CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning English is influenced by many factors such as learning style, learning strategies and motivation in learning English. The students should know which strategies are good and suitable for them in learning English. They must be able to recognize and apply these strategies in their learning. As the result, they will have good strategies in increasing English result, and it creates them to be a good language learner.

Students need some stages or ways in the process of learning English. Students need several ways to achieve these targets call as a strategy. The strategy will help students to guess the appropriate way in learning. Each strategy gives the benefits for the students so that they can master the the skill in learning. The students can use some of strategies in learning foreign language.

Learning foreign language will be successful and more effective in learning if the students apply strategyies. In addition, according to Skehan, Oxford et al "It has been asserted that in practice more strategy use is helpful to some learners in enhancing their language learning achievement or proficiency".[1] It means that, with using variety of strategy the learners can

[1] Kasma Suwanarak. *English Language Learning Beliefs,Learning Strategies and Echievement of Masters Students in Thailand*. Tesol November 2012.p.4. Retrieved from: 22 October2018

understand in learning and the process information transfer will be success. Learning strategies help students to study effectively. When the students can apply this strategies in learning activities, it makes the lessons will be understandable for students.

English language learning strategies discussed how students use their own ways of learning English. English language learning makes students become success in their learning. According to Oxford "Language learning strategies are defined as specific actions, behaviors, steps or techniques which can facilitate the storage, retrieval or use of the new language in a specific context."[2] It means that, learning strategies make material will be easy to understand for students. Language learning strategies makes students more effective in their learning foreign language.

Based on the observation and interview on 10 October 2018, students at the first semester of Islamic communication and broadcasting (*Komunikasi Penyiaran Islam*) in academic years of 2018/2019 has two classes, there are 72 students at the first semester in Islamic communication and broadcasting. This class was selected for the research settings because of the researcher's interest and to find out whether there is dominant the use of strategies in learning English. The researcher found some problems. First problem is students had difficulties in speak the conversation and had the problem in pronunciation. The students looked nervous and hesitant to speak the

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[2] Kasma Suwanarak. (November 2012). *English Language Learning Beliefs,Learning Strategies, and Achievement of Masters Students in Thailand.* TESOL in Context. P.3. Retrieved from:07 September 2018

conversation in front of the class because the student's motivation in learning English is low.

The second problem is some of students had difficulties in learning English. The researcher sees most of the students had difficulties in learning because they were lack of vocabulary. Most of the students use the strategies monotone. They have used the dictionary and asked the lecturer or other students if they found the unfamiliar word.

It can be concluded, most of students less motivation in learning English. Most of students use the strategies monotone, and difficulty in speaking in English because they were lack of vocabulary.

Based on the explanation above, the researcher wants to know what dominant learning strategy in KPI students is. The title is **"An Analysis of Language Learning Strategies in Learning English Used by KPI Students of IAIN Bukittinggi."**

B. Identification of Problem

Based on the background of the problem above, the researcher finds some problems that occurred in learning English used by KPI students at IAIN Bukittinggi. There are problems that students have:

a. The motivation of the students in learning English is low
b. Most of the students use the monotoneus strategies
c. Most of the students' difficulties in speaking in English

C. Limitation of the Problem

By considering the problems identified above, it is necessary to limit them to be researched on analyzing language learning strategies used in learning English by KPI students at IAIN Bukittinggi.

D. Formulation of the Problem

Based on the limitation of the problem above, the research formulates the problems as what are the dominant kinds of learning strategies used by KPI students in learning English?

E. Purpose of the Research

In line with the formulation of the research, the purpose of the research is to analyze and percentage the dominant kind of language learning strategies used by KPI students in learning English IAIN Bukittinggi.

F. Significance of the Research

The significance of the study can be used for:

a. For lecturers, it can be useful information to know whether students learning strategies can give information to his teaching.
b. The students are can know to use language learning strategies in learning and not difficulty in learning English outside and inside classroom activity.
c. For the reader, it can add the information for the readers about language learning strategies in learning English.
d. For the next researcher, this research can be useful as a reference for studying.

