UNDERGRADUATE STUDENTS' LANGUAGE LEARNING STRATEGIES IN ACADEMIC SPEAKING COURSEWORK A SURVEY STUDY

A Thesis

Presented to the Department of English Language Education as a Partial Fulfillment of Requirements to Obtain the Sarjana Pendidikan Degree in English



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STATEMENT OF WORK'S ORIGINALITY

In the entire process of writing this thesis with the title 'A Survey of Indonesian Undergraduate Students' Language Learning Strategies in Academic Speaking Coursework A Survey Study' I declare that I am honest and what I write here is my original work which is free from imitate the other person works, and the citations is free of plagiarism because it has through the process called paraphrasing to strengthen my statements.

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MOTTO

“Positive people pray for each other; negative people tear each other down.

Successful people understand the importance of the process, unsuccessful people protest more”

DEDICATION

Firstly, I dedicate this thesis to myself. Because during this process of making the thesis I have through all the phase either is bad or good. I proud to myself and still not believing that I can until this phase which in my past thought when I was a child it was impossible to life or through this. I never believe I still can alive until this age and can pass the one of the hardest phases according from many people. I want to say thank you especially for my god Allah SWT because without her fate or bless maybe it was not going to easy like this. And also, I thanked to my lecturer, my friends, and also especially my family started from my father named Yuzamra, my mother Nova Marlina, my first older sisters Rahmi Kartini and my second older sister Rahma April Nursani. Without their pray, maybe I cannot through this phase. And of course, my best friends named M. Riva Alamsyah N, Sandean Arianto Lubis, Yusron Fikri Juneri, Khairunnas Hibatullah, and others that I am not enough to mention in here also my girlfriend named Ayu Rahma Safitri I must say a lot of thanks of her prays and spirit for always giving me an encouragement. Thank you for everything :)

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UNDERGRADUATE STUDENTS' LANGUAGE LEARNING STRATEGIES IN ACADEMIC SPEAKING COURSEWORK: A SURVEY STUDY

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ABSTRACT

The issue of students' speaking skills in the English learning process through coursework has been raised. Some strategies have an impact on students' speaking performance so that the researcher can employ the appropriate strategy in English speaking coursework. This research aimed to identify language learning strategies used by undergraduate students enrolling in an Academic Speaking Coursework. The method of this research was descriptive quantitative. The sample of this research was 59 undergraduate students from the class of 2023-2024 English Language Education Department at UII. The instrument used in this research was questionnaire filled by 59 participants as the sample of research. The questionnaire was developed by the researcher using the Oxford Strategy Inventory for Language Learning (SILL). The data were analyzed by using SPSS. The results of this study showed that the 6 strategy groups sorted from the most frequently used by the student until the least frequently used by the students were metacognitive strategies (M= 3.76, SD= 0.941) followed by cognitive strategies (M= 3.53, SD= 1.002), compensation strategies (M= 3.53, SD= 0.983), social strategies (M= 3.51, SD= 1.028), affective strategies (M= 3.41, SD= 1.116), the least was memory strategies (M= 3.35, SD= 1.039). It can be concluded that the highest strategy groups were metacognitive strategies. The findings suggest that the department should provide diverse learning materials to strengthen the implementation of language learning strategies that may enhance students' academic speaking skills.

Keywords: Academic Coursework, Speaking Skill, Learning Strategies

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English speaking skills are one of the skills that Indonesian students should master. Still, the majority of English as a Foreign Language (EFL) students have difficulties in speaking (Zare & Othman, 2015). They struggle with English because they are anxious about making errors, are insecure, and lack confidence in their daily speaking (Haidara, 2016). Alfarisy (2022) argued that because students need to master speaking skills, a study should discuss speaking learning strategies. Language learning strategies have been studied for more than a decade and have been studied by many scholars. The following research on language learning strategies in universities that have used English as a Foreign Language in recent five years which focused on proving the presence of the students' English Department and Non-English Department differences in using the strategies (Agustina, 2022). The study identified the difference of learning strategies for English Department and Non-English Department while this research identified language learning strategies used by undergraduate students specified in an Academic Speaking coursework.

In another research also identified the language learning strategies among international program students of Relation Department and Communication Department used survey study (Fitroty, 2022). The study identified learning strategies of relation department and communication department while this research identified learning strategies of English department students. Furthermore, several studies had been conducted in the past about language learning strategies used by Indonesian EFL university students. Where they compared the strategies used between the male and female students (Rianto, 2021). From 2017 until 2021, 40 articles were identified which were related to "Language Learning Strategies" and "English speaking skills". The most frequently used language learning strategies were found to be meta- cognitive strategies, which were followed by cognitive strategies. (Kehing & Yunus, 2021). Many countries worldwide have used the SILL

questionnaire to investigate the use of strategies among groups of English as a Second or xiv Foreign Language students to identify learning strategies, including learning strategies for speaking skills (Alfarisy, 2022). These studies identified the comparison between the strategies used between the male and female students in English speaking skill while this research identified language learning strategies for all students speaking coursework. Based on the background above, the researcher interested to conduct the research entitled "Undergraduate Students' Language Learning Strategies in Academic Speaking Coursework: A Survey Study."

1.2 Identification of the Problem

From the researcher's observations of the English Language Education Department, it turned out that a few students were interested in speaking English freely. The people who spoke English more freely appeared to be more proficient speakers of the language. It was also discovered that some undergraduate students were unwilling to speak English but would speak up when asked to. There are several challenging in language learning strategies which are doubt about abilities, lack of practice opportunities, fear of speaking with strangers, loss of motivation, and expecting it to be easy. Based on the researcher's interviews with various students, it was discovered that some factors contributed to the student's failure to learn to speak. First, they were very much making mistakes. It could be one of the effects of their previous learning experience. Second, they were afraid of failure, laughter, and ridicule. Third, the students seldom speak English because of a lack of vocabulary.

The gap between this study focuses on language learning strategy students' speaking skills through coursework. Another reason is that this study analyzes the issue of students' speaking skills in the English learning process through coursework. When the researcher knows of the discussion methods that have an impact on students' speaking performance, they can employ the appropriate strategy in English.

Although there have been many studies in language learning strategies in the Indonesian EFL higher education context in the past five years (Yusoff & Said,

2024; Lee, 2023; Alfarisyi, 2022; Khansir, et al 2021; Lestari & Wahyudin, 2020; Hapsari, 2019), there was still lack of research discussing language strategies in EFL speaking coursework, particularly in a coursework that was designed to teach academic speaking skill in higher education context

1.3 Limitations of the Problem

The researcher focuses only on the implementation of learning strategies in academic speaking coursework. Undergraduates benefit from coursework in terms of gaining motivation to talk as well as improving their vocabulary and English-speaking skills.

1.4 Formulation of the Problem

Based on the background above, the researcher formulates the research question as follows: What are language learning strategies used by undergraduate students enrolling in Academic Speaking coursework?

1.5 Objectives of the Study

The purpose of this study is to identify language learning strategies used by undergraduate students enrolling in an Academic Speaking coursework.

1.6 Significance of the Study

The significance of this study is divided into two parts namely conceptual and practical. Those significances can be described as follows: Conceptually, this research can make the students understand how to participate in academic speaking coursework by noticing in strategies in language learning strategies. Practically, the students can learn and finish their speaking coursework with the strategy that is appropriate to their condition. The finding of this study may also be used by English teachers to help students become more proficient speakers by helping them comprehend language learning methodologies. Students can also use the research's findings to improve their speaking weaknesses so they can feel more comfortable participating in speaking classes.

CHAPTER II

LITERATURE REVIEW

2.1 Language Learning Strategies

Several attempts have been made to define strategies. The steps that learners take to improve their learning are known as learning strategies. By improving language proficiency, increasing confidence, and increasing motivation during the learning process, the active use of language learning strategies empowers students to take charge of their own education (Shi, 2017). Instructions on strategies improve learners' capacity for autonomous and independent learning as well as their ability to accept accountability for their own education. The learner feels more self-assured, driven, and capable the more strategies they use. To increase students' levels of self-directed learning, teachers are encouraged to select effective teaching methods and learning strategies and to impart knowledge of these tactics to their students.

The specific methods or approaches those learners use to attempt to acquire a second language are known as learning strategies. Learners may recognize language acquisition methods in their process of learning because they are deliberate, or possibly deliberate, behaviors. According to Salam et al. (2020), learning strategies are mental or behavioral activities associated with a particular phase of the process of language acquisition or usage. In other words, they might be mental or behavioral, such as employing synonyms or situational context to deduce the meaning of a new word, or they can be behavioral, such as repeating new words out loud to help with memory. Learning may be accelerated, simplified, made more fun, more self-directed, more efficient, and more adaptable to new circumstances with the use of strategies.

A strategy is useful if it is applicable to the current L2 work, matches the student's preferred learning style to some extent, and is used by the student in an efficient manner while integrating it with other pertinent strategies. In contrast to

learning techniques, which are sometimes used synonymously with learning strategies, strategies are also long-range (Hattie & Donoghue, 2016). While learning strategies are long-term procedures that learners utilize at different stages of the learning process, learning tactics are the short-term use of specific behaviors or tools.

Hatt The following twelve essential components of language learning techniques are identified by Hattie & Donoghue (2016):

1. Contribute to the main goal, communicative competence
2. Allow learners to become more self-directed
3. Expand the role of the teachers
4. Are problem-oriented
5. Are specific actions taken by the learners
6. Involve many aspects of the learner, not just the cognitive
7. Support learning both directly and indirectly
8. Are not always observable
9. Are often conscious
10. Can be taught
11. Are flexible
12. Are influenced by a variety of factors

All language learners use strategies for learning speaking skills during their studies. Learning strategies or procedures that are consciously (or unconsciously) chosen and used by a learner to acquire the target language or facilitate language tasks are known as learning strategies (Biwer et al., 2020). In addition, (Biwer et al., 2020) states that learning strategies are methods, strategies, and speaking skills used by students to assist in the retention of linguistic and subject-specific knowledge. To increase their chances of success in achieving their goals in learning strategies and speaking skills, learners intentionally choose among many diverse ways. Learners deliberately use speaking skills learning strategies when completing tasks and digesting new knowledge. They can understand more clearly and quickly thanks to these techniques. So, the success of learning a new language depends on effective language learning strategies.

Learning strategies are specific thoughts or behaviors that people use to understand, acquire, or remember new knowledge. According to (Fajriah, 2017) learning strategies are certain actions that students adopt to facilitate their own learning, making it simpler, faster, more enjoyable, more independent, more effective, and more transferable. The process of learning a language and developing speaking skills will be greatly enhanced by using the right tactics. Better and faster language mastery of speaking skills can be achieved with the correct language learning approach. To develop language speaking ability, language learning practice is essential.

