

**THE ANALYSIS OF ENGLISH LEARNING STRATEGIES OF THAILAND  
STUDENTS AT PONDOK MODERN DARUSSALAM GONTOR PONOROGO**

**THESIS**



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## ABSTRACT

**Saa, Affandee. 2020.** *The analysis of english learning strategies of thai students at Pondok Modern Darussalam Gontor Ponorogo.* **Thesis.** English Education Department, Faculty of Tarbiyah and Teacher Training, The State Institute of Islamic Studies Ponorogo. Advisor, **Mrs. Wiwin Widayawati, M.Hum.**

**Key Words: Thai Student, English Learning, Strategies.**

Pondok Modern Darussalam Gontor Ponorogo provides education in arabic and english languages. This study aims to examine language learning strategies in learning english as a foreign language; specifically regarding the types of strategies most often used and liked by students in using these strategies. This research uses a qualitative method with a descriptive case study (descriptive case study) involving 5 Thai students at Pondok Modern Darussalam Gontor, Ponorogo.

With the formulation of the problem, What strategies are used in English learning for Thailand students at Pondok Modern Darussalam Gontor Ponorogo? How the English learning strategies of Thailand students at Pondok Modern Darussalam Gontor Ponorogo are conducted? And What the problems are faced by the Thailand students in applying English learning strategies at Pondok Modern Darussalam Gontor Ponorogo?

In compiling this thesis, the researcher used field research and the object of research is gontor ponorogo modern darussalam cottage. The type of research used in this research is descriptive-qualitative research. Description of research data exposure through technical data collection then data is analyzed using descriptive-qualitative analysis. Research data obtained namely primary and secondary data obtained directly from respondents using observation, interview and documentation. The analysis technique used is descriptive-qualitative analysis.

The findings from this research show that Thai students use a variety of english learning strategies at intermediate level, so they must be trained to understand how to use appropriate english learning strategies. Instructors must design or provide lessons with different types of activities and language week, speak up, teknik skim and scan, memorization, bringing dictionaries and television programs. In addition, some lessons can be combined with the use of a website that students can visit and use various language learning strategies to motivate and direct them to become better learners.

The researcher aware that this research is still far from a perfect word and requires further study that will discuss this problem more clearly. Great research expectations for suggestions and criticisms and hopefully this research is useful for authors and readers in general.

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Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

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Ponorogo, 29 November 2019

Yang Membuat Pernyataan



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# CHAPTER I

## INTRODUCTION

### A. BACKGROUND OF THE STUDY

Nowadays, In Thailand education system where learners study English as foreign language, the role of English can be seen as a compulsory subject for Thailand students from primary school to secondary school.<sup>1</sup> Similar to higher level students who have entranced at tertiary level, they need to learn English as a fundamental course as well. For Rajabhat University for example, as a local educational institution in Thailand, one of the main goals of it is to produce good teachers in different disciplines of education field to serve the need of society with academic standing that it has been created since there were Teachers ‘Colleges.<sup>2</sup> Furthermore, Education students who have skills in teaching methods must achieve the Diploma of Teaching Profession with nine teaching competencies when they graduated.<sup>3</sup> At the present time, it can be said that language competency is the most occurred problem comparing to other competencies in Teaching Profession.<sup>4</sup> Hence, many students from Thailand go overseas to study a specific field of knowledge, especially English.

However, Thailand students still have problems in language learning that they failed to achieve effective English.<sup>5</sup> Thus, it is necessary to discover techniques or methods which are suitable for solving problems in English language learning. Due to the paradigm shift of learner-centered approach, it has become a new perspective in

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<sup>1</sup> Hadi, Fais Nurul. “*Language Learning Strategies Used by Thai Students in Learning English and Indonesian*”. Bandar Lampung: FKIP Unila. 2017.

<sup>2</sup> Siriwan, Mayuree . *English Vocabulary Learning Strategies Employed by Rajabhat University Students*. ( A Ph.D thesis submitted to Suranaree University of Technology, 2007, available at [http://sutir.sut.ac.th:8080/sutir/bitstream/123456789/284/1/mayuree\\_fulltext.pdf](http://sutir.sut.ac.th:8080/sutir/bitstream/123456789/284/1/mayuree_fulltext.pdf))

<sup>3</sup> Notification of the Teachers Council of Thailand Board. *Re: Rules and Procedures for Testing and Evaluation of Knowledge of Foreigners in Applying for License to Practice the Teaching Profession* D.E. 2549. 2006

<sup>4</sup> Kiymet selvi. *Cultura. International Journal of Philosophy of Culture and Axiology*. Teachers’ Competencies. Faculty of Education, Anadolu University, 26470 Eskisehir, Turkeyvol. VII, no. 1/2010

<sup>5</sup> Silapasatham, *The development of teachers of English in primary schools*. Bangkok: The Office of the Education Council. 1999.

second language learning and teaching field over two decades, and it has been considered as an effective method for developing learners to become independent and autonomous learners in language learning. In addition, Language learning strategies are essential method widely accepted among many practitioners which used for facilitate learning process because this trend can support learners when they have faced with some problems.<sup>6</sup>

As the researcher documented the previous related to literature reviews, it is found that most of Thailand researchers have studied focusing on the students who majored in Science and Social Science whereas Education students have not been interested in research study much or it could be said that there is no research which designed to identify language learning strategies used by Thailand Education students especially those who study at tertiary level. To fill this gap, the present study aims to identify language learning strategies employed by Thailand Education students who believed to have a pedagogical ability.

Some research findings in the area of second language acquisition have proved the greater emphasize on the role of learners in the process of language learning.<sup>7</sup> While learners received more attention and a more prominent place in research studies on second language learning, so did the engaged strategies and techniques they employed to learn the language and overcome its barriers. Among these researches, language learning strategies have received a particular attention.

Research of language learning strategies, using different portions of strategies in the classes, especially to learn a target language, will help learners to focus more on the main goal and students should be learned to be self-directed; consequently, students will depend more on their knowledge. However, teachers should work as facilitators,

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<sup>6</sup>Ellis BG. *Soil Fertility*. 2 nd. Ed. Boca Raton: Lewis. 1997

<sup>7</sup> Gerami, M. H. and Baighlou, S. M. G. 2011. Language learning strategies used by successful and unsuccessful Iranian EFL students. *Procedia-Social and Behavioral Sciences*, 29(2011),1567

helpers, guidance and advisors; rather than just knowledge giver. Furthermore, instructors should help learners to use language practically.<sup>8</sup>

There were dozens of various studies which have contributed to the understanding of strategies employed by SL (Second Language)/FL (Foreign Language) learners. Such studies show in order to effect changes in perceptions of the learners' role in the learning process and what learners do to learn successfully. Therefore, encouraging teacher to provide successful instruction is necessary by identifying and understanding the students' difference especially designing the teaching methods which appropriate for the students' learning strategies.<sup>9</sup>

Several studies indicated some of the learning strategy preferences reported by students in different cultural background. Some researchers concluded that Asian prefer strategies involving rote of memorization and focus on linguistic code.<sup>10</sup> Taiwanese students seem far more structured, analytic, memory based, and metacognitively oriented than other groups of learners.<sup>11</sup> Spanish learners were found to use "traditional" strategies such as using dictionaries in learning words. It states the differences among ESL students in different culture background in their tendency to use or avoid certain strategies or approach in learning language.

The language proficiency level can be said as one of the factor affecting the students language strategies. The proficiency level significantly affected the use of compensation, cognitive, metacognitive, and social strategies, but displayed no effect on the use of memory and affective strategies.<sup>12</sup> This can be said that the more knowledge the students dealing with the theories and problems in language learning, the wider

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<sup>8</sup>Achmad, H.P. dan Alek Abdullah. *Linguistik Umum*. Jakarta: Erlangga, 2013, 198.

<sup>9</sup>Hismanoglu, Murat. Language Learning Strategies in Foreign Language Learning and Teaching. *The Internet TESL Journal*, Vol. VI, NO. 8, 2000.

<sup>10</sup>Tseng, C. and Bateman, J. A. *Multimodal narrative construction in Christopher Nolan's Memento: A description of analytic method*. *Visual Communication* 11(1): 91-119. 2012. 323

<sup>11</sup>Baker El-Dib, Marvel Abou. *Language learning strategies in Kuwait. Links to gender, language level and culture in a hybrid context*. *foreign language annals* 37(1): 2004. 87

<sup>12</sup>Ibid,..... 86



language learning strategies they use, although it may still varied to each students. Therefore, the higher the level of the language proficiency level, the higher the use of language learning strategies.

Other aspect related to the use of language learning strategies is their age. Learners of different ages approach language learning in different ways owing their significance to psychological and social differences between them. Most learning strategy studies with children have made use of observational data while those with adults relied on self-report data. With observations social strategies tend to be most prominent while studies with adults emphasize cognitive and metacognitive strategies. Successful beginning level ESL learners actually displayed a different pattern of strategy use from unsuccessful learners.<sup>13</sup>

These language and cultural problems are also faced by the international students from Thailand who were studying in SMP Raden Intan Lampung. They have to learn english while also have to master the use of Indonesian language since the teaching learning instruction were mostly used Indonesian. They also need to communicate to other Indonesian students while trying to adapt to the different culture and values. Therefore, it is important to understand how the Thailand students use their language learning strategies to deal with more than one language in the same time.

Based on observations with Thailand students studying at Pondok Modern Darussalam Gontor Ponorogo, data was obtained that the problem they often face is that they are less able to accept learning material because different languages make it difficult for them to communicate and determine the correct learning strategies. In Pondok Modern Darussalam *Gontor* Ponorogo, the used of English language as often as Indonesian, as well as in the learning time. So that Thailand student must be able to

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<sup>13</sup> Nambiar, R. *Learning Strategies: A Malaysian Perspective*. Bangi: Monograph FPB Publications, 2009.

adapt a lot to their environment and the teacher's ability to apply appropriate approaches, methods, strategies or techniques in teaching or learning is very necessary.