G. Definition of the Key Terms

Some words that used in this study become the keyword. In order, to have a better understanding and to avoid misinterpretation about the terms used in this study they are:

a. Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self – directed, more effective and more transferable.[3]

b. Language learning strategies are defined as specific actions, behaviors, steps or techniques which can facilitate the storage, retrieval or use of the new language in a specific context.[4]

[3] Rebecca L.Oxford, *Language Learning Strategies.*Newyork:Newbury House Publishers, p,8, 1990

[4] Kasma Suwanarak. (November 2012). *English Language Learning Beliefs,Learning Strategies and Achievement of Masters Students in Thailand.* TESOL in Context. P.3. Retrieved from: 07 September 2018

CHAPTER II

Review of Related Literature

A. Review of Related Literature

1. Definition of Learning Strategies

Learning strategies are made up of two words, learning and strategy. Learning is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand consciously. The strategy is a plan that is consciously aimed at meeting a goal.[5] Thus, the learning strategy could be defined as planning that contains a set of activities designed to achieve the appropriate educational goals.

Learning language needed a strategy, using strategy the students can success of learning a language and transferring of information effectively. Learning strategies used to facilitate students in learning and get new knowledge and information. Learning strategies have the meaning according to some experts. Some experts have proposed their ideas to define what learning strategies are. The first opinion comes from O'Malley and Chamot learning strategies in the journal are the special thoughts or behaviors that individual use to help them comprehend, learn or retain new information.[6] The second, according to Scarcella and Oxford learning strategies are defined

[5] Rebbeca L. Oxford. (2003). *Language Learning Strategies Concepts and Relationship.* IRAL. P.274. Retrieved from: 04September 2018

[6] Eid Alhaison. Asian Social Science. (2012). *Language Learning Strategy Use of Saudi EFL Students in an Intensive English Learning Context.* P.116 Retrieved from: 02 Mei 2018

as specific actions, behaviors, steps or techniques such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task are used by the student to enhance their own learning.[7] In addition, Chamot explained learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information.[8] Strategies were ways or tricks that are used by people especially learners to practice or apply in learning something. The learner can understand a material and get new information or change behavior in learning.

From the definition above, the researcher concluded that learning strategies are set of plans that contain of steps or ways which taken by the students to enhance their own learning and behavior the conscious thoughts and actions that learners take in order to achieve a learning goal or to improve in learning. Learners use learning strategies in order to learn something more successfully. The successful of students' learning strategies are influence the target of teacher to make students comprehend material of learning.

2. The Nature of Language Learning Strategies

a. Definition of Language Learning Strategies

Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. Rigney and Rubin defined language learning

[7] Rebecca L.Oxford, Ph.D.(2003). *Language Learning Styles And Strategies : An Overview*. P.2. GALA. Retrieved from : 27 April 2018

[8] Ernesto Macaro.(2001). *Learning Strategies in Foreign Language Classroom.* P.17. Retrieved from : 07 September 2018

strategies as behaviors, steps or technique that language learners apply to facilitate language learning.[9] The learners use the strategies in language learning to be easy comprehending learning second language.

According to Oxford and Biggs stated language learning strategies are defined as specific actions, behaviors, steps or techniques which can facilitate the storage, retrieval or use of the new language in a specific context.[10] In other words, language learning strategies was defined for the purpose of this research as including specific actions consciously use by the learner for the purpose of learning.

