A Survey Study of Language Learning Strategies used by "NEUTRON" Students to prepare National Examination

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ABSTRACT

This study aims to identify the use of learning strategies implemented by twelfth grade senior high school students to prepare for English subject in National Examination. This study was conducted in "Neutron" Sragen tuition center and take 59 students in twelfth grade as the participants. The Strategy Inventor for Language Learning (SILL) questionnaire version 7.0 for (ESL/EFL) was used to collect the data. The data analyzed by using SPSS and Microsoft Excel 2016 to find the most used and the rarely used strategies. The result of the data analysis found that Metacognitive strategy (Mean = 3,438795) and Compensation strategy (Mean = 3,338983) become the most used strategies. Memory strategy (Mean = 3,088512) and Social strategy (Mean = 3,011299) become the moderately used strategies. While Cognitive strategy (Mean = 2,984262) and Affective strategy (Mean = 2,80226) become the rarely used strategies.

Keywords: Learning Strategies, National Examination, SILL