Using language learning strategies appropriately can improve students' language skills and help language teachers about how their students assess their situation in the process of learning, planning, choosing skills, so they can understand and remember information in language classes. <sup>14</sup>

So the conclusion is that in addition to the right learning skills from the teaching lecturer, the right learning strategy is very decisive in facilitating the learning process of English for foreign students or Thailand at Pondok Modern Darussalam *Gontor* Ponorogo. Therefore, the explanation above, the researcher was interested in researching the, The Analysis Of English Learning Strategies Of Thailand Students at Pondok Modern Darussalam *Gontor* Ponorogo.

## **B. LIMITATION OF THE PROBLEM**

This study aims to find out the Thailand student English learning strategies at Pondok Modern Darussalam *Gontor* Ponorogo is to improve their language. The study used descriptive analytical methods. The use of this method is intended to understand and describe the Thailand student learning strategy in Ponorogo to improve English.

## **C. STATEMENTS OF THE PROBLEM**

1. What strategies are used in English learning for Thailand students at Pondok Modern Darussalam *Gontor* Ponorogo?
2. How the English learning strategies of Thailand students at Pondok Modern Darussalam *Gontor* Ponorogo are conducted?

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<sup>14</sup>Murat Hismanoglu, *Language Learning Strategies in Foreign Language Learning and Teaching*, The Internet TESL Journal, Vol. VI, NO. 8, 2000.

3. What the problems are faced by the Thailand students in applying English learning strategies at Pondok Modern Darussalam *Gontor* Ponorogo?

#### **D. OBJECTIVES OF THE STUDY**

1. To find out the English learning strategies for Thailand students at Pondok Modern Darussalam *Gontor* Ponorogo
2. To find out the English learning strategies of Thailand students at Pondok Modern Darussalam *Gontor* Ponorogo are conducted.
3. To find out the problems faced by the Thailand students in applying English learning strategies at Pondok Modern Darussalam *Gontor* Ponorogo.

#### **E. SIGNIFICANT OF THE STUDY**

Good research is research that has benefits in the development of a scientific field both practically and theoretically. The benefits that can be taken from this study are:

##### **1. Theoretical Benefits**

It is hoped that this research can be used as an appropriate means to know and understand the strategies for learning English that are used by students at Pondok Modern Darussalam *Gontor* Ponorogo.

##### **2. Practical Benefits**

It is hoped that this research can provide additional information for those who need and who are interested in the world of English language education, especially about the strategies used in learning English that have a relationship with student learning outcomes.

## F. ORGANIZATION OF THE STUDY

To facilitate the discussion in this thesis, the authors group into five chapters, and each of these chapters is divided into several sub-chapters. Everything is an intact discussion, which is interrelated with the others, the systematic discussion is:

**CHAPTER I:** This chapter is an introduction as the basis of the discussion in this thesis, which covers several aspects related to the thesis problem, which are described into several sub-sections.

**CHAPTER II:** Previous Research Finding and Theoretical Background. In this chapter, the writer will present previous research **findings** and show the comparison between previous researches with this research, the writer also reviews several theories of literature related to this study.

**CHAPTER III:** This chapter is a description of exposure to data and research findings, obtained from the field. Interview results from Thailand students.

**CHAPTER IV:** Discussion that contains an analysis of what has been written from chapter II with the results of research in the field. In addition, it is also an attempt to find answers to the problem formulation.

**CHAPTER V :** This chapter is the last chapter of the discussion of analysis thesis which contains conclusions from all discussions and suggestions.



## CHAPTER II

### PREVIOUS RESEARCH FINDINGS AND THEORETICAL BACKGROUND

The review of related literature is very important. It is a basic theory concerning with the formulation of the problems and the goal of the research. The review below consists of previous study and Language Learning Strategies.

#### A. Previous Research Findings

Many research already been conducted on language learning strategy. In this part of discussion, the researcher explained about how this study is related to previous study.

1. The first previous research is entitled *Language Learning Strategy Preferences of Turkish Students*, (DuyguOzmen, International Journal of Humanities and Social Science, Vol. 2 No. 10 (Special – May 2012), 160). In this study the results show that the success of these students is not directly related to the strategies they use since the numbers of students who use strategies are not so high. By comparing both groups, it is seen that there are not significant differences between successful students and repeaters. A good number of repeaters also use strategies as frequents as the successful students. However, it may indicate that students in both groups do not use these strategies efficiently enough or they do not realize in which way these strategies help them in learning process. Theachers may help students become aware of the benefits of these strategies and discover which learning styles they have. By discovering their strengths and weaknesses, students may achieve to become autonomous learner.<sup>15</sup>
2. The second previous research is entitled *Intercultural Communication Of Thailand Students In Learning Process English And Indonesian*, ( Dwi Nurani, "From city

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<sup>15</sup>DuyguOzmen, "Language Learning Strategy Preferences of Turkish Students", International Journal of Humanities and Social Science, Vol. 2 No. 10 (Special – May 2012), 160.



Solo” University Muhammadiyah Surakarta) Thailand students as minority students in the UMS Pharmacology Pharmacy teaching and learning class, most of whom were Indonesian students with a fairly dominant Indonesian culture. This is what happens between intercultural communication between Thailand students and Indonesian students and lecturers. At the beginning of the lecture Thailand students were still awkward to communicate with Indonesian students. They often huddled with fellow Thailand students. But over time not to miss the subject matter of Thailand students trying to mingle with Indonesian students. Thailand students experience language difficulties at the beginning of their studies at Pharmacy. This is because not all Thailand students can use Indonesian and English fluently. To reduce irregularities and misunderstandings, both Indonesian students and Thailand students who are fluent in Indonesian will translate into Thailand with fellow Thailand students. Seeing this phenomenon, the authors conducted research on: how do Thailand students adjust and interact in the UMS environment? And how are the barriers to intercultural communication that occur in Thailand students in the learning process in the Pharmacology class at the Faculty of Pharmacy UMS, Third, the author wants to know how the effectiveness of intercultural communication in learning classes with different cultures.<sup>16</sup>

3. The third previous research is entitled *Language Learning Strategies Used by Thailand Students in Learning English and Indonesian*, (Fais Nurul Hadi, Patuan Raja, Flora, "Bandar Lampung: FKIP Unila") in this study there are several conclusions that can be taken, namely (1) the different language setting tends to lead the different use of language learning strategies. The informal setting in which language learning can naturally happen will give more chance for language learning to use language strategies than in formal setting. (2) Thailand students focused

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<sup>16</sup>Hong Shi, " Learning Strategies and Classification in Education", *Institute For Learning Styles Journal*, Vol. 1, Fall 2017, 32.

more on the direct learning, being serious in achieving their language target, and minimizing the additional language instructions which mainly focused on increasing their language motivation and pleasure in learning language, such as self-reward, reading for pleasure, and other leisure activities. (3) the characteristics of the language learners can be viewed as potential cause of the different language strategies use.<sup>17</sup>

## **B. Theoretical Background**

### **1. Language Learning Strategies**

#### **a. Definition of Language Learning Strategies**

According to Oxford, Language Learning strategies are specific action, behaviours, steps, or techniques student use, often consciously to improve their progress in apprehending, internalizing, and using the target language. They are also a set of plan of action, adopted to acquire knowledge and skill. In other word, the conscious move of building learning strategies on the knowledge of learning styles is to enhance the acquisition, retention, recalling and use of new information.<sup>18</sup>

Language learning strategies have been classified by many scholars like O'Malley, Rubin and Oxford as cited in Oxford. O'Malley as cited in Oxford, the classification covers the areas of metacognitive, cognitive, and socioaffective. Rubin as cited in Oxford also has the first two similar categories and the third branches delineated into two other categories; communication and social strategies. Oxford further dissects the classification of language learning

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<sup>17</sup>FaisNurulHadi, Patuan Raja, Flora, "Language Learning Strategies Used by Thai Students in Learning English and Indonesian", (Bandar Lampung: FKIP Unila).

<sup>18</sup>HarizsonMohd. Sidek and Hazlina Abdullah, *Essays and Studies On The Teaching of a Second Language* (Malaysia: Universiti Sains Islam Malaysia, 2012), 48.

strategies by coming up with six strategies under two main umbrellas; direct and indirect strategies.<sup>19</sup>

Based on some explanation by the experts above, it can be summarized that the definition of language learning strategies are all the actions, involving behavior, steps, technique and of the learners during the language learning in order to achieve better learning language.

### **b. The Kinds of Language Learning Strategies**

They are many linguists on the categorization of learning strategies. They have different opinion on classifying it. The following discussion discusses about different beliefs of learning strategies classification. Among others are :

Rubbin as the pioneer of learning strategy categorized learning strategies into three major. The first is learning strategies. Learning strategies have two main types; cognitive learning strategies and metacognitive learning strategies. In cognitive learning strategies, it refers to problem-solving that required deeper analysis about learning materials. While metacognitive learning strategies, it refers to self-direct language learning. The second is communication strategies which used by the learners when faced difficulty in understanding the meaning of the speakers. The last is social strategies which the objective is to expose target language and practice it.<sup>20</sup>

Another opinion is based on O'Malley and Chamot that defined the kind of learning strategies is divided into three types, metacognitive, cognitive, and socio-affective strategies.

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<sup>19</sup>Ibid., 55.

