classroom.<sup>40</sup>

### C. Theoretical Framework

English in Indonesia is as foreign language. The English learners do not use this language as communication in interaction every day. As foreign language learners, they are surrounded by their native language. It makes the learners have difficulty in learning totally. Learners receive input from the target language only in a classroom setting and lack the opportunities for interaction the target language.

Language learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence. The best language students have used strategies, ranging from naturalistic language practice technique to analytic, rule based strategies. Learning strategies are becoming widely recognized throughout education in general. Under various names, such as learning skills, learning to learn skills, thinking skills, and problem-solving skills, learning strategies are the way students learn a wide range of subjects.

There are classified the strategies into two groups. They are *Direct and Indirect Strategies*. Language learning strategies are among the main factors that help determine how and how well our students learn a second or foreign language.

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<sup>40</sup> Dyan Pratiwi, *Language Learning Strategies at Bilingual Program Of SMPN 2 Ponorogo In Academic Year 2013/2014*, (STAIN Ponorogo, 2014)thesis.

Based on the explanation and previous study above, the researcher believes that the Direct Strategies becomes a greater aspect for the English learning for students'. It is possible because the high of students' desire to interact or to integrate the target language people and culture. It may be occur for Direct Strategies. Where many learners learn English to get better job in their live, such as: they want to be English teacher or tutor because they learn in educational program. Or both of them become the same desire of students in second semester of English Department at STAIN Ponorogo.

#### **D. Hypotheses**

The hypotheses of this research are in the following:

1.  $H_a$  : There is any significance differences between students' language learning strategies (Direct and Indirect strategies) on English achievement on second semester of English Department of STAIN Ponorogo in academic year 2014/2015?
2.  $H_0$  : There is no significance difference between students' language learning strategies (Direct and Indirect strategies) on English achievement on second semester of English Department of STAIN Ponorogo in academic year 2014/2015?