In short, learning strategies are unique ways of retrieving knowledge that students use to improve their speaking skills, retention, or both. Students use learning strategies to improve their speaking skills for new material and assist them in solving speaking skill challenges. To make learning faster, more effective, more efficient, and more enjoyable, learners must understand the value of intentionally applying speaking language skills.

2.2 Speaking ability

Speaking ability is necessary for effective communication, especially in multilingual environments. English learners should have this capacity, and they should concentrate their studies on speaking skills. Strengthening English speaking ability is crucial for Indonesian EFL (English as a foreign language) students, as it is well acknowledged that speaking is critical for learners to effectively use their communication abilities (Akhyak, & Indramawan, 2013). Being able to communicate in English means not only being able to ask and answer questions in English but also understanding what utterance they should produce in any given situation to respond appropriately to the situation and the person being talked to. According to Jassim (2023), when pragmatics was initially discussed, it was defined as "meaning in use" or "meaning in context." It is also said that pragmatics, as the study of meaning, is not formed by the linguistic system but is transferred and altered by participants in a communicative context of communication.

According to Richards (2008), when individuals are conversing, they are typically working on a project, examining concepts, figuring out certain features of the world, or just spending time together. In addition, (Fulcher & Davidson, 2004), states that speaking ability consists of the following five components:

a. Pronunciation. Students may generate clearer language when speaking by using proper pronunciation.

b. Grammar. For students to organize appropriate sentences in conversation, both in written and spoken forms, grammar is necessary.

c. Vocabulary. Gaining knowledge of word meanings.

d. Fluency. The capacity to talk clearly, fluently, and communicatively is known as fluency.

e. Comprehension. Understanding is the capacity to recognize and comprehend stretches of discourse, to formulate representations of the sentence's meaning.

The ability to speak (L2) in English or a foreign language (FL) in today's era is difficult (Richards & Renandya, 2002). Speaking is the wheel of socially burdensome skills; These strategies express thoughts in speech that make sense and are contextualized. (Richards & Renandya, 2002) state that college students have the opportunity to develop better academics and careers in the global era which highlights the importance of speaking a foreign language orally because speaking is one of the English language abilities that people perceive to be essential to their existence. By speaking, a person may transmit and receive information. When speaking, one must be proficient in language and pronunciation in order for the listeners to comprehend what they are saying.

For many years, academic institutions have prioritized educating students how to communicate effectively. Students will be able to spend their time participating in beneficial activities like discussions, arguing, and communication by conversing with people to provide, receive, or share knowledge (Ihsan & Wahidah, 2019). In other words, the phrase "speaking for academic purposes" refers to spoken language in a variety of academic contexts. Furthermore, it implies that the language is often neutral or formal and adheres to the rules set out by the genre or activity. Asking questions during lectures, participating in discussions,

delivering oral presentations, responding to questions or points raised, verbalizing data, and providing oral directions in seminars, workshops, and laboratories are typical scenarios or activities addressed.

Feng et al., (2023) found that the challenges for international students in Academic English-speaking include recognizing different points of view communicated by others and interpreting inquiries. Furthermore, the study discovered that students frequently need higher-order thinking abilities as well as necessary English language proficiency levels to understand and participate in academic discourse related to their fields of study. These challenges frequently lead to difficulties in performing responsibilities such as participating in conversations, taking notes during lectures or discussions, and reviewing knowledge for homework or tests.

Most international students face difficulties in utilizing academic speaking abilities owing to a lack of communication ability. International students generally lacked the necessary higher-order thinking abilities and English language fluency for communicating in and understanding academic discourse relevant to their fields of study (Rienties et al., 2012).

Furthermore, research on the academic speaking issues of foreign students has been undertaken among students of diverse nationalities. These include studies on students from South-East Asia (Deuchar, 2022). Based on this research, international students' academic speaking concerns included issues with their accuracy and fluency in grammatical use and pronunciation, confidence in information sharing, and active involvement in academic discourse. These findings are consistent with other studies on international students, which identified fluency and accuracy as the most difficult when expressing information without hesitated, which requires linguistic and content knowledge complexity, which many international students do not have (Light et al., 1987).

2.3. Language Learning Strategies in Academic Speaking coursework

Students at university may lack the confidence to speak English in public or in the classroom. The primary issue that has to be taken into account is the students'

lack of exposure to and practice with English. Another challenging subject in the context of language learning strategies has been categorized. Numerous attempts have been made to categorize tactics. (Griffiths, 2004) distinguished two types of learning techniques, direct and indirect.

Using Rubin's direct/indirect contradiction, (Zou & Lertlit, 2022) further classified strategy elements in her Strategy Inventory for Language Learning (SILL) into six categories: memory, cognitive, compensation, metacognitive, affective, and social. Later, she refined the categories to eliminate overlap and promote greater theoretical cohesion, resulting in four strategy categories: cognitive, affective, sociocultural-interactive, and the master category of "metastrategies," which includes but is not limited to metacognitive strategies (Zou & Lertlit, 2022).

Language learning strategies in higher education contexts have been the issues that are mostly discussed especially in the departments that use foreign languages, such as English in their subjects (engineering, science, education, mathematics, etc). According to (Zou & Lertlit, 2022) The processes that students take to enhance their learning are known as learning strategies. Because they facilitate active and self-directed engagement, which is essential for developing communicative competence, strategies are particularly important for language learning. Language acquisition strategies into two types: direct and indirect. A taxonomy classifies language strategies into two categories: direct and indirect strategies (Zou & Lertlit, 2022). Direct methods are language learning strategies that incorporate the target language directly. All direct language methods require mental processing of the language, but the three kinds of direct strategies process the language in different ways and for various reasons. Indirect methods are those that help in the language learning process (Wael et al., 2018). Memory, cognitive, and cognitive methods are examples of direct strategies. Memory strategies are procedures that assist students in storing new knowledge in memory and retrieving it later.

2.4 Review on Relevant Studies

There were some previous studies related to the study about learning strategies used by undergraduate students enrolling in academic speaking coursework. The first study was conducted by (Hapsari, 2019) entitled "Language Learning Strategies in English Language Learning A Survey Study". The purpose of this survey study is to map students' language learning processes in order to characterize their profile of strategic competency. In the academic year 2014–2015, 106 students from the Department of English Language Education took part. The Strategy Inventory for Language Learning (SILL) Worksheet, Version 7.0 for Speakers of Other Languages Learning English, developed by Oxford University in 1989, was the tool utilized. The memory strategy (3.20), emotional strategy (3.38), cognitive strategy (3.45), compensating strategy (3.46), social strategy (3.46), and metacognitive strategy (3.63) comprise the student profile of strategic competence for the academic year 2014–2015. As a result, metacognitive approach is the only one that has gained significant attention (3.63). The remaining techniques remain on medium profile, indicating that all students utilize them sometimes. For the entirety of the SILL methods, English Language Education Department students, Universitas Islam Indonesia in academic year 2014/2015 get mean score 3.43, which also means on medium profile of strategic competence.

The second study was conducted by Lestari & Wahyudin (2020) entitled "Language learning strategies of undergraduate EFL students". The goal of this study is to investigate the language acquisition techniques employed by students enrolled in English as a foreign language (EFL) course studying English literature. In this study, 76 participants were requested to complete the Oxford (1990) Strategy Inventory for Language Learning (SILL) questionnaire. According to the study's findings, students tended to utilize metacognitive strategies more frequently than emotional ones, with social and compensatory strategies coming in third. This study may provide valuable insights for future research, as well as for students who wish to assess and identify suitable language learning processes, particularly in the context of second language acquisition. The difference of this study was about object of research, it was students English Literature study programs.

The third study was conducted by Alfian (2021) entitled “the favored language learning strategies of Islamic university EFL learners”. The purpose of this study is to investigate how students at an Indonesian Islamic institution utilize and select LLS. In order to conduct a qualitative analysis, this study interviewed eighteen students who planned to teach English as a foreign language (EFL). They were questioned on their methods or approaches to studying English. Thematic analysis was used to examine the information gathered from the interviews. The results showed that when learning English, students reported employing the techniques that fall into six LLS categories: memory, cognitive, compensatory, metacognitive, emotional, and social strategies. Nonetheless, the majority of the tactics that the students described fell under the category of metacognitive tactics. Another important result is that learners reported utilizing a variety of tactics, including exercising the four language skills of speaking, listening, reading, and writing, watching TV or English-language movies, memorization, and internet use, to improve their English. By understanding learners' learning processes, this study will help teachers better their teaching practices in the classroom by making it easier for them to create learning activities. Additionally, as the study's methodologies might serve as examples for novice EFL learners, this research is helpful to them as well. The difference of this study was about analyzing all skill in English namely listening, speaking, reading, and writing.

The fourth study was conducted by Alfarisy (2022) entitled “the use of SILL Oxford on understanding the speaking learning strategies”. This essay demonstrated the connection between spoken learning methodologies and the use of SILL Oxford. 183 Indonesian students took part in the study, which used a mixed-method approach. In order to determine the spoken learning techniques used by the students, the SILL Oxford questionnaire was modified for this study. The purpose of the interviews was to find out why the students did what they did, as well as to validate the students' tactics and SILL Oxford. The results demonstrated that, with percentage answers of 72.7% for metacognitive methods, the majority of successful Indonesian students used them, while the lowest proportion—56.8%—was attributed to emotive strategies. Additionally, it was shown that the majority of

them employed self-monitoring, receiving technique, employing resources for delivering messages, and paying attention. The outcomes of the interviews revealed that the SILL The results of the interviews demonstrated that the students' learning techniques and the SILL Oxford outcome were identical. And they selected the tactics since they knew how important it was to learn English. As a result, by using effective student learning methodologies, it may serve as the foundation for students to improve their speaking skills. The different of this study was about analyzing learning strategies for Indonesian students as general.

The fifth study was conducted by Lee (2023) entitled “language learning strategies used by EFL students: Does their digital fluency matter”. A largescale quantitative investigation involving 891 college students was conducted. Their LLS use patterns and frequency and their level of digital fluency were examined using two instruments: Oxford’s Strategy Inventory for Language Learning (SILL) and Teo’s Digital Natives Assessment Scale (DNAS). The participants reported moderate usage of all the strategies described in SILL. However, they reported using specific SILL categories (compensation, memory, and metacognitive) more frequently than others (social, cognitive, and affective). Participants with different levels of digital fluency showed significant variations in the frequency of use of LLS. Additionally, compared 891 college students participated in a comprehensive quantitative study that was carried out. Two tools were used to assess their LLS use patterns and frequency as well as their degree of digital fluency: Teo's Digital Natives Assessment Scale (DNAS) and Oxford's Strategy Inventory for Language Learning (SILL). All of the tactics covered in SILL were somewhat used, according to the participants. They did, however, report utilizing the metacognitive, memory, and compensatory SILL categories more frequently than the social, cognitive, and affective categories. Participants with varying degrees of digital fluency demonstrated to earlier generations that these contemporary participants had distinct usage habits. notable differences in the frequency of LLS usage. The difference of this study was about method of research, it was used quantitative investigation.