<sup>20</sup>Murat Hismanoglu, Language Learning Strategies in Foreign Language Learning and Teaching, *The Internet TESL Journal*, Vol. VI, NO. 8, 2000.

a. Metacognitive strategies

This strategy involves process such as planning for learning, thinking about their learning process, self- correctness, and evaluating learning after an activity is completed. The example of this strategy is planning and self-monitoring.

b. Cognitive strategies

This strategy involves direct learning process about the learning material it self and have limited specific learning task. The example of this strategy is repetition and making inference.

c. Socio-Affective strategies

This kind of strategy has close relationship with social activity and interacting with the other. The example of socio-affective strategies is cooperation and question for clarification.<sup>21</sup>

Another kind of language learning strategies came from Oxford. Based on her, language learning strategies are divided into two types; direct strategies and indirect strategies. In direct strategies, it divided into three which are memory strategies, cognitive strategies and compensation strategies. While in indirect strategies also divided into three, which are metacognitive strategies, effective strategies and social strategies<sup>22</sup>

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<sup>21</sup>J. Michael O'Malley and Anna UhlChamot, *Learning Strategies in Second Language Acquisition* ( USA: Cambridge University Press, 1995), 44-45.

<sup>22</sup>Rebecca L. Oxford, *Language Learning Strategies-What Every Teacher Should Know* ( Boston: Heinle&Heinle Publishers, 1990), 16-17.

### c. The Function of Language Learning Strategies

#### a. Memory Strategies

Memory strategies involves the mental process for storing new information in the memory and for retrieving them when it is needed. This strategy has four categories; creating, mental linkages, applying images and sound, reviewing well, and employing action.

#### b. Cognitive Strategies

This strategy is a conscious way in processing the target language. It involves four categories as well; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

#### c. Compensation Strategies

Compensation strategies enable learners to use the language either in speaking and writing even lack of the knowledge. In this strategy consists of guessing intelligently, and overcoming limitations in speaking and writing.

#### d. Metacognitive Strategies

It allows learners to control their cognitive in order to coordinate the learning process. This strategy consists of centering your learning, arranging and planning your learning, and evaluating your learning.<sup>23</sup>

#### e. Affective Strategies

Affective strategy assists learners to manage their emotions, motivation, and attitudes toward learning process. It consists of lowering anxiety, encouraging yourself, and taking your emotional temperature.

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<sup>23</sup>Ibid., 39-140.



f. Social Strategies

This strategy facilitates language learning through interaction with other. It consists of asking questions, cooperating with others, and empathizing with other.<sup>24</sup>

**d. The Importance of Language Learning Strategies**

The importance of language learning strategies is a significant thing for the learners. Those learners just follow the teacher's instruction. Only a few learning strategies that can make an effective way in learning the language. As many researchers like Oxford, Cohen, O'Malley and Chamot in Shmais's journal have emphasized that effective learners used many different strategies in order to solve the problem that they face or producing the language.<sup>25</sup>

Using language learning strategies appropriately can make improvement in learners' language skill. Hismanoglu stated that language learning strategies help language teachers about how their student assess their situation in learning process, plan, select skill so as to understand, learn, or remember information in the language classroom. It can be viewed that language learning strategies is important aspect in learning foreign language because it is the basic aspect in learning language which can make learners improve the knowledge of the language.<sup>26</sup>

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<sup>24</sup>Ibid., 143-147.

<sup>25</sup> Effective Learners, Retrieved from <http://www.tesl-ej.org/wordpress/issues/volume7/ej26/ej26a3>, accessed at January 20<sup>th</sup>, 2019, 19.20 pm.

<sup>26</sup>Murat Hismanoglu, Language Learning Strategies in Foreign Language Learning and Teaching, *The Internet TESL Journal*, Vol. VI, NO. 8, 2000.

## CHAPTER III

### RESEARCH METHOD

In this chapter, the writer explains about research methodology which consists of research method, data source, technique of collecting data and technique of analyzing data.

#### A. Type and Research Approach

##### 1.1. Type of Research

The type of research used in this study is qualitative research, which is more emphasize social reality as something intact complex, dynamic, and interactive, to examine the condition of natural objects. Data obtained can be in the form of words, sentences, schemes or images. This research seeks to understand social situations in depth, find patterns, hypotheses and theories.<sup>27</sup>

##### 1.2. Research Approach

The approach taken in this study is phenomenological approach and field research approach. Conceptual phenomenological approach is a study of the appearance of an object, event, or conditions in individual perceptions.<sup>28</sup> Field research which describes and the condition and phenomena that are more clearly about the situation that occurs or By looking for data directly by looking at the object to be studied. Where researchers as subjects (actors) research..<sup>29</sup>

This approach is used for analyze and find out about English learning strategies that are used by Thailand students at Pondok Modern Darussalam *Gontor* Ponorogo.

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<sup>27</sup>Sugiyono, *Metode Penelitian Administrasi* (Bandung: Alfabeta, 2005), 14.

<sup>28</sup>TurnomoRaharjo, *Menghargai Perbedaan Kultural* (Yogyakarta: Pustaka Belajar, 2005), 2.

<sup>29</sup>BambangSunggono, *Metodelogi Penelitian Hukum* (Jakarta: Raja GrafindoPersada, 1997), 42.

## B. Researcher's Presence

In this study, researchers themselves or with the help of people others are the main data collection tools. Absolute researcher presence necessary, because only humans as tools can be related with respondent or other object, and only humans can understand the connection of reality in the field. Therefore on when collecting data in the field, researchers participate in the site research and actively participating in field activities.<sup>30</sup>

## C. Research Locations

In accordance with the title proposed, the researcher conducted this research at Pondok Modern Darussalam *Gontor* Ponorogo. Considerations of researchers in choosing this location because of seeing and hearing information from Thailand students whose learning outcomes has not been improved, and to find out the right English learning strategies to use.

## D. Data And Data Source

The data source in this study is the subject from which data can be obtained. According to Lofland, the main data source in qualitative research are words and actions, the rest are additional data such as document and others,<sup>31</sup> so that some data sources are utilized in this study include :

### 1. Primary Data

Primary data, namely data obtained from the first source. Primary data sources are taken by researchers through interviews.<sup>32</sup> Source the data include Thailand students studying English at Pondok Modern Darussalam *Gontor* Ponorogo.

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<sup>30</sup>Lexy J. Moleong, *Metodelogi Penelitian Kualitatif* (Bandung: PT. RemajaRosdakarya, 2006), 9.

<sup>31</sup>Ibid., 157.

<sup>32</sup>Burhan Ashofa, *Metodelogi Penelitian Hukum* (Jakarta: Rineka Cipta, 1998), 114.

## 2. Secondary Data

Secondary data, namely the source of data collected, processed, and presented by other parties, not directly accepted by the research and research research subject. Secondary data includes documents official documents, book, research results in the form of reports and so on.<sup>33</sup> As for the data needed for this study is the result of learning English Thailand students at Pondok Modern Darussalam *Gontor* Ponorogo.

## E. Technique of Data Collection

The method of data collection carried out in this study is as follows:

### 1. Observation Method

Observation method which is a data collection tool performed by systematically observing and recording the symptoms being investigated.<sup>34</sup>

### 2. The interview method

The interview method is a question and answer process in direct verbal research in which two people or more face isten directly to informations.<sup>35</sup>

### 3. Documentation Method

Documentation method, which is looking for data about things or variable in the form of documents, notes about the learning outcomes of Thailand students at Pondok Modern Darussalam *Gontor* Ponorogo.<sup>36</sup>

## F. Validityand Reliability

Retrieving data trough three stages, nalmely introduction, filtering and completing data that is still lacking. Of the three stages for checking the validity of the data a lot

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<sup>33</sup>Amirudin, Zaenal Asikin, *Pengantar Metode Penelitian Hukum* (Jakarta: Raja GrafindoPersada, 2004), 45.

<sup>34</sup>Cholid Narbuko dan Abu Achmadi, *Metodelogi Penelitian* (Jakarta: Bumi Aksara, 2013),70.

<sup>35</sup>Ibid., 83.

<sup>36</sup>Sugiyono, *Metodelogi Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 240.

happens at the stage data filtering. Therefore if there are irrelevant data and inadequate there will be research or data screening once again in the field, so that the data has a high level of validity. Moleong argues that “ a research is needed the technique of checking the validity of the data”.<sup>37</sup>

For obtaining the validity of the findings needs to be studied using credibility data trigulation technique, namely checking the validity of data using something else outside the data for checking purpose or as a data comparison.<sup>38</sup>

Trigulation used in this research is trigulation of data sources by comparing and check back the degree of trust in the information obtained through time and different tools in qualitative method. So that the comparison used in this study is observation of English learning strategies used by Thi students with existing theories.

## **G. Technique of Data Analysis and Interpretation**

After various data is collected, then to analyze it descriptive analysis technique is used, meaning that the researcher seeks describe the collected data again. The process of data analysis conducted by researchers is through stages as follow:<sup>39</sup>

1. Data collection, starting from various sources, namely from several informants, and direct observations that have been written in field notes, interview transcripts, and documentation. After read and studied then the next step make data reduction done by making abstraction. An abstract that will make a core summary.
2. The selection process, which then compiles in one unit then integrated in the next step, by making coding. Coding is a defined symbol and abbreviation in a group of word that can be like sentences or paragraphs from notes in the field.

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<sup>37</sup>Lexy J. Maleong, *Metodelogi Penelitian Kualitatif*, 172.

<sup>38</sup>Ibid., 330.

<sup>39</sup>Miles Matthew B dan Michael Huberman, *Analisis Data Kualitatif*, terj., Tjejep R. R. ( Jakarta: UI Press, 1992), 87.