In addition, Nunan stated that language learning strategies refer to the mental and communicative processes adopted by learners for the sake of a language use.[11] It means, the strategy used by students in language learning can refer to students' mental and communicative processes.

b. Taxonomy of Language Learning Strategies

Students are expected to recognize their own strategies. It creates them to be good English learners. Moreover, the students should recognizing their own strategies that use in learning to be successful

[9] Chien Kuo Lee.(2010*). An Overview Of Language Learning Strategies.* Vol.7.p.136. ARECLS. Retrieved from : 02 Mei 2018

[10] Kasma Suwanarak. (November 2012). *op.cit.* P.3

[11] Sothea Seng and Sovann Khleang.(2014). *Language Learning Strategy Used by Cambodian EEL Students.* Language Educational and Acquisition Research Network (LEARN) Journal. Vol. 7. P.59. Retrieved from : 23 September 2018

in learning English, there are many strategies influence it well, as mentioned bellow:[12]

1. **Rubin's Classification of Language Learning Strategies**

   According to Rubin there are three types of strategies used by learners divided into; directly or indirectly in language learning. Direct strategies include meta-cognitive and cognitive strategies and indirect strategies include communicative and social strategies. Divided into the:

   a. Learning strategies

      Learning strategies are divided into two types are cognitive learning strategies and meta-cognitive learning strategies;

      1. Cognitive learning strategies are the strategies refer to the steps or operations used in learning or problem – solving that require direct analysis, transformation learning material. Rubin identified six mains cognitive learning strategies contributing directly to language learning, there are clarification/verification, guessing/inductive inference, deductive reasoning, practice, memorization, monitoring.
      2. Meta-cognitive learning strategies the strategies are used to oversee, regulate or self – direct language learning. They

[12] Murat Hismanoglu. The Internet TESL Journal.*Language Learning Srategies In Foreign Language Learning And Teaching.* P.2-5. Retrieved from : 06 April 2018

involve various processes as planning, prioritizing, setting goal and self- management.

b. Communication strategies are used by speaker achieved these strategies when they deal with some problem in their conversation and communication by the speaker.

c. Social strategies are activities learners are exposed to the chance which will be a great aid to practice their information and practice their knowledge. Even though the strategies offer exposure to the target language, they contribute to learning indirectly since they do not lead directly the obtaining, storing, retrieving, and using of language**.**

Based on the explanation above, Rubin divided three classifications about language learning strategies. Learning strategies include cognitive, meta-cognitive, and communication. Cognitive is analysis, transformation, memorization, monitoring it has a link with brain. Meta-cognitive is processed as planning, setting goals, and self –management. Communication strategies for the interaction with other. The learner interacts or communicate with others to improve their knowledge is the social strategy.

2. **O'Malley's Classification of Language Learning Strategies**

O'Malley's language learning strategies divided into:

a. Meta-cognitive strategy is a term to express executive function, planning for learning, thinking about the learning

process as taking place, monitoring of one's production or comprehension and evaluating learning after an activity complete. According to O'Malley's grouping language learning strategies are the advance manager, self–management directed attention, useful planning, selective attention, self–monitoring and self–evaluation is involved between the main meta-cognitive strategies.

b. Cognitive strategies are more limited to specific learning task and more involve direct manipulation of the learning material itself. Resourcing grouping, deduction, note taking, imagery, recombination, repetition, translation, elaboration, keyword, contextualization, and transfer are among the most significant cognitive strategies.

c. Socio-affective strategies have close relationship with social–mediating activity and transacting with other. The socio–affective strategies include asking the question for explanation cooperation.

O'Malley has the classification of language learning strategies divided into meta-cognitive strategies used to executive processes in planning for learning. Meta-cognitive is an expression to indicate an executive function, involve planning for learning, thinking about the learning process as taking place, observing of one's production or comprehension, correcting of mistake, and

evaluating learning after an activity is completed. Cognitive is direct manipulation of the material to be learned. While socio-affective strategies are related interaction with other gets some information in learning.