The sixth study was conducted by Yusoff & Said (2024) entitled "investigating Language Learning Strategies in an Online Learning Environment among Adolescent in an English as Second Language Setting". The purpose of this study is to ascertain the language learning techniques that Form 5 students select to use when studying English virtually. As a crosssectional survey was used in this study, 302 respondents self-completed an online questionnaire. To identify the significant difference, this study uses quantitative techniques like descriptive statistics and ANOVA. The results demonstrated that memory techniques, which have the greatest mean value, are the most often used LLS by Form 5 students, whereas emotional strategies have the lowest mean value. Teachers may use the learning methods used by Form 5 students to improve their own learning styles and get better results in the future by recognizing the strategies they used when studying English online. The different of this study was about conducting the research online.

2.5 Theoretical Framework

The SILL is a tool that students and teachers can use to assess the specific language learning strategies that are employed by the student in learning a foreign language. Version 5.1 of the SILL (Oxford, 1990) was designed for native English speakers learning a new language contains 80 items to which students respond using a five-point Likert scale. Students are asked to evaluate how frequently they employ a certain language learning style by responding to the Likert scale. Higher numbers correspond with higher self-reported use of the particular strategy described in the item. The 80 items of the SILL are divided into six subscales with a different number of items: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

Current language learning research uses the SILL in several different ways. It is being used as a standard measurement tool for assessing second language learning strategy use (Hong-Nam & Leavell, 2006) and as a confirmatory measurement tool for evaluating new methods of understanding language learning (Nakatani, 2006). The SILL has also been used to make comparisons and draw contrasts between students' learning styles and teachers' instruction styles

(Griffiths, 2007). Reassessing the SILL is valid for several reasons. Evaluation of the SILL in a local context, for continued reliability and validity confirmation and as it relates to a metacognitive assessment, allow for an additional understanding of the use of strategies on second language understanding

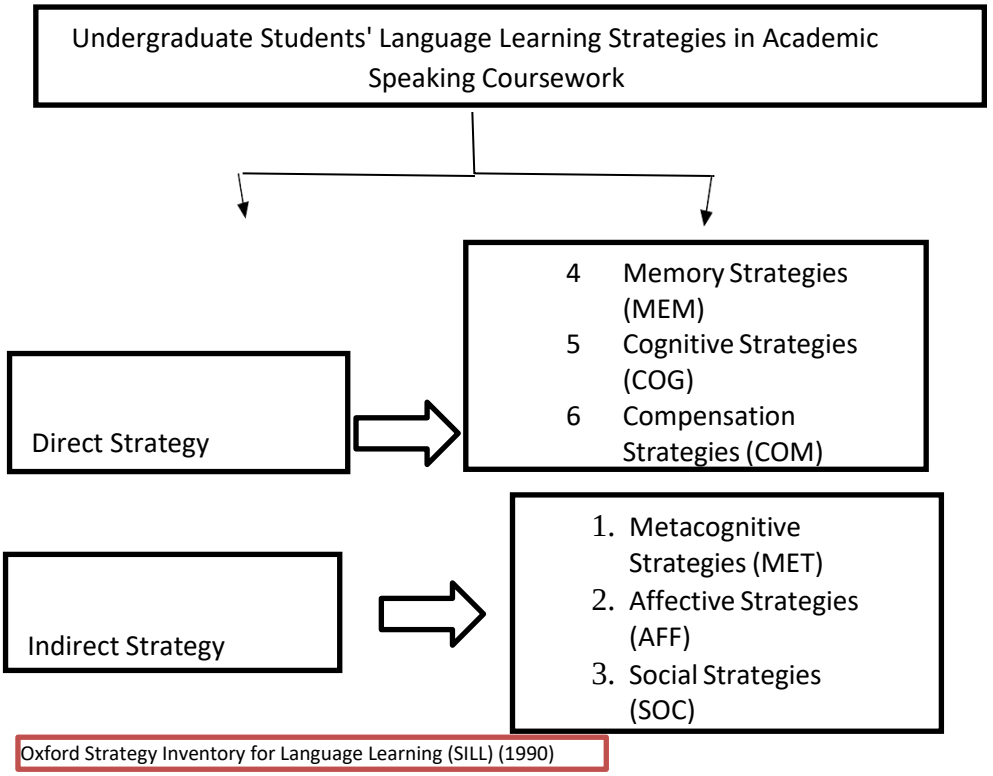


Figure 2.1. Theoretical Framework

CHAPTER III

RESEARCH DESIGN

3.1 Research Design

The quantitative approach in the form of survey study. The researcher chose the quantitative approach as research design it collects data from a large number of people using instruments with pre-set questions and replies. The more the number of respondents, the more valid the result will be. The researcher collected data from a large number of respondents and analyzed trends or tendencies based on the research objectives (Creswell, 2010). Students in the English Language Education Department learn English intensely, so their language learning strategies may differ from those of students from other departments.

3.2 Population and Sample

The population of the study was students who enrolled in Academic Speaking coursework academic year 2023/2024. There were three classes of academic speaking coursework, class A consisted of 17 students, class B 20 students, and class C consisted of 22 students, so the total number of students were 59 students. The sample was chosen using a purposive sampling, because all the participants are the students enrolling in academic speaking coursework.

3.3 Data Collecting Techniques

In this study, data was collected by distributing forms via the Google Form. The researcher utilized the Strategies Inventory for Language Learning (SILL) questionnaire (Oxford, 1990 to evaluate students' learning strategies. The SILL questionnaire contains a total of 50 items divided into 6 main categories of direct and indirect methods. The researcher analyzed the data from the respondents using descriptive statistics. The questionnaire is a primary data source in which the respondent reads a list of written statements and selects the appropriate answers. The form is structured used to retrieve data from the languages most frequently employed as learning techniques among undergraduate students, as well as the content of the most frequently used English-speaking learning strategies. The

instruments in this study are organized around the indicators to be studied. In order to collect the data to be researched, the indicator details will be poured into the questions in the questionnaire that will be distributed to the respondents.

3.4 Instrument

The questionnaire was developed by the researcher using the Oxford Strategy Inventory for Language Learning (SILL). The SILL questionnaire is used to evaluate the application of language learning strategies. Ellis noted that the SILL is the most comprehensive questionnaire for gathering data on language learning techniques and is widely used in research throughout the globe in the article A Study on Language Learning techniques (LLSs) of University Students in Hong Kong. Furthermore, it seems that the SILL is the only tool for language learning strategies that has undergone several validations and reliability checks.

The researcher adapted the items of the scale based on them years of oral English learning experience to ensure that they appropriately reflected the students' use of strategies during the oral English learning process. And the scale is constructed using a 5-point Likert Scale, which 1 = Never or almost never true, 2 = Usually not true, 3 = Sometimes true, 4 = Usually true and 5 = Always or almost always true. The questionnaire was transcribed into Bahasa Indonesia so the participants can better understand each sentence of the questionnaire. (See appendix 1)

3.5 Data Analysis Techniques

The collected data are analyzed by SPSS 22, which consists of two steps: (1) To determine the trend of these undergraduate students' speaking strategies, the researcher measured the Mean and Standard Deviation (SD) of their speaking strategies. (2) To determine these Undergraduate students' preferences for various strategies, the researcher measured the Mean and SD of the students' utilization of six strategies.

3.6 Data Indicator

The SILL comes in two versions that are extensively used as a learning strategy questionnaire. One is for English-speaking foreign language learners (version 5.0, 80 items). The other is for English as a foreign language or English as a second language (version 7.0, 50 items). Because the participants in this study were ESL/ EFL (English as a Foreign Language) learners, SILL version 7.0 was employed. The SILL questionnaire is intended to examine the use of language learning strategies. Ellis noted in the journal A Study on Language Learning Methods (LLSs) of University Students in Hong Kong that the SILL is the most complete questionnaire for getting information on language learning techniques and strategies.

Table 3.1 Description of the SILL

Category	Number of Items	Item
Memory strategies	9	1,2,3,4,5,6,7,8,9
Cognitive strategies	14	10,11,12,13,14,15,16,17,18, 19,20,21,22,23
Compensation strategies	6	24,25,26,27,28,29
Metacognitive strategies	9	30,31,32,33,34,35,36,37,38
Affective strategies	6	39,40,41,42,43,44
Social strategies	6	45,46,47,48,49,50

This questionnaire uses a five-point Likert scale (1 = Never or almost never true, 2 = Usually not true, 3 = Sometimes true, 4 = Usually true and 5 = Always or almost always true). Students were asked to respond to each item according their honest answer.

3.7 Validity and Reliability

The data were then analyzed by using SPSS to measure the stability of the data. The tests included validity test and reliability test. The SILL questionnaire results are displayed below:

3.7.1 Validity

The validity of questionnaire SILL in Cowie (1989) has detected the result from the research of Oxford & Burry-Stock (1995) that the content validity of SILL questionnaire is determined by professional judgment. For the validity of SILL questionnaire is very high that have matched the SILL items with agreement at .99 in a comprehensive language learning strategy taxonomy from a detailed blueprint of a range of over 200 possible strategy types. Moreover, the questionnaire was translated into Indonesian language to minimize the ambiguity to understand the questionnaire.

3.7.2 Reliability

The reliability of this questionnaire is from adaptation of SILL Oxford (1989) has detected the result from the research of Oxford & Burry-Stock (1995) Cronbach Alpha 0.94 used the Chinese translation with a sample of 590 Taiwanese, 0.92 used the Japanese translation with 255 Japanese students, 0,91 used the Korean translation with 59 Korean learners, 0.93 used the researcher-revised Korean translation with 332 Korean EFL Leaner. Similar with validity, this reliability of Indonesian translation checked on the instrument trial in 59 participants were included. The result of Cronbach's Alpha reliability statistic was 0.937. The result was presented in table 3.2:

Table 3.2 Reliability Result

Case Processing Summary

		N	%
Cases	Valid	59	100.0
	Excluded	0	0
	Total	59	100.0

Reliability Statistic

Cronbach's Alpha	N of Items
.937	50

3.8 Data Analysis Techniques

3.8.1 Language Learning Strategies Questionnaires

The collected data were analyzed using SPSS. For each item on the survey, the frequencies of the responses were calculated in percentages. The means and standard deviations also were determined for the 50 statements listed in the questionnaire. Researchers use paper-based to share questionnaires. It is not facilitated because it cannot automatically sum up the result but manually collect the data.

3.8.2 The step of Data Analysis Techniques

The researchers use some steps that are appropriate for this study.