In conducting this research, the writer provides some ways to analyze the data as following:

1. Pre- Field Stage

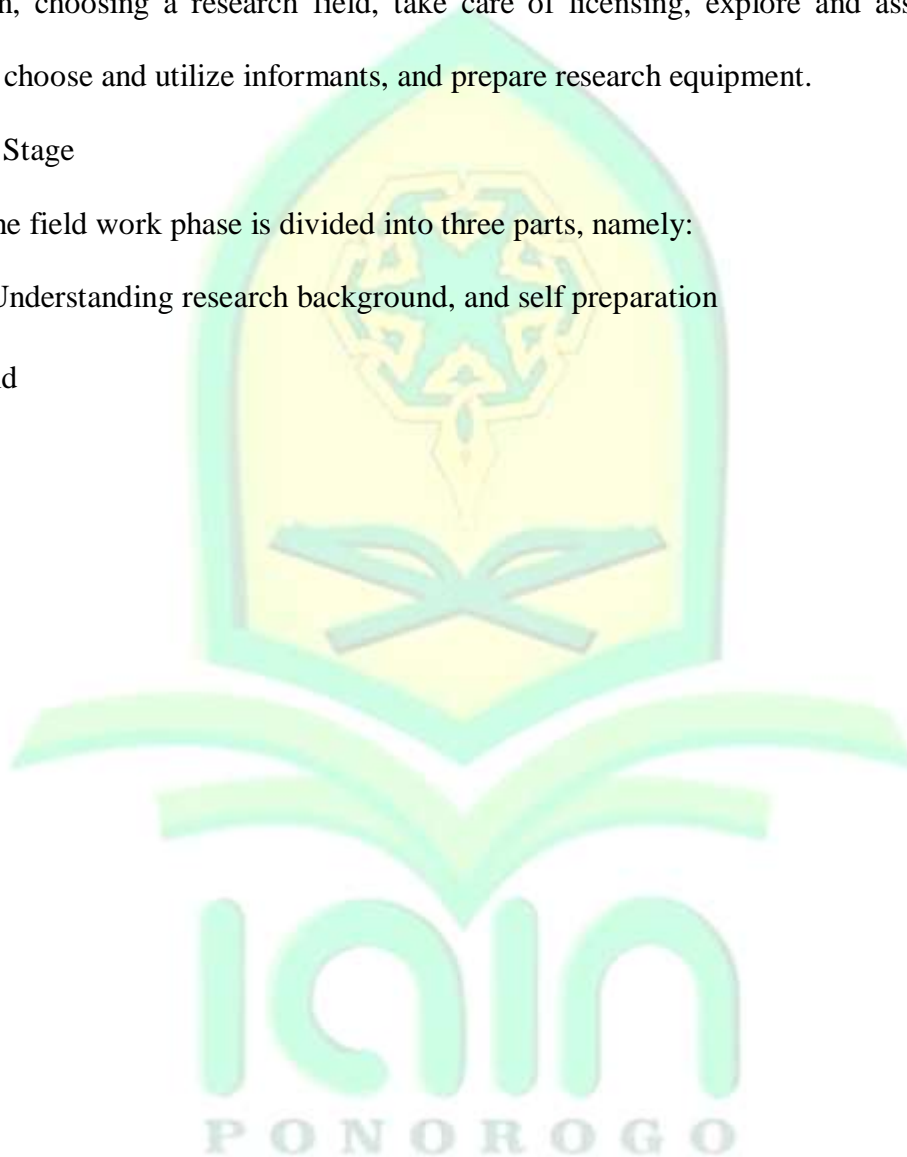
There are six stage that must be done by researchers, inside this stage is added by one consideration that needs to be understood, namely compiling a research design, choosing a research field, take care of licensing, explore and assess the field, choose and utilize informants, and prepare research equipment.

2. Field Stage

The field work phase is divided into three parts, namely:

- a. Understanding research background, and self preparation

Enter the field



## CHAPTER IV

### DATA DESCRIPTON

#### A. General description of Gontor Ponorogo Modern Islamic Boarding School

##### a. A Brief History

Pondok Modern Darusalam Gontor (PMDG), usually abbreviated as Gontor or modern pondok or sometimes also simply called Gontor, is one of the many pesantren boarding educational institutions spread throughout Indonesia. This cottage was established on Monday, 12 Rabi'ul Awwal 1345/20 September 1926 by three brothers; they are Kyai H. Ahmad Sahal (1901-1977), Kyai H. Zainuddin Fannani (1905-1967), and Kyai H. Imam Zarkasyi (1910-1985). After Kyai H. Imam Zarkasyi died in late April 1985, the modern relay leadership of the Gontor cottage switches to the second generation. Based on the decision of the Badang Waqf session at that time, the mandate of the leadership of the lodge was handed over to Kyai H. Soiman Lukmanul Hakim, Kyai H. Abdullah Sukri Zarkasyi, MA, and Kyai H. Abdullah Sahal. In 1999, Kyai H. Soiman Lukmanul Hakim died, to replace him, the waqf body appointed Kyai H. Imam Badri as the new board leader together with Kyai H. Abdullah Sukri Zarkasyi, MA, and Kyai H. Abdullah Sahal. These three Kyai have led Gontor's hut to this day.

Pondok Modern Darussalam Gontor is a continuation of Tegalsari's cottage. Tegalsari is the name of a remote village, located 10 km south of the center of the Wengker kingdom in Ponorogo, East Java. This boarding school has given birth to Kyai, scholars, leaders, and community leaders who take part in developing the nation and state. Some religious scholars and caretakers of pesantren in East Java specifically said that they were descendants of the Tegalsari hut.

Tegalsari Islamic Boarding School was founded in the 18th century CE by Kyai Ageng Muhammad Besari (Bashori). In 1742 Tegal's cottage was led by Kyai Ageng Hasan Besari, grandson of the kyai Ageng Muahmmad Besari from the son of Kyai Ilyas who was also the son-in-law of Sultan Pakubuwono II (1710-1749). There are no documents containing when the cottage was established. The document that is often used as a reference is the writing of Fokkens which tells us that on 30 June 1742, when Susuhunan Kumbul (Pakubuwono II) faced a Chinese-Javanese rebellion led by RM Garendi with his Chinese troops. Because the rebellion was mounting and the Kartasura palace could be captured by the rebels, Pakubuowono II left the kingdom with his followers. He settled in Tegalsari, Ponorogo, under the protection of Kyai Ageng Muhammad Besari. It was to Kyai Ageng Muhammad Besari that the Kumbul Ceremony asked for help, so that finally the Kumbul Ceremony could regain the throne of his kingdom. As an expression of gratitude, Tegalsari has since been established as an education, an area that is free from all obligations to the kingdom.

Pondok Modern Darussalam Gontor was founded by three brothers, each KH. Ahmad Sahal, KH. Zaenuddin Fanani and KH. Imam Zarkasyi came to be known as Trimurti. The idea for the establishment of this lodge stems from the Congress of Muslims in Surabaya in 1926 who decided to send representatives to a meeting of Muslims in Mecca. At that time, the envoys sent had to be able to speak Arabic and English, while to get a messenger who was able to speak in these two languages was very difficult.

From this, an idea emerged in the young Ahmad Sahal's mind to educate children to be able to speak these two languages. The idea was finally discussed with his two younger brothers, Zainuddin Fanani and Imam Zarkasyi. It was there that a new idea was born to revive his father's boarding school Kiyai R. Santoso

Anombesari, who had been in a long vacuum. Although they are educated in the Salaf pesantren, the format of the idea is more oriented to foreign countries. The cottage that was developed is the result of synthesis from Al-Azhar Cairo in Egypt, Syanggit Hut in North Africa, Aligarh University in India and Santiniketan Education Park which is also located in India.

Al-Azhar and Syanggit are strongholds of Islamic culture and education that have great endowments, and even 159 provide scholarships for their students. Aligarh competent in the effort to modernize Islamic teachings in accordance with the demands of society and the times. Santiniketan was founded by Rabindranath Tagore who was able to develop a system of culture, simplicity, family and peace.

Initially Tarbiyatul Athfal (1926) was founded with very few students coming from several areas in Ponorogo. But after returning KH. Imam Zarkasyi from Padang Panjang West Sumatra, in 1936 he founded the Kulliyatu-Mu'allimin al-Islamiyyah (KMI), which subsequently grew rapidly until now with 20,757 students from various regions in the country and abroad, 1670 teachers, 18 Pondok Branch , hundreds of Islamic Boarding School Alumni and tens of thousands of alumni who take part both inside and outside the country.

#### b. Teaching Method

In Gontor Islamic boarding schools Arabic and English are the languages used in daily communication, language will be increasingly important, especially in exploring religious knowledge. Many problems are found when studying Arabic to overcome these problems, especially the teaching of Arabic is pursued using the direct method, which is directed at mastering the language of 1 Zulfikri Hasibuan, the Education and Teaching System at Pondok Gontor Modern Darussalam, [http:](http://)

[//ikmpakistan.blogspot.co.id/2015/11/sistem-pendukasi-dan-pajar-di.html](http://ikmpakistan.blogspot.co.id/2015/11/sistem-pendukasi-dan-pajar-di.html), accessed on March 16, 2017, at 07.00 WIB. active by increasing the practice (drill), both oral and written. Thus, much emphasis is directed on fostering the child's ability to function in perfect sentences, and not on tools or grammar without being able to speak properly. In teaching this language, Imam Zarkasyi applies the motto *al-kālīmāh alwāhīdāh fil alf jumlatīn khāirun min alf kālīmāh fi jumlatīn wāhīdāh* (the ability to use one sentence in a thousand sentences is better than just mastering a thousand words in ones). However, the ability to master Arabic and English as well as a variety of knowledge must still be based on the principles and a good attitude of the soul.

c. Aspects of Education Reform in Pondok Darussalam Darussalam Gontor

The year 1926 was a historic year for Indonesian Muslims.<sup>2</sup> In that year Indonesian Muslims held a congress in Surabaya which took place from September 18-23, 1926. The congress was attended by major figures from various groups, among others, simply referring to as for example, HOS Cokroaminoto, Kyai Mas Mansyur, H. Agus Salim, AM Sangaji, and Usman Amin. Among the important decisions agreed by the congress 22 There were at least three important events in 1926; the founding of the Islamic mass organization Nahdlatul Ulama, the establishment of Pondok Modern Darussalam Gontor, and the holding of the Islamic People's Congress itself. See Abdullah Syukri Zarkasyi, *Gontor and Islamic Boarding School Education Reform*, (Jakarta: PT Raja Grafindo Persada, 2005), p. 110. 161 people of Islam are sent an envoy to attend the World Islamic Congress to be held in Makkah. The Congress agreed that the envoys to be sent were at least proficient in Arabic and English. But then a problem arises about who will be sent. Because none of the participants in the Congress were proficient in both languages. Finally, two delegates were chosen; one is fluent in English, namely



HOS Cokroaminoto, and the other is Kyai Mas Mansyur who is proficient in Arabic.