3. **Stern's Classification of Language Learning Strategies**

According to Stern there are five main language learning strategies:

1. Management and planning strategies are related to the learner's intention to direct his own learning. These kinds of strategies are linked with the purpose of students to manage own learning. The students should choose what dedications make language learning, make rational objectives, select a proper methodology and choose suitable resources, control development and estimate success.
2. Cognitive strategies are steps or operations used in learning or problem solving that require direct analysis, transformation learning material. These strategies mention activities and procedures that students use to increase their skill to remember or learn the material, particularly those actions that students utilize with particular tasks.
3. Communicative – experiential strategies the purpose of using techniques to avoid interrupting the flow of communication. Communicative strategies include verbal or nonverbal

instruments in terms of the suitable shift of information. Such as circumlocution, gesturing, paraphrase or asking for repetition and explanation are techniques used by learners as to keep a conversation going. Communication strategies involve the use of verbal or nonverbal instruments for the useful transfer of knowledge.

4. Interpersonal strategies are the learners should contact with a native speaker and cooperate with learners. Learners must become acquainted with the target culture. Interpersonal strategies control the students' progress and assess their performance students require communicating with native speakers and work together.
5. The process of language learners used various kinds of affective strategies. Affective strategies the language learning can be frustrating for learners more or less conscious of this emotional problem. In some cases, the feeling of strangeness can be evoked by the foreign language.

Based on the explanation about Stern divided the strategies in language learning into five strategies in language learning. Management and planning strategies are the learners have a commitment and the clear goal in language learning. While cognitive strategies related to the brain. Communicative – experiential strategies used interaction in learning such as

gesturing, asking for repetition and explanation. Next interpersonal strategies to evaluate itself, students can the development and evaluate their own performance. The last is affective strategies it is about emotional the learner.

4. **Oxford's Classification of Language Learning Strategies**

Oxford had divides language learning strategies into two kinds of language learning strategies divided into categories direct and indirect strategies in the following:

a. **Kinds of Language Learning Strategies**

Kinds of language learning strategies according to Oxford which is further sub divided into six groups. Oxford divide learning strategies into 62 subs – strategies, but not all strategies can be used in learning English. Several languages learning strategies that can be used in learning English will be shown in the following:

1. **Direct strategies**

Language learning strategies that directly involve the target language are called direct strategies. All direct strategies require mental processing of the language, but the three groups of direct strategies, according to Oxford direct strategies are divided into three groups:[13]

[13]Rebecca L.Oxford. *Language Learning Strategies.*Newyork : Newbury house publishers.1990.p.37-49

a. Memory strategies are the strategies used the brain in memorizing the new language. Sometimes called mnemonics have been used for thousands of years. The functions of memory strategies are help the student store and retrieve new information. This strategy also enables learners to retrieve information from memory when they need to use it for comprehension or production learning strategies include in memory strategy are creating mental linkages, applying images and sounds, reviewing well and employing actions.

b. Cognitive strategies are essential in learning a new language. Cognitive strategies are the most popular strategies with language learners. Cognitive strategies are the ways how the students use their cognitive or intelligent to explore the words in four English skills.

c. Compensation strategies enable learners to use the new language for their comprehension or production despite limitation. Learners use compensation of the target language learning.

2. **Indirect strategies**

Indirect strategies are English language learning strategies that indirectly involve the target language. Indirect strategies are the way how the learners manage their language personally or with other. Indirect strategies useful in all language learning situations

and apply to all four language skills; listening, reading, speaking, and writing. Three major strategies as follows:[14]

a. Meta-cognitive strategies

Meta-cognitive strategies are the action which purely cognitive devices and way to coordinate their own learning process. Meta-cognitive strategies are used to oversee, regulate or self -direct language learning. Meta-cognitive strategy of seeking practice opportunities is especially important. Learners who are seriously interested in learning a new language must take responsibility to seek as many practice opportunities as possible, usually outside classroom.

b. Affective strategies

Affective strategies help to regulate emotion, motivation, and attitude. It is impossible to overstate the importance of the affective factor influencing language learning. Language learners can gain control over these factors through affective strategies.