1. Reviewed literature on language learning strategies.
2. Adapted Strategy Inventory Language Learning Questionnaires by Oxford (1990) and translated into Indonesian language
3. Checked each item of SILL (Strategy Inventory Language Learning Questionnaires) questionnaire to make sure it is easy to understand.
4. Did the pilot test of the instrument to 59 participants to ensure the validity.
5. Checked the validity and reliability of the instrument.
6. Collected data through a paper-based questionnaire.
7. Analyzed the data uses SPSS to calculate the standard deviation.
8. Proceed the data into diagram results are: direct strategies: memory, cognitive, compensation, and indirect strategies: metacognitive, affective, social strategies.
9. Interpreted the data based on interpretation data of frequency use learning strategies.
10. The findings of this survey are presented in descriptive statistics by measuring mean (M) and standard deviation (SD) in each item of strategy groups

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the findings from the questionnaires to identify the language learning strategies in academic speaking coursework used by the undergraduate students at the English Language Education Department. The participants are students from the class of 2022-2023. The findings of the research answer the research question, “What are language learning strategies used by the undergraduate students at the English Language Education Department?”.

4.1 Research Findings

The total number of participants who filled the questionnaire was 59 students. The researcher presents the findings of language learning strategies in each strategy group: memory strategies (MEM), cognitive strategies (COG), compensation strategies (COM), metacognitive strategies (MET), affective strategies (AFF), social strategies (SOC) as presented in Table and Figure 4.1:

Table 4.1 Table of language learning strategy groups

	N	Mean	Std. Deviation
TOTAL_MEM	59	3.35	1.039
TOTAL_COG	59	3.53	1.002
TOTAL_COM	59	3.53	0.983
TOTAL_MET	59	3.76	0.941
TOTAL_AFF	59	3.41	1.116
TOTAL_SOC	59	3.51	1.028

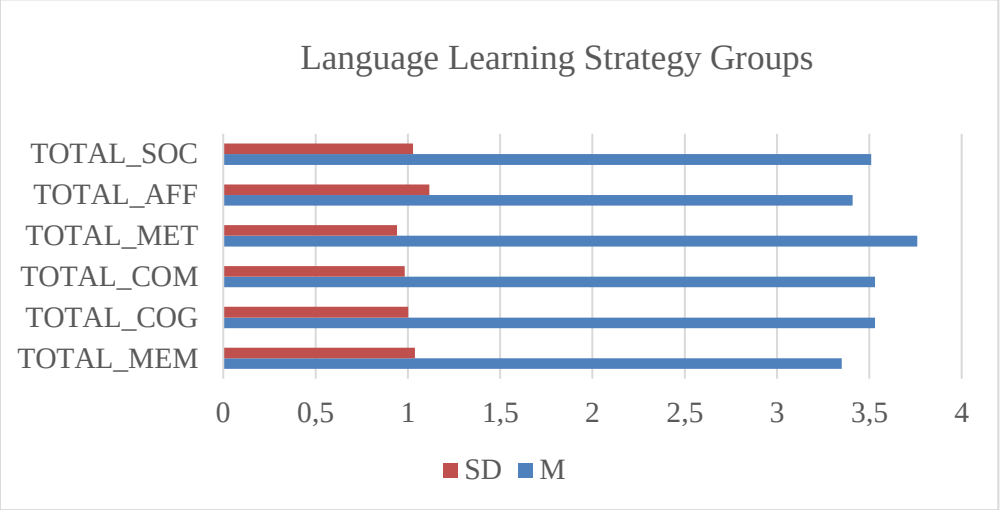


Figure 4.1 Chart of language learning strategy groups

Based on chart of language learning strategy groups, the 6 strategy groups sorted from the most frequently used by the student until the least frequently used by the students are as followed: metacognitive strategies (M= 3.76, SD= 0.941) followed by cognitive strategies (M= 3.53, SD= 1.002), compensation strategies (M= 3.53, SD= 0.983), social strategies (M= 3.51, SD= 1.028), affective strategies (M= 3.41, SD= 1.116), the least was memory strategies (M= 3.35, SD= 1.039). To conclude, the highest strategy groups is metacognitive strategies (M= 3.76, SD= 0.941). The highest strategy group and the other two strategy groups are included in high usage category. Meanwhile, the lowest strategy group is memory strategies (M= 3.35, SD= 1.039) and the other two strategy groups only are included in medium usage category. Then, it was sorted by the highest frequency strategy used by the students as follows:

Table 4.2 The sorted frequency of language learning strategy

Strategy	Mean	Std. Deviation
MET	3.76	0.941
COG	3.53	1.002
COM	3.53	0.983
SOC	3.51	1.028
AFF	3.41	1.116
MEM	3.35	1.039

After that, the findings of language learning strategies in English Language Education Department at private university at Yogyakarta are presented in two classes. The first is direct strategies that have 3 strategy groups in a survey of language learning strategies (Oxford, 1990) consist of memory strategies, cognitive strategies, and compensation strategies. In this result, the highest strategy groups in direct strategies are cognitive strategies (M= 3,53, SD= 1,002) than the other strategy groups. The lowest strategy groups result is memory strategies has the result (M=3,35 SD= 1,039). The result from direct strategy is presented in Figure 4.2:

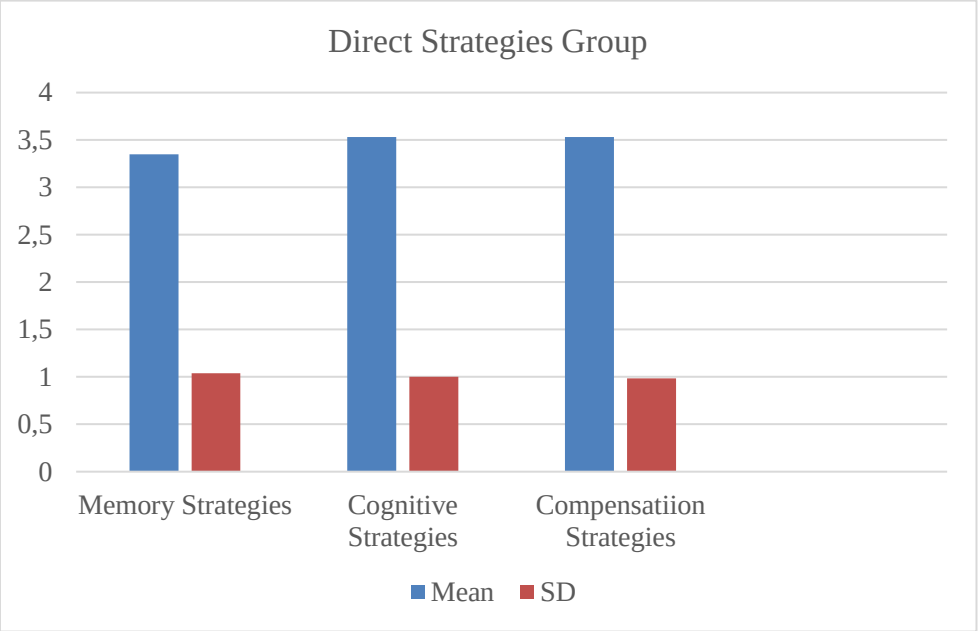


Figure 4.2 Chart of Direct Strategy Group

The second is indirect strategy groups. There are 3 strategy groups in a survey of language learning strategies (Oxford, 1990) consist of metacognitive strategies, affective strategies, and social strategies. In this chart, the highest strategy groups result is metacognitive strategies (M= 3,76, SD= 0,941). The lowest strategy groups result is affective strategies that have the result (M =3,41, SD = 1,116) as presented in Figure 4.3:

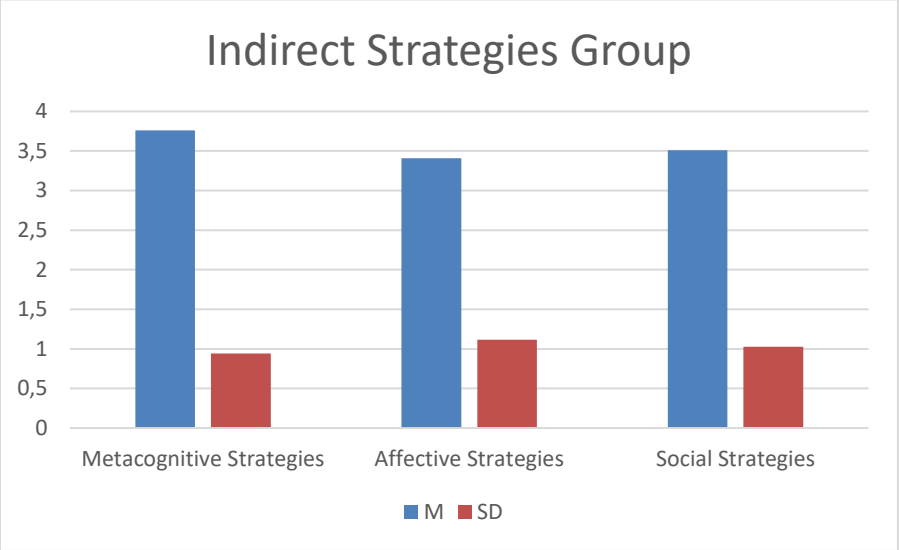


Figure 4.3 Chart of Indirect Strategies Group

The findings of language learning strategies in English Language Education Department at private university in Yogyakarta are presented in items category. The first items category is memory strategies which is presented in Table 4.3:

Table 4.3 Table of Memory Strategies

Descriptive Statistics

	N	Mean	Std. Deviation
MEM1	59	3.56	.987
MEM2	59	3.59	.893
MEM3	59	3.39	1.051
MEM4	59	3.80	.979
MEM5	59	3.32	.955
MEM6	59	2.76	1.208
MEM7	59	3.27	1.127
MEM8	59	3.27	1.064
MEM9	59	3.19	1.090
Valid N (listwise)	59		

The table shows that the highest mean in memory strategies is MEM 4 (M=3,80, SD=0,979) that is “I remember a new English word by making a mental picture of a situation in which the word might be used.” Further, the lowest mean is MEM-6 that “I use flashcards to remember new English words” (M=2,76, SD=1,208). The detail means of each category strategy can be seen on the table below:

Table 4.4 The Sequence of Mean Memory Strategies

Item	Mean
MEM4	3.80
MEM2	3.59
MEM1	3.56
MEM3	3.38
MEM5	3.32
MEM7	3.27
MEM8	3.27
MEM9	3.19
MEM6	2.76
Average	**3.35**

The second items category is cognitive strategies which is presented in Table 4.5:

Table 4.5 Table of Cognitive Strategies

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
COG1	59	3.15	1.157
COG2	59	3.51	1.023
COG3	59	4.03	.870
COG4	59	3.76	.897
COG5	59	3.51	1.006
COG6	59	3.98	.919
COG7	59	3.41	1.191
COG8	59	3.49	1.057
COG9	59	3.47	.989
COG10	59	3.32	1.008
COG11	59	3.31	.933
COG12	59	3.29	1.018
COG13	59	3.85	.805
COG14	59	3.32	1.166
Valid N (listwise)	59		