The problem of selecting the envoy left a very strong impression on KH Ahmad Sahal, who was present at the Congress, and he discussed the matter with his two younger siblings. The question arises, how could it be that of the many major figures of the Muslim community who were present at that time no one mastered both Arabic and English at the same time? This issue is not simple, because actually in this context, the mastery of Arabic well reflects one dimension of scholarship; an ulama must master Arabic well, because the main source of Islam (al-Qur'an and al-sunnah) is Arabic and the inheritance of Islamic scientific and spiritual traditions is also written in Arabic. Whereas the mastery of English reflects the intellectual dimension in the form of mastery of general sciences which is largely written in English. This issue made Mr. Sahal, Mr. Fannani and Mr. Zar aware, as they are usually called, that there was a problem in this community about their perspective on science. They see dichotomous science between the religious sciences and general sciences. Mistake of the perspective of this science is a serious problem, because it lies in the perspective of the people who also become completely dichotomous towards all dimensions of life, including in the education system. Educational institutions established by Muslims, especially pesantren, only teach the religious sciences, not teach general sciences. While in general education institutions, the religious sciences have no place. The results of the dichotomous education are clearly seen in the Islamic Congress in Surabaya, as mentioned above.

The three siblings were finally determined to improve the condition of the people of this kind. To realize their ideals, they chose the path of education, an area that had actually been cultivated by their ancestors. The educational institution that

they aspire to is an educational institution that interprets revealed knowledge and acquired knowledge. In the context of this scientific interpretation, they chose the pesantren education which is integrated with the madrasa / school system. This is done with the consideration that actually the two systems have their respective advantages. The superiority of pesantren lies in its dormitory system and strong mental attitude education.<sup>163</sup> Whereas the madrasa / school system has methodological and management advantages that are affective and efficient with a broad range of intellectual insights. This integration is expected to serve the gap between the two systems, so that both can play complementary roles. In this case, the founders of the huts often said that the goal of Gontor's education was to produce "intellectual scholars".

Meanwhile the pesantren system is a traditional education system developed by Muslims in Indonesia while the madrasa / school system is a modern education system born of the modernization movement in the Islamic world (in the context of madrasas) and or a system introduced by the Dutch (in the context of schools) in Indonesia. Thus, this integration is the integration between al-a ṣālah traditionality and al-mu'āṣrah modernity. The integration of the traditional pesantren education system with the modern madrasa / school education system is what is meant by the renewal or modernity of the pesantren education system in Pondok Gontor.

The idea of reforming the pesantren education system implemented in Gontor has emerged from the beginning. Although not perfect, the idea has been implemented since the opening of the first Gontor which was marked by the education of Tarbiyat al-aṭfāl (1926) at the elementary school level. Then in 1932 an advanced level was established named Sullam al Muta'allimin. Updates at this stage can easily be seen from the curriculum, especially in the extracurricular fields

of skills education, arts, sports, scouting / scouting, and leadership and organizational education.

The final form of this reform was carried out by establishing the Kulliyat al-Mu'allimīn' al-Islāmiyyah (KMI), 1936. In this Muallimin system, integration between the pesantren education system with the modern education system was carried out completely. The pesantren system is taken from the inheritance of the founding fathers and pesantren in general, while the school system is taken from the Islamic Normal School in Padang Panjang managed by Mahmud Yunus; where Mr. Zar, one of the founders of Gontor, received his education before returning to Gontor to establish KMI.

#### d. Management Aspects

Management includes all activities related to managing a process to achieve the stated goals. Management plays a very important role in an organization so that the vision, mission, and goals that have been set can be achieved effectively, efficiently, and optimally. Many parties have noticed that one of the weaknesses of pesantren education is management. The management of pesantren in general is closed, centralized and family. Pondok Gontor tries to overcome these weaknesses by implementing management that is different from the prevailing management in Islamic boarding schools in general. Management is cast on the basis of the principles of transparency and accountability and togetherness.

The principle of transparency underlies all education and teaching management activities in the boarding houses, including transparency in program planning and implementation as well as transparency in the administration of financial administration. All institutions and organizations openly plan their programs through forums designed for this purpose. The program planning

mechanism starts from the highest institution in the boarding house (waqf body). After listening to and evaluating the accountability report of the pondok leadership at each session conducted every semester, the waqf agency plans programs and policies that will be implemented by the cottage leadership. The plan is classified into five fields called Panca Term Pondok, namely the education and teaching sector, the building sector (infrastructure and facilities), the khīzānātullāh (funding) sector, the regeneration field, and the welfare sector. The programs are run by the leadership of the boarding through the institutions that he coordinates. The implementation of the program is always monitored and controlled by the leadership and at the end of each semester all institutions submit reports and comprehensive evaluations regarding the implementation of the program. The report then becomes the material for the accountability report of the leadership of the board to the waqf body.

Transparency is also applied in financial management. The financial circulation of the cottage is regulated transparently with an orderly administration. Every institution and organization reports its financial circulation to the leadership regularly. Besides that, everything is also checked and controlled all the time. If something goes wrong or is cheating, those responsible will be given severe sanctions. All institutions and organizations also submit financial reports to the head of the boarding house at the end of each semester for later reporting to the endowment agency. The board leaders not only submit financial reports and the implementation of programs and policies to the waqf body, but also submit these reports to all students openly.

Reports entire cottage activities in various fields as well as the financial circulation of existing institutions in the journal written year-end report called WARDUN (news world cottage). Wardun was distributed to all residents of the

cottage and the guests who visited the cottage. WARDUN is more a report of accountability to the cottage to all parties. This is a form of public accountability that is carried out in Gontor.

The above description can also explain the principle of togetherness in managing the cottage at the same time. Event activities are planned, organized, executed, controlled, and evaluated together according to their competence.

e. Curriculum Aspects

The curriculum at Gontor is always reviewed and updated from time to time by always considering developments and changes that occur outside the hut. The principle of *al-muhāfāzāh 'ala al-qādīm al-sālīh wā al-akhdzu bi al-jadī āl-asāh* becomes a guide in making this change. Change can take effect quickly if the change involves material that is "general," but with material "religion", the change is done very carefully.

The renewal of the curriculum at Gontor is not only done by teaching revealed religious knowledge in addition to *kawniyah* (acquired knowledge), but both of them operate separately. It is recognized that the sciences are indeed different, but that does not mean the two are separate. Therefore, curriculum renewal is further carried out by integrating the two so that the teaching of *kāwnīyāh* cannot be separated from the basis and values of religion, and conversely the teaching of religious sciences is developed in line with the development of general scholarship. Renewal is also done by integrating intra and extra curriculum. Attention to extracurricular activities is not inferior to intracurricular activities, and vice versa. Even without doubt it can be said that the extracurricular dimension is the main force in the world of *pesantren*.



Thus, the education curriculum in pesantren includes all activities in various forms. All of that is an inseparable curriculum that regulates the entire life of the students in order to achieve the desired educational and teaching goals. In other words the totality of existing activities has educational value in various aspects, so that "everything seen, heard, felt, and experienced by students is education."

However, to facilitate the organization of activities to be effective and efficient, the implementation of the curriculum was delegated to established institutions. Intracurricular activities are carried out by the Kulliyat al-Mu'allimīn' al-Islāmiyyah (KMI) institution for the secondary level and the Institute of Islamic Studies (ISID) for the tertiary level. Whereas extracurricular activities are the responsibility of the santri care institutions.

## **B. The Identity of The Interview**

Technique is carried out by determining representative sources first in accordance with the research questions. In this study the respondents were the daily implementers of the Thai Children who studied at Gontor Ponorogo. The total respondents who were taken data by interview techniques in this study were 5 respondents. They are:

- 1) Name : Haswan Yusoh
- Reg. No. : 67400
- Kelass : 2F
- Address : Yala, Thailand
- Age : 16
- Hobby : Watching Movie and reading

2) Name : FahemKamae  
Reg. No. : 67388  
Kelass : 4B  
Address : Yala, Thailand  
Age : 17  
Hobby : Writing and reading

3) Name : Ismael Naksanga  
Reg. No. : 65082  
Kelass : 1H  
Address : Yala, Thailand  
Age : 16  
Hobby : Jogging and swimming

4) Name : Amien Mama  
Reg. No. : 62470  
Kelass : 1 INT F  
Address : Yala, Thailand  
Age : 15  
Hobby : Writing and reading

5) Name : HabeebullohWangde  
Reg. No. : 64324  
Kelass : 1 INT B  
Address : Yala, Thailand  
Age : 16  
Hobby :Reading and listening

Another informant is Ustadz Lutfi. He is ustadz from Thailand who teaches general knowledge at Gontor. He gave some information of teaching learning at Gontor.