The table shows that the highest mean in cognitive strategies is COG 3 (M=4,03, SD=0,870) that is “I practice the sounds of English” Further, the lowest mean is COG 1 (M=3,15, SD=1,157) that is “I say or write new English words several times.”. The sequence of mean for each item can be seen on the table below:

Table 4.6 The Sequence of Mean Cognitive Strategies

Item	Mean
COG3	4.03
COG6	3.98
COG13	3.85
COG4	3.76
COG2	3.51
COG5	3.51
COG8	3.49
COG9	3.47
COG7	3.41
COG10	3.32
COG14	3.32
COG11	3.31
COG12	3.29
COG1	3.15
Average	**3.53**

The third items category is compensation strategies which is presented in Table 4.7:

Table 4.7 Table of Compensation Strategies

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
COM1	59	3.81	.973
COM2	59	3.59	.985
COM3	59	3.34	1.154
COM4	59	3.36	.961
COM5	59	3.46	1.039
COM6	59	3.61	.788
Valid N (listwise)	59		

The table shows that the highest mean in compensation strategies is COM 1 (M=3,81, SD=0,973) that is “To understand unfamiliar English words, I make guesses”. Further, the lowest mean is COM 3 (M=3,34, D=1,154) that is “I make up new words if I do not know the right ones in English”. The sequence of mean for each item can be seen on the table below:

Table 4.8 The Sequence of Mean Compensation Strategies

Item	Mean
COM1	3.81
COM6	3.61
COM2	3.59
COM5	3.46
COM4	3.36
COM3	3.34
Average	**3.53**

The fourth items category is compensation strategies which is presented in Table 4.9:

Table 4.9 Table of Metacognitive Strategies

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
MET1	59	3.64	.886
MET2	59	3.66	.940
MET3	59	4.17	.913
MET4	59	4.00	.766
MET5	59	3.27	1.096
MET6	59	3.42	1.037
MET7	59	3.66	1.027
MET8	59	3.78	.948
MET9	59	4.24	.858
Valid N (listwise)	59		

The table shows that the highest mean in compensation strategies is MET 9 (M= 4,24, SD=0,858) that is “I think about my progress in learning English.”. Further, the lowest mean is MET 5 (M=3,27, D=1,096) that is “I plan my schedule

so I will have enough time to study English". The sequence of mean for each item can be seen on the table below:

Table 4.10 The Sequence of Mean Metacognitive Strategies

Item	Mean
MET9	4.24
MET3	4.17
MET4	4.00
MET8	3.78
MET2	3.66
MET7	3.66
MET1	3.64
MET6	3.42
MET5	3.27
Average	**3.76**

The fifth items category is compensation strategies which is presented in Table 4.11:

Table 4.11 Table of Affective Strategies

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
AFF1	59	3.71	1.084
AFF2	59	3.85	.979
AFF3	59	3.08	1.236
AFF4	59	3.75	.939
AFF5	59	2.95	1.279
AFF6	59	3.14	1.181
Valid N (listwise)	59		

The table shows that the highest mean in compensation strategies is AFF 2 (M= 3,85, SD=0,979) that is "I encourage myself to speak English even when I am afraid of making a mistake.". Further, the lowest mean is AFF 5 (M=2,95, SD=1,279) that is "I write down my feelings in a language learning diary." The sequence of mean for each item can be seen on the table below:

Table 4.12 The Sequence of Mean Affective Strategies

Item	Mean
AFF2	3.85
AFF4	3.75
AFF1	3.71
AFF6	3.14
AFF3	3.08
AFF5	2.95
Average	**3.41**

The sixth items category is compensation strategies which is presented in Table 4.13:

Table 4.13 Chart of Social Strategies

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
SOC1	59	3.68	1.090
SOC2	59	3.22	.984
SOC3	59	3.61	1.034
SOC4	59	3.32	1.008
SOC5	59	3.56	1.118
SOC6	59	3.68	.937
Valid N (listwise)	59		

The table shows that the highest mean in compensation strategies is SOC 1 (M= 3,68, SD=1,090) and SOC 6 (M= 3,68, SD=0,937) that is "If I do not understand something in English, I ask the other person to slow down or say it again." and I try to learn about the culture of English speakers.". Further, the lowest mean is SOC 2 (M=3.22, SD=0,984) that is "I ask English speakers to correct me when I talk." The sequence of mean for each item can be seen on the table below:

Table 4.14 The Sequence of Mean Social Strategies

Item	Mean
SOC1	3.68
SOC6	3.68
SOC3	3.61
SOC5	3.56
SOC4	3.32
SOC2	3.22
Average	**3.51**

4.2 Discussion

The results of this study showed that the 6 strategy groups sorted from the most frequently used by the student until the least frequently used by the students were cognitive strategies, metacognitive strategies, memory strategies, compensation strategies, affective strategies, the least was social strategies. It can be concluded the highest strategy groups were metacognitive strategy. The highest strategy group and the other two strategy groups were included in high usage category. Meanwhile, the lowest strategy group was memory strategies and the other two strategy groups only are included in medium usage category.

The strategy that mostly used by students for their speaking coursework was metacognitive strategy. Metacognitive strategies, which include various forms of thinking, planning, arithmetic, and so on, are the particular techniques people employ to address issues and/or seize opportunities. Crucially, a cognitive strategy nearly always interacts with other elements of what may be referred to as the "execution context" and does not have to be entirely "in the head". In speaking case, cognitive strategy means the students set their mental process that are consciously implemented to regulate thought process and content in order to achieve goals or solve problems. Metacognitive strategy makes the students plan their speaking coursework such as using media to help them finishing their coursework. As stated by Pitura (2022) that higher education students in English medium instruction in non-English-dominant countries use L2 to share ideas and demonstrate learning thorough the medium of English and are often required to enhance their ability to communicate in this language while studying.

Based on all the data that metacognitive was the most frequently used by the students and memory strategies was the least frequently used by the students. There is some research from university students of EFL context, that Viet Van Vo et al (2023) explains that each strategy used by research students was classified as medium usage. Metacognitive methods were shown to be the most favored category among the six categories of language learning strategies.

The low usage frequency in this research students did not prefer applying affective strategies to their learning languages as it came last in their ranking. There

is some research from university students of EFL context, that Viet Van Vo et al (2023) explains this might be because NLU-HCM students were not given enough opportunities to practice speaking English or interact with native English speakers in real-world English-speaking scenarios. Therefore, instructors of ESP should provide their students additional chances to apply social methods in authentic language learning scenarios.

When teachers take responsibility for the learning process and learning strategies that students use to acquire and learn new content, they have the greatest influence on students' learning and accomplishment. Learning strategies are techniques that assist students in practicing and organizing the knowledge they must retain. Additionally, by using these learning methodologies, students are able to apply new information quickly and effectively. Learning methods involves more than just memory. Students need to learn how to think independently and remember and apply the knowledge they have learned. One way to conceptualize learning techniques is as tools in a toolbox. Since every student is unique in their learning preferences and styles, educators must offer their pupils access to a toolbox of diverse teaching tactics in order to meet their requirements. Students need to increase their spoken language in this globalization era.

People from all around the world may now go to other nations to live, work, or study because to the effects of globalization. Speaking the language of the new nation is crucial while moving there or migrating from another country. Proof of language competency may be necessary to demonstrate one's ability to communicate in the language used in the destination nation (Damanik, 2022). Concrete examples are easier for human memory to process than abstract knowledge. By using real-world examples in their practice, students are more likely to understand and remember basic ideas. Therefore, to make the students easier to understand the lesson, the teacher or lecturer must provide good example for them. To help students get an understanding of fractions through real-world applications, teachers might have students 43 generate instances of fractions' applications.

The finding of research about Strategy Inventory for Language Learning (SILL) similar to the previous studies from Lestari & Wahyudin (2020) that

metacognitive has been the most frequently used strategy followed by social and compensation strategies while affective strategies become the least strategy used by the students. This study states that the language learning strategies that students employ and find it useful to understand the techniques that are suitable, particularly while learning a second language.

Meanwhile, the study from Alfian (2021) states that learners reported using the strategies which are classified into six LLS categories (memory, cognitive, compensation, metacognitive, affective, and social strategies) in learning English. It is supported by study from Alarisyi (2022) that the SILL Oxford outcome matched the learning methodologies used by the students. And they selected the tactics since they knew how important it was to learn English. As a result, by using effective student learning methodologies, it may serve as the foundation for students to improve their speaking skills.

Furthermore, Lee (2023) states in his study that using the compensation, memory, and metacognitive SILL categories more often than the social, cognitive, and affective categories. There were notable differences in the frequency of LLS usage across participants with varying degrees of digital fluency. It has little different from study by Yusoff & Said (2024) that Students in Form 5 frequently use memory techniques, which have the greatest mean value, and emotive methods, which have the lowest mean value.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion of the study. The conclusion could be stated as a summary of this study and to highlight the findings of the research. There are also some points for further research especially about language learning strategies in academic speaking.

5.1. Conclusion

The purpose of this study was to find out the most appropriate strategy of learning to help students improve their speaking skills and comprehension in learning English. This study's contribution was to help students improve their speaking skills, oral fluency, and grammar.

The results of this study showed that the 6 strategy groups sorted from the most frequently used by the student until the least frequently used by the students were metacognitive strategies (M= 3.76, SD= 0.941) followed by cognitive strategies (M= 3.53, SD= 1.002), compensation strategies (M= 3.53, SD= 0.983), social strategies (M= 3.51, SD= 1.028), affective strategies (M= 3.41, SD= 1.116), the least was memory strategies (M= 3.35, SD= 1.039). It can be concluded that the highest strategy groups were metacognitive strategy. The highest strategy group and the other two strategy groups were included in high usage category. Meanwhile, the lowest strategy group was memory strategies and the other two strategy groups only are included in medium usage category. The implication of metacognitive learning

strategies expert a direct influence on knowledge acquisition, whereas affective learning strategies facilitate learning via, for example, motivation and volition.

5.2 Suggestion

The findings suggest that the department should provide diverse learning materials to strengthen the implementation of language learning strategies that may enhance students' academic speaking skills.