### **C. The Results from the Qualitative Study (structured in-depth interview)**

A structured in-depth interview, as the main instrument of the qualitative phase was used to explore more detailed information of English language learning strategies used by the informants. Five students (3 high achievers, 1 medium achiever, and 1 low achiever) who answered the open-ended question in the questionnaire were asked to do interviews on August 30th, 2019. Nine interview questions were asked to collect data about English language learning strategies both including and excluding in the questionnaire or any strategies that the informants used to help them learn. The data from the interviews were summarized and presented as the following six aspects:

- 1) Most of the students used conversation strategies to overcome limitations in speaking and writing. They employed body language or gestures to communicate along with their speaking if they didn't know some English words or the listener didn't understand them. Moreover, they always asked them to repeat or explain in order to get the right information as the social strategies (asking questions, cooperating with others) as in the following situations:

*I use body language, gestures or writing a sentence on paper to explain in more detail if the listener doesn't understand me.*

*Normally, I like to speak English with native speakers. If I don't understand the English speaker, I ask him/her to slow down or say it again.*

*I use gestures or body language for communication. I also try to speak shorter sentences so that it is easier to understand.*

*If my friend was with me in that situation, I asked him/her to help me. Furthermore, I use body language or gestures along with my words.*

*I employ body language with my speaking. Also, I try to use visual aids.*

*I use gestures or body language, and I also repeat any unclear words or sentences.*

- 2) Some students employ cognitive strategies by using skim and scan techniques for reading articles in an English class so that they can quickly read and guess the meaning of new vocabulary. These techniques are effective ways to help them in their reading. The following are explanations from four participants:

*First, I skim an English article then I go back and read carefully. I also use guessing techniques to understand the difficult words.*

*I employ skimming techniques and find some key words in an English article. Then I scan the article again for more understanding.*

*I learn the meaning of difficult words from my English teacher. Then I read by myself using skim and scan techniques. I also read the English articles with my friends and consult them about the reading.*

*First, I find what I believe to be the key words of the article by skimming. Then I scan the article.*

- 3) Some interviewees use the memory strategies to learn and memorize new vocabulary or words from their English class and take note of the meaning of the words from an English teacher's lecture. They learn and memorize it for examination purposes but they don't use them in their day-to-day lives. Here are some examples explained by three participants:

*For me, I employ two kinds of strategies for memorizing new vocabulary.*

*First, I use short-term memorization strategies for the things that I wouldn't normally use in my day-to-day life. Second, I memorize new vocabulary by hearing stories in English class, watching movies, listening to a song, and simulating situations with English native speakers that I can remember for long term memorization.*

*I write the meaning of new words by following the English teacher's instruction from a text in my English class and memorize the key words.*

*I memorize new vocabulary from English class and find the meanings then use them for an examination.*

- 4) Some informants utilize that they utilized the internet (social media, translation applications, entertainment applications, games online, etc.) to help their English language learning. Two students said the following:

*I will find an example of an English article from the internet then rewrite it in my own words.*

*I listen to a song and read the lyrics of that song. Then I find the meaning from the internet. Furthermore, I like to see English movies and read the Thai subtitles. I also like to listen to the English news from the radio to practice my listening skills.*

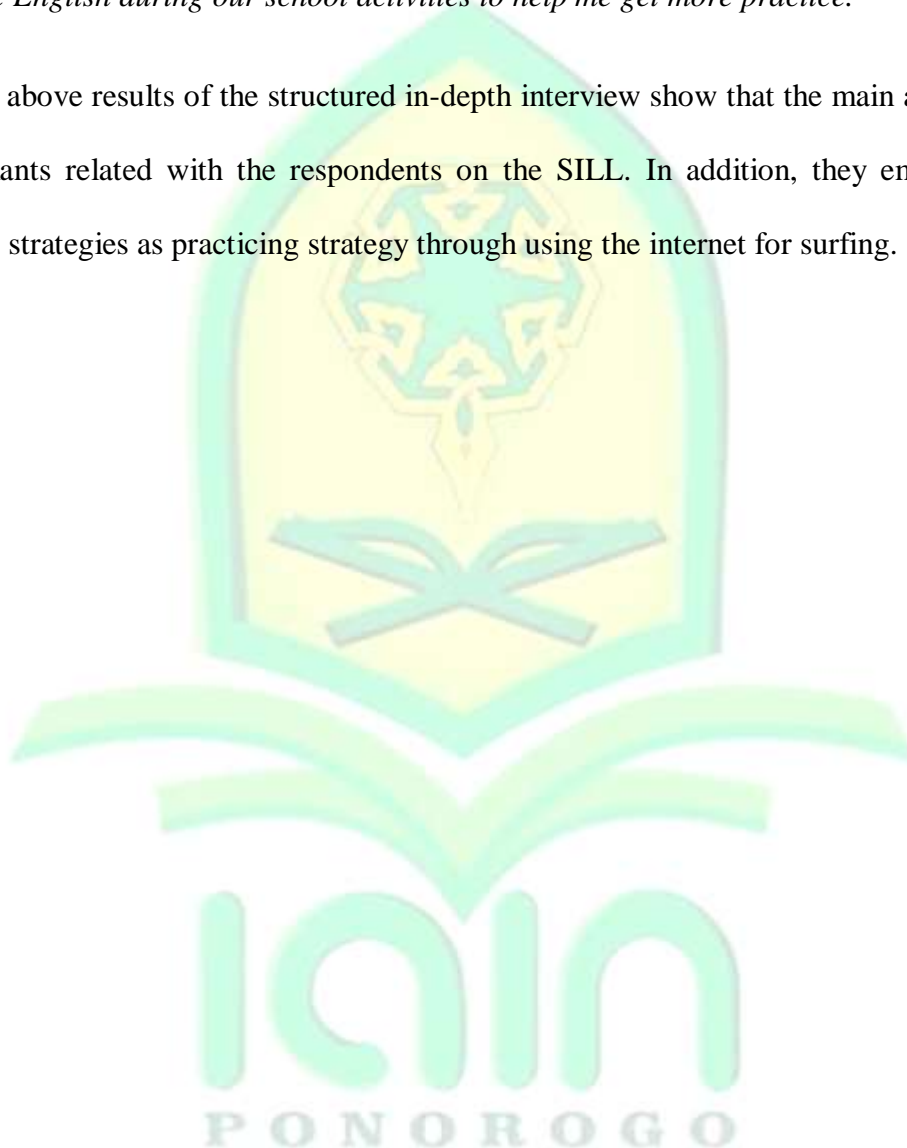
- 5) A participant with high academic achievement level applied a lowering anxiety sub-strategy of affective strategies. He described that: *Mostly, if I feel anxious, I*



*will move around in my desk, or even get out of my chair and walk outside of the classroom for a few minutes to relax.*

- 6) From the interview about the metacognitive strategies, a high achiever utilized a metacognitive sub-strategy of arranging and planning to help them learn English learning. A male with high academic achievement levels revealed that: *I always try to use English during our school activities to help me get more practice.*

The above results of the structured in-depth interview show that the main answers of informants related with the respondents on the SILL. In addition, they employed additional strategies as practicing strategy through using the internet for surfing.



## CHAPTER V

### DISCUSSION

#### 1. Strategies Used in English Learning for Thailand Students at Pondok Modern Darussalam Gontor Ponorogo

There was no significant difference in the use of English language learning strategies among the high, medium and low achievers. It implies that the Thailand students might be not instructed to be aware of using English language learning strategies. They employ English language learning strategies at a medium level. Patil and Karekatti (2012) pointed out that Thailand students are totally unaware of the benefits of LLSs and how they can be employed in learning English.

In addition, the use of the Internet increased the popularity of English education or learning for all students (Guzer & Caner, 2014). The use of the Internet provides greater access to English language learning material, and it allows students to interact with the content.

Other findings of this study include the relationship among the English language learning strategies used and the English academic achievement levels (or final grades). The probable explanation was all high, medium and low achievers seldom employ all of the previously discussed strategies. The high final grade students might implement other methods or factors to help them learn English, but the other levels, in theory, might be lacking in the proper preparatory work and usage of strategy. Moreover, the results showed that there were no statistical significance among negative relationships between cognitive strategies, compensation strategies, and social strategies use and English terminal grades. These non-negative relationships can be interpreted that all participants rarely employed these strategies. Furthermore, it can be interpreted that some of the

participants of this study could not analyze, overcome limitations in speaking and writing, and cooperate with others in English language learning.

Brown (1989, cited in Cohen, 1998) said that learning strategies do not operate by themselves, but rather are directly tied to the learner's underlying learning styles and other personality related variables in the learner. In addition, Khamkhien (2010) attempted to investigate the relationship between three variables (gender, motivation and experience in studying English) and language strategy usage by Thai and Vietnamese university students using Oxford's 80 item Strategy Inventory for Language Learning (SILL). The analysis revealed that, among these three factors, motivation is the most significant factor affecting the choice of the strategies, followed by experience in studying English, and gender.