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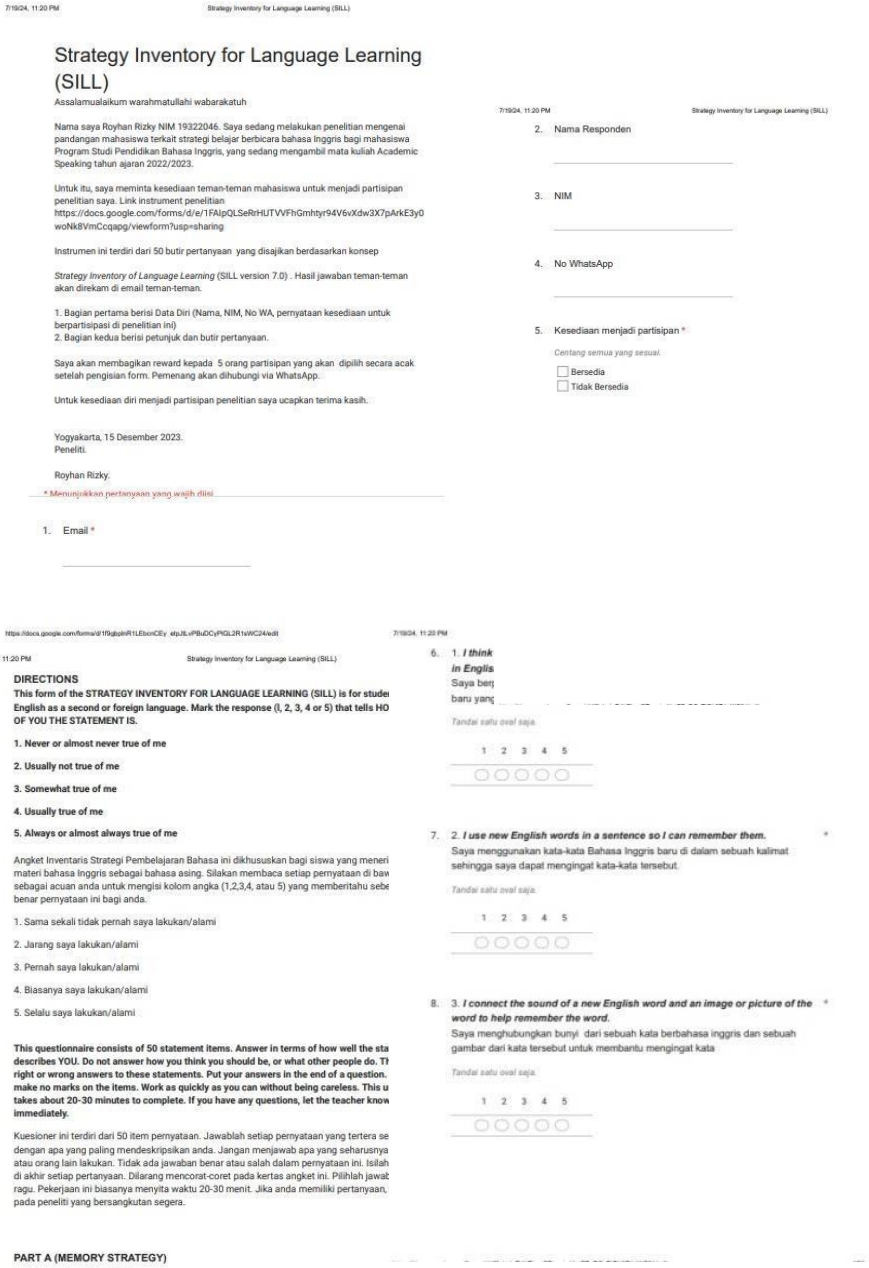
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APPENDICES

Appendix 1

Questionnaire



7/19/24, 11.20 PM Strategy Inventory for Language Learning (SILL)

Strategy Inventory for Language Learning (SILL)

Assalamualaikum warahmatullahi wabarakatuh

Nama saya Royhan Rizky NIM 19322046. Saya sedang melakukan penelitian mengenai pandangan mahasiswa terkait strategi belajar berbicara bahasa Inggris bagi mahasiswa Program Studi Pendidikan Bahasa Inggris, yang sedang mengambil mata kuliah Academic Speaking tahun ajaran 2022/2023.

Untuk itu, saya meminta kesediaan teman-teman mahasiswa untuk menjadi partisipan penelitian saya. Link instrument penelitian https://docs.google.com/forms/d/e/1FAIpQLSeRrHJTVVFhGmhtyr94V6vXdw3X7pArkE3y0woNk8VmCcqapg/viewform?usp=sharing

Instrumen ini terdiri dari 50 butir pertanyaan yang disajikan berdasarkan konsep

Strategy Inventory of Language Learning (SILL version 7.0) . Hasil jawaban teman-teman akan direkam di email teman-teman.

1. Bagian pertama berisi Data Diri (Nama, NIM, No WA, pernyataan kesediaan untuk berpartisipasi di penelitian ini)
2. Bagian kedua berisi petunjuk dan butir pertanyaan.

Saya akan membagikan reward kepada 5 orang partisipan yang akan dipilih secara acak setelah pengisian form. Pemenang akan dihubungi via WhatsApp.

Untuk kesediaan diri menjadi partisipan penelitian saya ucapkan terima kasih.

Yogyakarta, 15 Desember 2023.
Peneliti.

Royhan Rizky.

* Menunjukkan pertanyaan yang wajib diisi

1. Email *

7/19/24, 11.20 PM Strategy Inventory for Language Learning (SILL)

2. Nama Responden

3. NIM

4. No WhatsApp

5. Kesediaan menjadi partisipan *

Centang semua yang sesuai.

- [ ] Bersedia
- [ ] Tidak Bersedia

https://docs.google.com/forms/d/1fGqbpleR1LEbcnCEy_etpJILvPBuDCyPIGL2R1sWC24/edit 7/19/24, 11.20 PM

7/19/24, 11.20 PM Strategy Inventory for Language Learning (SILL)

DIRECTIONS

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for studer English as a second or foreign language. Mark the response (l, 2, 3, 4 or 5) that tells HO OF YOU THE STATEMENT IS.

1. Never or almost never true of me

2. Usually not true of me

3. Somewhat true of me

4. Usually true of me

5. Always or almost always true of me

Angket Inventaris Strategi Pembelajaran Bahasa ini dikhususkan bagi siswa yang meneri materi bahasa Inggris sebagai bahasa asing. Silakan membaca setiap pernyataan di baw sebagai acuan anda untuk mengisi kolom angka (1,2,3,4, atau 5) yang memberitahu sebe benar pernyataan ini bagi anda.

1. Sama sekali tidak pernah saya lakukan/alami

2. Jarang saya lakukan/alami

3. Pernah saya lakukan/alami

4. Biasanya saya lakukan/alami

5. Selalu saya lakukan/alami

This questionnaire consists of 50 statement items. Answer in terms of how well the sta describes YOU. Do not answer how you think you should be, or what other people do. Th right or wrong answers to these statements. Put your answers in the end of a question. make no marks on the items. Work as quickly as you can without being careless. This u takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

Kuesioner ini terdiri dari 50 item pernyataan. Jawablah setiap pernyataan yang tertera se dengan apa yang paling mendeskripsikan anda. Jangan menjawab apa yang seharusnya atau orang lain lakukan. Tidak ada jawaban benar atau salah dalam pernyataan ini. Isilah di akhir setiap pertanyaan. Dilarang mencorat-coret pada kertas angket ini. Pilihlah jawat ragu. Pekerjaan ini biasanya menyita waktu 20-30 menit. Jika anda memiliki pertanyaan, pada peneliti yang bersangkutan segera.

PART A (MEMORY STRATEGY)

7/19/24, 11.20 PM

6. 1. ***I think in Englis***
Saya ber
baru yan

Tandai satu oval saja.

1 2 3 4 5

7. 2. ***I use new English words in a sentence so I can remember them.*** *
Saya menggunakan kata-kata Bahasa Inggris baru di dalam sebuah kalimat sehingga saya dapat mengingat kata-kata tersebut.

Tandai satu oval saja.

1 2 3 4 5

8. 3. ***I connect the sound of a new English word and an image or picture of the word to help remember the word.*** *
Saya menghubungkan bunyi dari sebuah kata berbahasa inggris dan sebuah gambar dari kata tersebut untuk membantu mengingat kata

Tandai satu oval saja.

1 2 3 4 5

9. 4. ***I remember a new English word by making a mental picture of a situation in which the word might be used.*** *
Saya mengingat sebuah kata baru berbahasa Inggris dengan membayangkan sebuah situasi Ketika kata tersebut digunakan

Tandai satu oval saja.

1 2 3 4 5

10. 5. ***I use rhymes to remember new English words.*** *
Saya menggunakan rime untuk mengingat kata kata baru berbahasa Inggris

Tandai satu oval saja.

1 2 3 4 5

11. 6. ***I use flashcards to remember new English words*** *
Saya menggunakan kartu kartu bergambar untuk mengingat dalam bahasa inggris

Tandai satu oval saja.

1 2 3 4 5

12. 7. ***I physically act out new English words.*** *
Saya memperagakan kata-kata baru dalam bentuk Bahasa Inggris

Tandai satu oval saja.

1 2 3 4 5

13. 8. ***I review English lessons often.*** *
Saya sering meriview pelajaran pelajaran dalam berbahasa Inggris

Tandai satu oval saja.

1 2 3 4 5

14. 9. ***I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.*** *
Saya mengingat kata kata baru atau frasa dalam bahasa Inggris dengan cara mengingat lokasi,halaman buku, di papan atau tanda tanda yang di temukan dijalan

Tandai satu oval saja.

1 2 3 4 5

PART B (COGNITIVE STRATEGY)

15. 10. ***I say or write new English words several times.*** *
Saya melafalkan atau menulis kosa kata bahasa Inggris setiap waktu.

Tandai satu oval saja.

1 2 3 4 5

16. 11. ***I try to talk like native English speakers.*** *
Saya mencoba berbicara kepada orang asing asli untuk melatih bahasa Inggris.

Tandai satu oval saja.

1 2 3 4 5

17. 12. ***I practice the sounds of English.*** *
Saya mempraktikan pelafalan kosa kata yang benar.

Tandai satu oval saja.

1 2 3 4 5

18. 13. ***I use the English words I know in different ways.*** *
Saya memakai kosa kata yang saya tahu dengan berbagai cara

Tandai satu oval saja.

1 2 3 4 5

19. 14. ***I start conversations in English.*** *
Saya memulai percakapan berbahasa inggris

Tandai satu oval saja.

1 2 3 4 5

20. 15. ***I watch English language TV shows spoken in English or go to movies spoken in English.*** *
Saya menonton tayangan tv berbahasa inggris atau menonton film berbahasa inggris

Tandai satu oval saja.

1 2 3 4 5

21. 16. ***I read for pleasure in English.*** *
Saya membaca berbahasa inggris untuk mengisi waktu

Tandai satu oval saja.

1 2 3 4 5

22. 17. ***I write notes, messages, letters, or reports in English.*** *
Saya menulis catatan, pesan, surat atau laporan dalam bahasa Inggris

Tandai satu oval saja.

1 2 3 4 5

23. 18. ***I first skim an English passage (read over the passage quickly) then go back and read carefully.*** *
Saya membaca sebuah paragraf dengan teknik skimming (membaca sekilas) kemudian kembali dari awal dan membaca lagi dengan hati-hati.