The Result of Strategies Used in English Learning for Thailand Students at Pondok Modern Darussalam Gontor Ponorogo are:

a. Language Week

Minggu bahasa adalah strategi yang digunakan sebagai tolok ukur untuk jadwal bahasa, dalam bahasa Inggris atau dalam bahasa Arab.

b. Speak Up

Most of the students used conversation strategies to overcome limitations in speaking and writing. They employed body language or gestures to communicate along with their speaking if they didn't know some English words or the listener didn't understand them. Moreover, they always asked them to repeat or explain in order to get the right information as the social strategies (asking questions, cooperating with others) as in the following situations.

c. Technique Skim and Scan

Some students employ cognitive strategies by using skim and scan techniques for reading articles in an English class so that they can quickly read and guess the meaning of new vocabulary. These techniques are effective ways to help them in their reading.

d. Memorization

Some interview use the memory strategies to learn and memorize new vocabulary or words from their English class and take note of the meaning of the words from an English teacher's lecture. They learn and memorize it for examination purposes but they don't use them in their day-to-day lives. Here are some examples explained by three participants.

e. Bringing dictionaries and magic every where

New students or fresh men in the Modern Darussalam Gontor must carry a dictionary where ever he goes, Some informants utilize that they utilized the internet (social media, translation applications, entertainment applications, games online, etc.) to help their English language learning. Two students said the following:

**2. The Application of English learning strategies from Thailand students at Pondok Modern Darussalam Gontor Ponorogo**

a. Language Week

Language week is a strategy that is used as a benchmark for language schedules, in English or in Arabic. Change of the language schedule is done every two weeks, two weeks full of the students to muhadatsah or communicate in Arabic and the next two weeks the students have a conversation or dialogue in English. This change in language schedule was announced by the information department or the announcement section after the Maghrib prayer in congregation at the Jami 'Gontor

Mosque, so there was no evidence or reason for the students that they did not know what language to say at a certain time.

b. Speak Up

The courage to speak, express an opinion, or argue is something that is strongly supported in Gontor, including the courage to express it in Arabic and English. Santri from grade 1 to grade 6 are required to dare to speak in Arabic and English and not be afraid of being wrong, because language errors will be corrected together, as long as it is brave. New santri are not directly taught in nahwu, sorf, or grammar, but rather are emphasized on the courage to speak even though they are wrong. By making mistakes we will know how to correctly and correctly say a word.

c. Teknik Skim and Scan

Walls, cabinets, doors, all talking, When traveling around and entering the santri hostel we will find lots of patches containing the writing of the students; in closets, bedroom doors, dorm wall seven on bathroom walls. These writings contain aphorisms from the kyais, Arabic and English conversations as well as vocabulary that students must understand and memorize. Gontor did not know the term santri unemployed or everyday dreaming, because their whole lives were truly for work, study and reading.

d. Memorization

Ilqou Al-mufrodat (vocabularygiving) is done every morning, every day. The students were given 3 vocabulary and 3 pearl words every day to memorize. From each word given by the students required to enter the word into 3 sentences, for example students are given the word "handsome", then they must make three sentences from the word "handsome", for example "I see the handsome boy ride the motor cycle" or "the writer who is handsome write the article on the paper", and so on.



If one year counts there are 364 days, it means that the minimum vocabulary memorized every year is  $364 \times 3$ , which is 1092 vocabularies, and in one year each student Gontor writes  $364 \times 9$  sentences, or 3276 sentences. Extraordinary right? This method is in line with one of the slogans in learning Arabic, "Kalimatun waahidatun fi alfi jumlatin, khoyrun min alfi Kalimin fi jumlatin waahidatin", meaning that one word made into a thousand sentences is better than a thousand words in one sentence. The vocabulary provided adjusts to the language schedule that is in effect that week.

e. Bringing dictionaries and magic everywhere

New students or freshmen in the modern darussalam Gontor must carry a dictionary wherever he goes. The goal is simple, so that students who do not know the pronunciation of a word immediately find it and get it in the dictionary that is brought. So that every day always increases the number of words he memorizes. The obligation to carry this dictionary only applies to new students, while all satri (both new and old) are required to bring magic. Kutaib is a small book (pocket book) which is a language diary. New words that have been given by the supervisor in the morning must be present and written in this pocket book.

The goal is that the students can immediately find out the vocabulary that must be memorized on that day when forgotten. Besides that, I worked as a booklet which was used to write new words or new sentences that were not understood, so that when they arrived at the hostel the students could ask the correct Arabic / English related to the word to the boarding supervisors or look for it themselves in a personal dictionary.

### **3. The Problems Faced by The Thailand Students in Applying English Learning Learning Strategies at Pondok Modern Darussalam Gontor Ponorogo**

#### **a. Adaptation of Foreign Students to the Acceptance of Courses Presented**

- 1) The acceptance of the courses that have been delivered by the campus to the delivery of foreign students, especially Thai students, is too difficult to accept.

Difficulty is something that is not easily done, achieved, understood, or solved. "Difficulties are certain conditions that are characterized by the existence of obstacles in achieving activities goals, so that it requires a vigorous effort to be able to overcome these difficulties"

Based on these understandings, it can it was concluded that difficulties are a condition that is characterized by the existence of obstacles so that it becomes not easy to do, achieve, understand, or solve and requires a vigorous effort to overcome them. Difficulties in any form will hinder a person from achieving goals. Therefore difficulties can make a person become slow or stop altogether in achieving his goals.

The learning process that takes place in humans is a psychological process that takes place in the interaction of subjects with their environment, understanding, skills, and constant attitude values. Therefore, if after student learning there is no positive behavior change in the sense of not having new skills and insight into their knowledge not increase, it can be said that learning is not perfect for foreign students or Indonesian students.

Based on the opinions above, it can be concluded that learning difficulties are the existence of a distance between expected academic achievement and academic achievement obtained which is characterized by the existence of certain obstacles to achieving learning outcomes. Learning difficulties can even cause a difficult

and possibly lead to a decision that forces a student to stop halfway, Students who experience problems in learning are characterized by symptoms of achievement that are low or below the average achieved by the class, the results achieved not balanced by the efforts made and slow in carrying out learning tasks.

2) The scope of the environment and communication are different.

There are so many scope and communication barriers that must be faced by Thai students studying in Ponorogo. Different languages are a very significant obstacle considering they mostly speak Thai. Thai students in Ponorogo also face significant cultural problems. Start with clothes, food, ethics and other social problems. Finally the barriers to intercultural communication, especially language, will result in academic and cultural constraints.

The communication process does not always run smoothly in accordance with the wishes of people who communicate both as senders and recipients. Even each element of communication has obstacles that come from the surrounding community and from itself.

Verbal communication is a very effective means to convey messages from communicators to communicants. Language is a key means to package effective messages. But it is not enough just verbal messages but also nonverbal messages. It is from this relationship that cultural problems become very influential, because language is part of the cultural element. Or it could also be said that language is a reflection of culture. Many data show that language is a feature of a culture.

3) The quantity of time in the lesson is limited.

The study time given by the department to students when lecturing in class is approximately 120 minutes. This very short time was used to provide material to each class of 25 students as in class C. The lecturers complained that they had

difficulty in seeing the development of each student because time had run out while giving material.

while each student needs attention one by one. For foreign students who have different aspects of language, it really takes time to understand the material presented by their lecturers.

#### 4) Embarrassed (Not Confident)

Shame on this is the difficulty of learning English which often happens to everyone who wants to learn English. Shyness and lack of confidence in speaking English is closely related to psychiatric problems. The teacher's job is to foster the confidence of his students. So no matter how small the abilities that he finds in his students need to be respected and made aware of the student to appear confident. As a professional worker, indeed a lecturer will find it easy and easy to find fault and shortcomings of one of the students in his field of study. But more important is to respect the ability of students in a certain way

### **b. Quality of Thai Students towards language acceptance**

- 1) Understanding in terms of vocabulary in English is still a lot that is lacking in understanding.

Vocabulary or vocabulary is the difference / wealth of words owned by a language. In learning the language, it will not be separated from learning vocabulary, because vocabulary has a very vital role in determining the smooth communication. Communicating can be through various languages, including English. The existence of vocabulary in English is one of the requirements to be able to master English. Mastery of English if improved by mastering vocabulary

well because mastery of a good vocabulary will affect a person's skills in language. Tarigan stated that the quality of one's language skills clearly depends on the quantity and quality of the vocabulary he has.

English is one of the international languages. English is the language of communication in the international world so that almost no country does not learn as a language of communication for students or business people. Thus, there is a need for understanding and being able to communicate using the language. As said before, one of the basic things that is important to master in learning English is vocabulary mastery. The more vocabulary in English is mastered, the easier it will be to learn and understand the foreign language. In general, students who are just starting to learn English really need knowledge about vocabulary that is good and adequate. Then students will be able to understand the purpose of English.

2) Weak in terms of reading English in a lesson.

Reading is a process used by someone to get the message conveyed by the author without limits and scope. In line with this opinion, suggesting that reading is not merely voicing sound symbols or transferring written texts into spoken language but also involves recalling, reasoning, applying and solving problems. Reading is a communicative activity where there is a reciprocal relationship between the reader and fill in the text. Thus the meaning of a text is raised by the reader in their interaction with the text. So the understanding gained by the reader is the result of the process of interaction between the reader, the strategies used, the material being read, and the reading context

Interpret the meaning of reading as a process of gathering meaning. At the time of reading a text a reader tries to gather the meanings of interata, then interfaith, continues between paragraphs, and so on until the process of gathering



the ideas contained in the text. Based on several opinions about the notion of reading above, it can be obtained that the purpose of reading is

- (1) to obtain messages / information,
- (2) communicate with the author,
- (3) understand, understand the text,
- (4) form the meaning of the text, and
- (5) gather meaning.

In reading learning, a lecturer must be able to teach factors related to understanding or how to construct the meaning of text to students.

Put forward a method that can be used by lecturers to teach namely by constructing the test. Forms are created when students make a test format from a text and when they discuss ways to make it. This method is also a way of transferring strategies for reading comprehension from the first language to the second language. Although this method is intended for college students, it can also be used by students.

### 3) Insufficient understanding of the lecturers' submission which explains the subject

Most students find it difficult to understand the lecture material delivered by the lecturer at the face-to-face meeting in the class, because no survey has been conducted related to it.

The interview above shows that students from Thailand who study at Pondok Modern Darussalam *Gontor* Ponorogo experience problems communicating from the aspect of using regional languages used by lecturers when delivering lectures and interpersonal communication. As a lecturer, researchers also very much justify the difficulties mentioned above. Often lecturers intentionally or not use

regional languages to communicate, either because they want to describe clearly about an object, because in language they are not found. It could also be that the lecturer concerned wants to be more familiar when communicating. This situation is not realized that students not only from within the country, especially East Java, but also from abroad.

- 1) Make sure you know the topic that will be discussed in the lecture meeting. You have read the material that will be discussed in the lecture. If you have read the material, you will more easily follow the material delivered by the lecturer.
- 2) Come a few minutes before the lecture starts. By arriving early, you will be much more calm and ready to take classes.
- 3) Select the seat in front. Seating will help in your concentration. If you choose behind, there will usually be a lot of interference. Generally those who are not ready to take lectures will choose to sit behind.
- 4) Turn off your cellphone. Remember "turn off" not silence or quiet mode. HP does not only interfere with the right left, class, but it will definitely disturb yourself.
- 5) Concentrate your mind on college. Throw away your thoughts that often hover everywhere. During the lecture, forget about the activities you did before college and plan activities after college.
- 6) Don't be busy taking notes. Understanding the material is far more important than just having a complete record. You can get lecture from summaries of reading books, copy transparencies (PowerPoint slides), copy handouts, or copy notes of friends.

- 7) Ask questions Follow the path thought by the lecturer. If you don't agree or you don't understand what the lecturer is, sayingask questions politely. If you have other opinions, make it clear. Don't be afraid to ask. Generally those who have studied before college, they have many questions. While those who go to college without preparation, they have no questions. Not asking does not mean you already understand, you may not know what to ask.
- 8) Answer questions Often lecturers ask questions in explaining a material. Lecturers often invite joint discussions. Don't be afraid of being wrong to answer that question. Answer seriously. Generally lecturers will not be angry if your answer is wrong, provided you do not answer recklessly.
- 9) Show your abilities College of Accounting, there will definitely be a lot of homework. PR is sometimes discussed in class. Or sometimes there are problems in the class that have to be done in class. In the discussion of the questions, the lecturers often askedto studentsadvance either voluntarily or by appointment. Don't be afraid of being wrong, just go ahead. (certainly not BoNek, you know). With you working in front of the class, you will feel confident that you can do it. If your workto turns outbe wrong, you will be impressed and you will not repeat the errorexam later in the.

Don't delay, immediately complete your understanding by rereading the material that was discussed in the class, once the lecture is finished.

## CHAPTER VI

### CONCLUSION AND SUGGESTION

#### A. Conclusion

According to the structured in-depth interviews, the informants of the high, medium and low academic achievement levels employed both English language learning strategies including and excluding the SILL, or an additional English language learning strategy that cannot be grouped into one of Oxford's classifications. Of the strategies incorporated, the students used body language or gestures to communicate with speaking, specifically if they do not know some English words or the listener does not quite understand their message. Moreover, the students often asked the speaker to repeat or better explain in order to get the right information as the social strategies (asking questions, cooperating with others). Furthermore, the students applied cognitive strategies by using the internet for various modes of research and clarity (social media, translation application, entertainment application, online games, etc.) to help them learn.

There was no significant difference in the use of English language learning strategies among the high, medium and low achievers. It implies that the Thailand students might be not instructed to be aware of using English language learning strategies. They employ English language learning strategies at a medium level. Patil and Karekatti

The Application of English learning strategies from Thailand students at Pondok Modern Darussalam Gontor Ponorogo and Strategies Used in English Learning for Thailand Students at Pondok Modern Darussalam Gontor Ponorogo.

- a. Language Week
- b. Speak Up
- c. Teknik Skim and Scan
- d. Memorization

- e. Bringing dictionaries and magic every where

## **B. Suggestions**

- 1) The findings of the present study indicate that the Thailand students employed the full range of English language learning strategies at a medium level, so they should be trained to understand how to employ the appropriate English language learning strategies. Additionally, language teachers may need to prepare some classes to instruct the English language learning strategies in helping students to employ the appropriate English language learning strategies.
- 2) The instructor should design or provide lessons with various kinds of activities and media in English, such as the Internet, English speaking films, games, radio, and television programs. Furthermore, some lessons may be combined with the use of websites which students can visit and use a variety of language learning strategies in order to motivate and lead them to become improved learners.
- 3) Based on the Thailand students surveyed in this study, they seem to employ metacognitive strategies the most frequently. Therefore, language teachers should provide lessons or activities that are connected with this strategy. Moreover, the other strategies including memory, cognitive, compensation, affective, and social strategies should be incorporated in classes and also the assignment for them practicing English language. For example, an exercise to create a language learning notebook of metacognitive strategies, this exercise creates a notebook that will help students throughout their language learning. The teacher tells them that this activity will help them to organize their English language learning. Their notebooks can be used for any of following purposes, or other purposes that they might think of: to record goals and objectives for English language learning, to write down assignments given by the instructor, to keep a record of errors you want to work on, and your hunches about why you might have made those errors.



According to Oxford (1990a, pp.105-107), an activity of memory strategies, Yes/ No game helps learners to improve their perception and discrimination of sounds in the new language. The exercise involves formally practicing with sounds. The teacher calls out two words to the students. He/ she tells them to indicate if the words are the same (if so, write YES) or not the same (if they are not the same, write NO). Each pair of words will have a number, and Yes or No will be written next to the appropriate number. He/she gives students an example on the board.

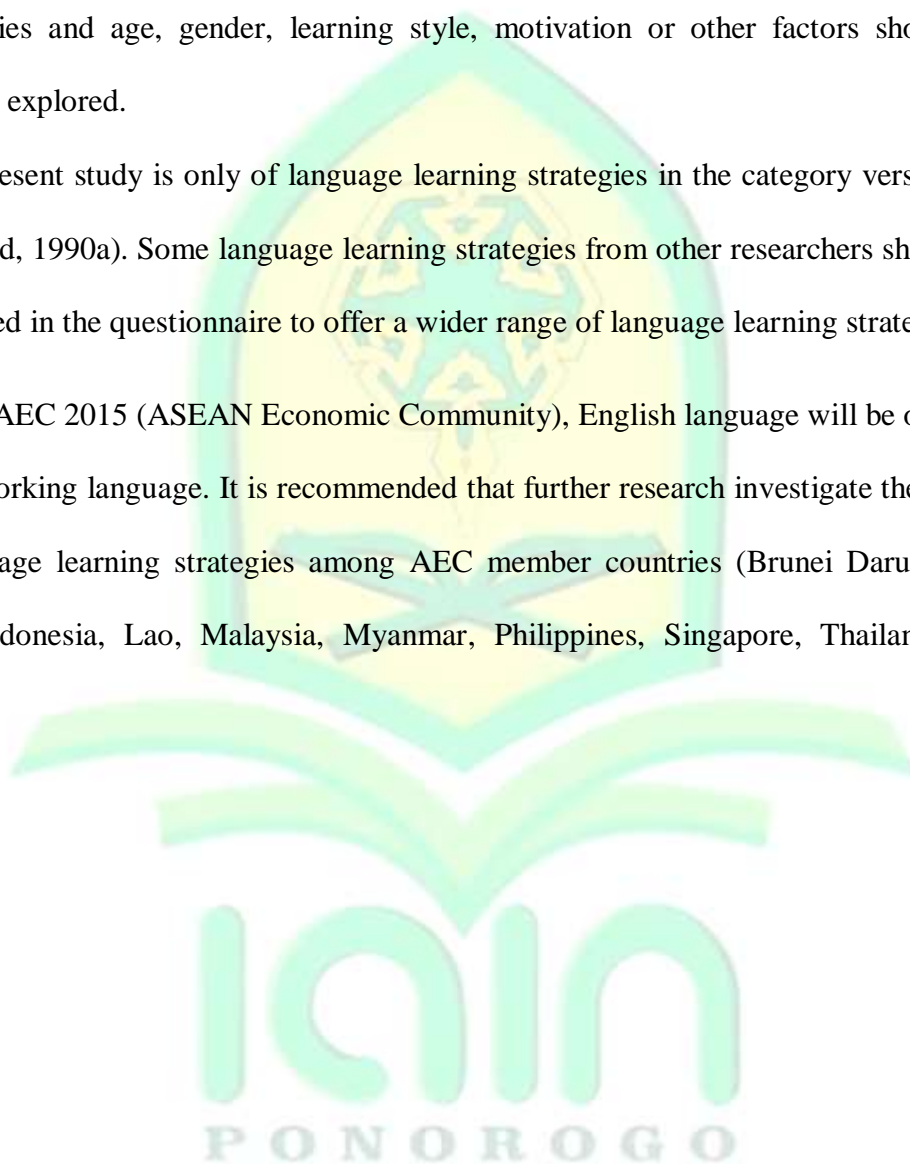
Furthermore, an activity that requires a combination of many strategies, such as direct strategies like practicing naturalistically, guessing, and using imagery and direct strategies like paying attention. This exercise is a listening comprehension task involving students in marking a route on a map according to spoken directions. The teacher prepares a clear road map of an interesting area and makes copies for all students and the teacher. On the teacher's copy, sketch the route the teacher wants students to go. Then, without showing the teacher's copy to the students, describe in words where to go, adding comments on the scenery and landmarks, discussing the kinds of people the students will meet, and mentioning reasons for visiting certain places. These hints will help students as they mark on their map the route you are describing.

- 4) Another point which should be noted here is that the findings of this study show that English academic achievement levels or terminal grades did not relate and differ with the choice of English language learning strategies usage. Thus, language teachers should not take the English academic achievement levels of students into consideration when introducing or teaching the English language learning strategies.

### C. Recommendations for Further Studies

- 1) This study only investigated the English language learning strategies used by teacher for Thailand students with different English academic achievement levels at Gontor Ponorogo. Further studies should be conducted with other majors and campuses. Additionally, investigation of the relationship between English language learning strategies and age, gender, learning style, motivation or other factors should be further explored.
- 2) The present study is only of language learning strategies in the category version 7.0 (Oxford, 1990a). Some language learning strategies from other researchers should be included in the questionnaire to offer a wider range of language learning strategies.

According to AEC 2015 (ASEAN Economic Community), English language will be our sole official and working language. It is recommended that further research investigate the use of English language learning strategies among AEC member countries (Brunei Darussalam, Cambodia, Indonesia, Lao, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam).



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