Tandai satu oval saja.

1 2 3 4 5

24. 19. ***I look for words in my own language that are similar to new words in English.*** *
Saya mencari kata kata dalam bahasa saya sendiri yang mirip dengan kata kata dalam bahasa Inggris

Tandai satu oval saja.

1 2 3 4 5

28. 23. ***I make summaries of information that I hear or read in English.*** *
Saya membuat rangkuman informasi yang telah saya dengar atau baca dalam bahasa inggris

Tandai satu oval saja.

1 2 3 4 5

PART C (COMPANSATION STRATEGY)

29. 24. ***To understand unfamiliar English words, I make guesses.*** *
Saya menebak-nebak untuk memahami kata kata bahasa yang tidak familiar.

Tandai satu oval saja.

1 2 3 4 5

30. 25. ***When I can't think of a word during a conversation in English, I use gestures.*** *
Ketika saya tidak dapat berpikir sebuah percakapan bahasa inggris saya selalu membuat isyarat dengan gerakan.

Tandai satu oval saja.

1 2 3 4 5

31. 26. ***I make up new words if I do not know the right ones in English.*** *
Saya membuat kata-kata baru jika saya tidak tau kata-kata yang benar dalam bahasa Inggris.

Tandai satu oval saja.

1 2 3 4 5

32. 27. ***I read English without looking up every new word.*** *
Saya membaca dalam bahasa Inggris tanpa memperhatikan setiap kata baru

Tandai satu oval saja.

1 2 3 4 5

33. 28. ***I try to guess what the other person will say next in English.*** *
Saya mencoba untuk menebak apa yang orang hendak katakan berikutnya dalam bahasa Inggris.

Tandai satu oval saja.

1 2 3 4 5

7/16/24, 11:20 PM Strategy Inventory for Language Learning (SILL)

29. ***If I can't think of an English word, I use a word or phrase that means the same thing.*** *
Jika saya tidak dapat berpikir sebuah kata dalam bahasa inggris saya menggunakan kata atau prasa yang artinya sama

Tandai satu oval saja.

1	2	3	4	5
○	○	○	○	○

PART D (METACOGNITIVE STRATEGY)

30. ***I try to find as many ways as I can to use my English.*** *
Saya mencoba menemukan banyak cara yang mungkin sehingga saya dapat menggunakan bahasa Inggris.

Tandai satu oval saja.

1	2	3	4	5
○	○	○	○	○

31. ***I notice my English mistakes and use that information to help me do better.*** *
Saya menyadari kesalahan bahasa Inggris saya dan menggunakan informasi tersebut untuk membantu saya menjadi lebih baik

Tandai satu oval saja.

1	2	3	4	5
○	○	○	○	○

7/16/24, 11:20 PM Strategy Inventory for Language Learning (SILL)

32. ***I pay attention when someone is speaking English.*** Saya memperhatikan ketika seseorang sedang berbicara bahasa inggris *

Tandai satu oval saja.

1	2	3	4	5
○	○	○	○	○

33. ***I try to find out how to be a better learner of English.*** *
Saya mencoba untuk menemukan cara bagaimana menjadi seorang pembelajar bahasa Inggris yang lebih baik.

Tandai satu oval saja.

1	2	3	4	5
○	○	○	○	○

34. ***I plan my schedule so I will have enough time to study English.*** *
Saya merencanakan jadwal saya sehingga saya memiliki waktu yang cukup untuk belajar bahasa inggris

Tandai satu oval saja.

1	2	3	4	5
○	○	○	○	○

7/16/24, 11:20 PM Strategy Inventory for Language Learning (SILL)

35. ***I look for people I can talk to in English.*** *
Saya mencari orang-orang yang saya dapat berbicara dalam bahasa inggris

Tandai satu oval saja.

1	2	3	4	5
○	○	○	○	○

36. ***I look for opportunities to read as much as possible in English.*** *
Saya mencari kesempatan kesempatan untuk membaca sebanyak mungkin dalam bahasa Inggris.

Tandai satu oval saja.

1	2	3	4	5
○	○	○	○	○

37. ***I have clear goals for improving my English skills.*** *
Saya memiliki tujuan-tujuan yang jelas untuk meningkatkan keterampilan keterampilan bahasa inggris saya

Tandai satu oval saja.

1	2	3	4	5
○	○	○	○	○

7/16/24, 11:20 PM Strategy Inventory for Language Learning (SILL)

38. ***I think about my progress in learning English.*** *
Saya memikirkan kemajuan saya dalam belajar bahasa Inggris.

Tandai satu oval saja.

1	2	3	4	5
○	○	○	○	○

PART E (AFFECTIVE STRATEGY)

39. ***I try to relax whenever I feel afraid of using English.*** *
Saya mencoba santai setiap saya merasa takut menggunakann bahasa Inggris.

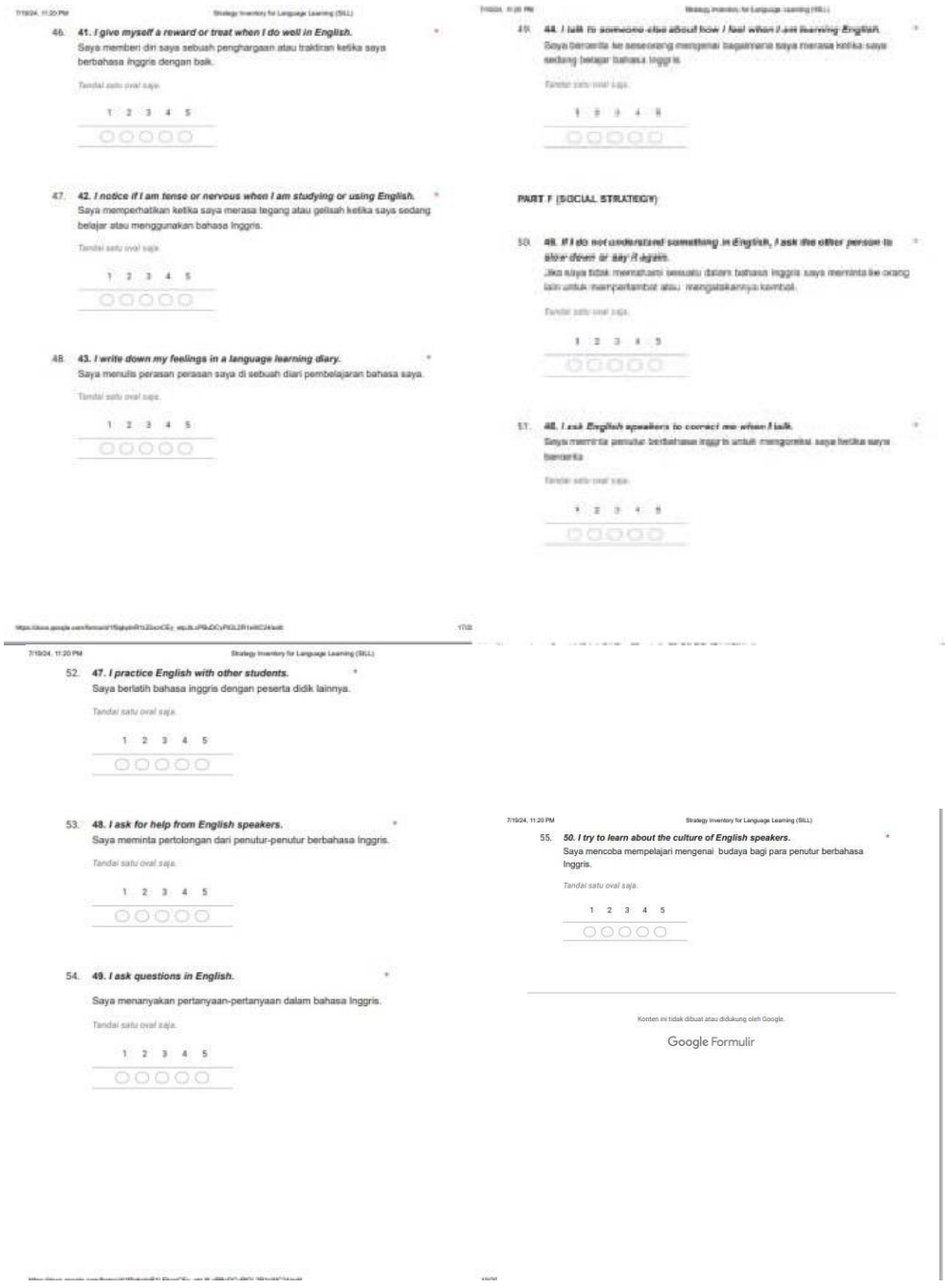
Tandai satu oval saja.

1	2	3	4	5
○	○	○	○	○

40. ***I encourage myself to speak English even when I am afraid of making a mistake.*** *
Saya memotivasi diri saya untuk berbicara bahasa Inggris bahkan ketika saya merasa takut untuk membuat kesalahan.

Tandai satu oval saja.

1	2	3	4	5
○	○	○	○	○



41. ***I give myself a reward or treat when I do well in English.*** *
Saya memberi diri saya sebuah penghargaan atau traktiran ketika saya berbahasa Inggris dengan baik.

Tandai satu oval saja.

1 2 3 4 5

42. ***I notice if I am tense or nervous when I am studying or using English.*** *
Saya memperhatikan ketika saya merasa tegang atau gelisah ketika saya sedang belajar atau menggunakan bahasa Inggris.

Tandai satu oval saja.

1 2 3 4 5

43. ***I write down my feelings in a language learning diary.*** *
Saya menulis perasan perasan saya di sebuah diari pembelajaran bahasa saya.

Tandai satu oval saja.

1 2 3 4 5

44. ***I talk to someone else about how I feel when I am learning English.*** *
Saya bercerita ke seseorang mengenai bagaimana saya merasa ketika saya sedang belajar bahasa Inggris.

Tandai satu oval saja.

1 2 3 4 5

PART F (SOCIAL STRATEGIY)

49. ***If I do not understand something in English, I ask the other person to slow down or say it again.*** *
Jika saya tidak memahami sesuatu dalam bahasa Inggris saya meminta ke orang lain untuk memperlambat atau mengulakannya kembali.

Tandai satu oval saja.

1 2 3 4 5

50. ***I ask English speakers to correct me when I talk.*** *
Saya meminta penutur berbahasa inggris untuk mengoreksi saya ketika saya bercerita

Tandai satu oval saja.

1 2 3 4 5

47. ***I practice English with other students.*** *
Saya berlatih bahasa inggris dengan peserta didik lainnya.

Tandai satu oval saja.

1 2 3 4 5

48. ***I ask for help from English speakers.*** *
Saya meminta pertolongan dari penutur-penutur berbahasa Inggris.

Tandai satu oval saja.

1 2 3 4 5

49. ***I ask questions in English.*** *
Saya menanyakan pertanyaan-pertanyaan dalam bahasa Inggris.

Tandai satu oval saja.

1 2 3 4 5

50. ***I try to learn about the culture of English speakers.*** *
Saya mencoba mempelajari mengenai budaya bagi para penutur berbahasa Inggris.

Tandai satu oval saja.

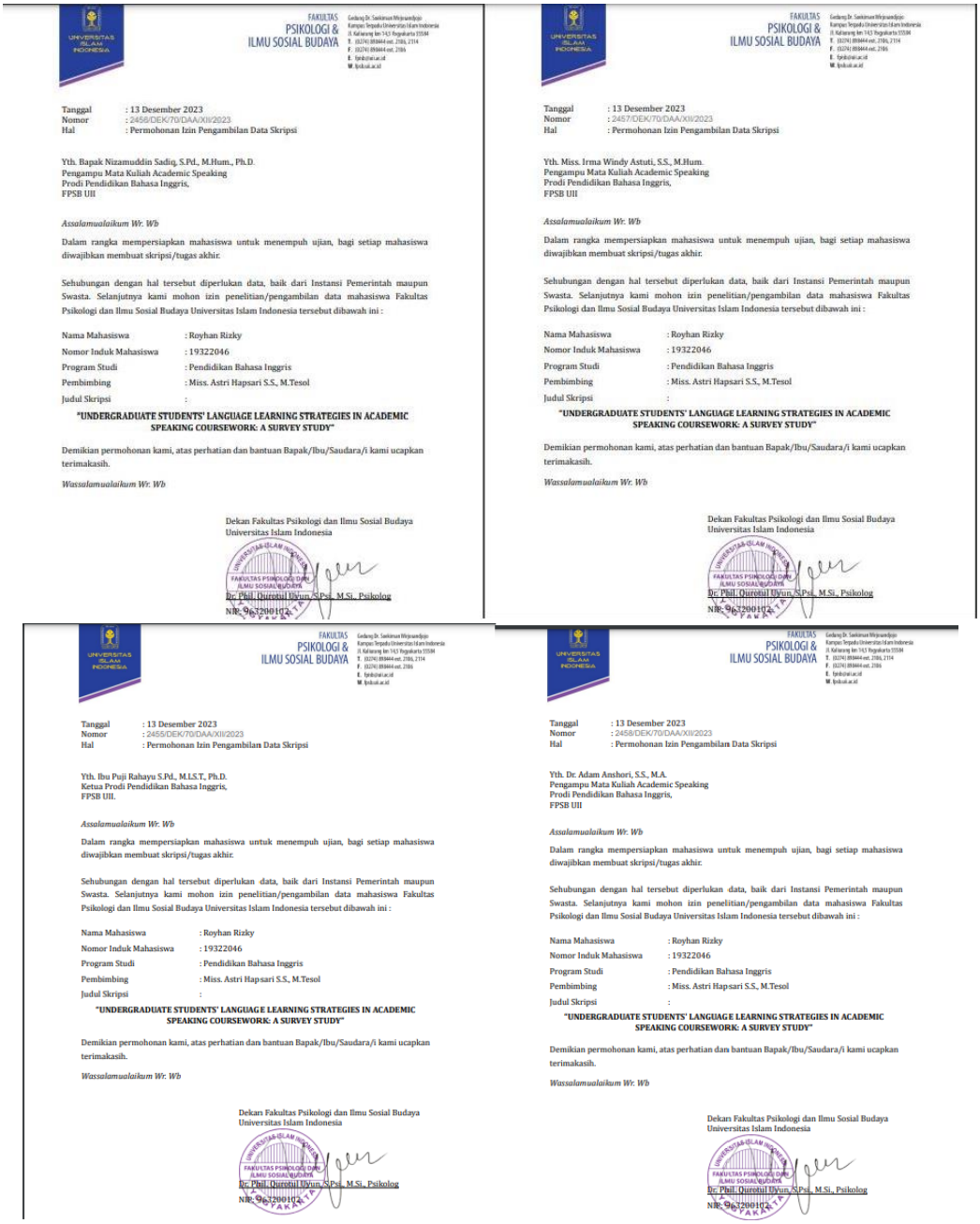
1 2 3 4 5

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Google Formulir

Appendix 2

Research Permission Latter



FAKULTAS PSIKOLOGI & ILMU SOSIAL BUDAYA

Tanggal : 13 Desember 2023
Nomor : 2456/DEK/70/DAA/XII/2023
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Bapak Nizamuddin Sadiq, S.Pd., M.Hum., Ph.D.
Pengampu Mata Kuliah Academic Speaking
Prodi Pendidikan Bahasa Inggris,
FPSB UII

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Royhan Rizky
Nomor Induk Mahasiswa : 19322046
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Miss. Astri Hapsari S.S., M.Tesol
Judul Skripsi :

"UNDERGRADUATE STUDENTS' LANGUAGE LEARNING STRATEGIES IN ACADEMIC SPEAKING COURSEWORK: A SURVEY STUDY"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Phil. Qurotul Uyun, S.Ps., M.Si., Psikolog
NIK: 967200102

FAKULTAS PSIKOLOGI & ILMU SOSIAL BUDAYA

Tanggal : 13 Desember 2023
Nomor : 2457/DEK/70/DAA/XII/2023
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Miss. Irma Windy Astuti, S.S., M.Hum.
Pengampu Mata Kuliah Academic Speaking
Prodi Pendidikan Bahasa Inggris,
FPSB UII

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

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Judul Skripsi :

"UNDERGRADUATE STUDENTS' LANGUAGE LEARNING STRATEGIES IN ACADEMIC SPEAKING COURSEWORK: A SURVEY STUDY"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Phil. Qurotul Uyun, S.Ps., M.Si., Psikolog
NIK: 967200102

FAKULTAS PSIKOLOGI & ILMU SOSIAL BUDAYA

Tanggal : 13 Desember 2023
Nomor : 2455/DEK/70/DAA/XII/2023
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Ibu Puji Rahayu S.Pd., M.I.S.T., Ph.D.
Ketua Prodi Pendidikan Bahasa Inggris,
FPSB UII.

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Royhan Rizky
Nomor Induk Mahasiswa : 19322046
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Miss. Astri Hapsari S.S., M.Tesol
Judul Skripsi :

"UNDERGRADUATE STUDENTS' LANGUAGE LEARNING STRATEGIES IN ACADEMIC SPEAKING COURSEWORK: A SURVEY STUDY"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Phil. Qurotul Uyun, S.Ps., M.Si., Psikolog
NIK: 967200102

FAKULTAS PSIKOLOGI & ILMU SOSIAL BUDAYA

Tanggal : 13 Desember 2023
Nomor : 2458/DEK/70/DAA/XII/2023
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Dr. Adam Anshori, S.S., M.A.
Pengampu Mata Kuliah Academic Speaking
Prodi Pendidikan Bahasa Inggris,
FPSB UII

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

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Nama Mahasiswa : Royhan Rizky
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Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Phil. Qurotul Uyun, S.Ps., M.Si., Psikolog
NIK: 967200102

Appendix 3

Documentation







Appendix 4

Validity Test

Item	R-Count	R-Table	Criteria
1	0.327	0.252	VALID
2	0.466	0.252	VALID
3	0.480	0.252	VALID
4	0.572	0.252	VALID
5	0.289	0.252	VALID
6	0.331	0.252	VALID
7	0.637	0.252	VALID
8	0.653	0.252	VALID
9	0.464	0.252	VALID
10	0.424	0.252	VALID
11	0.445	0.252	VALID
12	0.499	0.252	VALID
13	0.490	0.252	VALID
14	0.570	0.252	VALID
15	0.372	0.252	VALID
16	0.621	0.252	VALID
17	0.586	0.252	VALID
18	0.466	0.252	VALID
19	0.679	0.252	VALID
20	0.707	0.252	VALID
21	0.531	0.252	VALID
22	0.383	0.252	VALID
23	0.611	0.252	VALID
24	0.523	0.252	VALID
25	0.491	0.252	VALID
26	0.486	0.252	VALID
27	0.390	0.252	VALID
28	0.583	0.252	VALID
29	0.416	0.252	VALID
30	0.531	0.252	VALID
31	0.450	0.252	VALID
32	0.501	0.252	VALID
33	0.708	0.252	VALID
34	0.602	0.252	VALID
35	0.573	0.252	VALID
36	0.649	0.252	VALID
37	0.525	0.252	VALID
38	0.436	0.252	VALID
39	0.282	0.252	VALID
40	0.397	0.252	VALID
41	0.555	0.252	VALID
42	0.461	0.252	VALID
43	0.555	0.252	VALID

44	0.477	0.252	VALID
45	0.429	0.252	VALID
46	0.270	0.252	VALID
47	0.482	0.252	VALID
48	0.520	0.252	VALID
49	0.457	0.252	VALID
50	0.524	0.252	VALID

Appendix 5

The Result of Students Questionnaire per Item

N	X 1	2	3	4	5	5	7	8	9	X T	Y 1	2	3	4	5	6	7	8	9	1 0	1 1	1 2	1 3	1 4	Y T	Z 1	2	3	4	5	6	Z T	A 1	2	3	4	5	6	7	8	9	A T	B 1	2	3	4	5	6	B T	C 1	2	3	4	5	6	C T	GT
1	4	3	4	4	4	4	2	3	4	32	4	4	4	5	4	3	4	4	4	4	4	5	4	3	56	3	3	4	4	4	2	20	2	2	2	4	3	4	5	4	4	30	3	4	4	3	3	5	22	3	3	5	4	4	5	24	184
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56	4	1	3	2	3	2	3	3	1	22	1	3	5	5	4	5	2	4	3	3	5	5	5	2	52	3	3	2	4	5	4	21	2	5	5	4	2	3	1	3	5	30	4	3	1	4	1	2	15	3	4	5	3	5	5	25	165
57	4	3	4	5	5	3	4	2	3	33	1	5	5	5	3	4	1	2	3	2	3	4	4	2	44	4	3	1	4	4	3	19	4	3	3	4	3	2	1	5	5	30	4	3	1	2	1	3	14	5	3	5	4	4	4	25	165
58	5	4	2	4	4	2	4	1	3	29	1	4	5	5	4	5	2	1	1	3	3	4	5	4	47	4	3	4	4	3	3	21	4	1	3	4	3	5	4	2	5	31	5	4	4	3	4	3	23	5	4	4	3	3	5	24	175
59	4	3	5	4	4	3	4	3	2	32	3	4	5	4	3	4	3	3	4	3	4	4	3	4	51	4	4	4	3	3	3	21	3	3	5	5	4	3	3	5	5	36	5	5	3	3	4	3	23	4	3	3	3	3	5	21	184