The affective strategy side of the learner is probably one of the very biggest influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes. On the other

[14] Rebecca L.Oxford. *Op.Cit* .p.135-146

hand, positive emotions and attitudes can make language learning far more effective and enjoyable.

c. Social strategies

Social strategies are strategies help learners learn through interaction with other. These strategies divided into three major strategies are; asking questions, cooperating with others and empathizing with others.

Based on the explanation above learning strategies have two kinds; direct and indirect strategies. Direct strategies are dealing with things like memorizing vocabulary and getting to understand new grammar rules and the structure of the new language in the most effective strategies. Indirect strategies work in tandem with direct strategies. The six categories of direct and indirect strategies are correlated with each other and have the relationship. Language learning strategies use in learning and teaching four language skills.

b. Direct Strategies in the Four Language Skills

All four language skills are important and deserve special attention and action. Learning strategies help the students to develop each of the skills there are;[15]

1) Memory Strategies

These strategies help learners store in memory the important things they hear or read in the new language, thus enlarging their knowledge

[15] *Ibid*.p. 57-97

base. These strategies also enable learners to retrieve information from memory when they need use for comprehension or production.

a) Creating mental linkages

These kinds of strategies are useful for making mental linkages:

1. Grouping can involve classifying or reclassifying what is heard or read into a meaningful group, thus reducing the number of the unrelated element.
2. Associating or Elaborating can involve associating new language information with the familiar concept in memory. Naturally, these associations are likely to strengthen comprehension, as well as making the material easier to remember.
3. The strategy placing new words into a context to involve placing new words or expressions that have been heard or read into a meaningful context, such as spoken or written sentence a way of remember.

b) Applying images and sounds

The four strategies for applying images and sounds are remembering new expressions that have been heard or read. These strategies include:

1. Using images and sounds it is a good way to remember what has been heard or read in the new language is to

create a mental image. The image used to remember expression does not have been purely mental.

2. Using semantic mapping can involve arranging conceptual and relationship to create a semantic map, a diagram in which of the key concept are highlighted and kinked with related concept via an arrow or line.
3. Using keywords this strategy combines sounds and images so the learners more easily remember what they hear or read in learning.
4. Representing sound in memory use learner remember what they hear by making auditory rather than the visual representation of sound. These involve linking the new vocabulary with familiar word or sound from any language.

c) Reviewing well

This strategy in this set is structured reviewing, which is especially useful for remember material to target language. It means that the learners want to say something automatically, they have to review them again and again.

d) Employing action

Employing action divided into:

1. The teaching technique known as the total physical response is the strategy students listen to command and

physically act and give the command to people. The strategy involves physically acting out a new expression that has been heard.

2. Using mechanical techniques to remember what has been heard or read.

2) Cognitive Strategies

Cognitive strategies are essential in learning a new language. The function cognitive strategies are enabled learners to understand and produce new language. Oxford states that cognitive strategies are the mental strategies learners use to make sense of their learning. Cognitive strategy refers to the activities learners use to obtain, store, retrieve and use language for information. Four sets of cognitive strategies are;

a) Practicing

The first and perhaps most important set of cognitive strategies, practicing contain five strategies;

1. The strategy of repeating can use in highly innovative ways actually essential for all language skills and virtually always includes some degree of meaningful understanding. Repetition might involve saying or writing the same thing several times.

2. Practicing with sound and writing, in listening this strategy is often focused on the perception of sounds (pronunciation and intonation) rather than on comprehension of meaning.
3. The target language greatly enhances the learners' comprehension and production by using recognizing and formulas and patterns. Formulas are unanalyzed expressions, while patterns have at least one slot that can be filled with an alternative word.
4. The strategy of recombining involves constructing a meaningful sentence or longer expression by putting together known elements in new way. The result might be serious or silly, but it always provides useful practice.
5. Practicing naturalistically this strategy centers on using the language for actual communication.

b) Receiving and Sending Messages

This set consists of two strategies:

1. Getting the idea quickly this strategy is used for listening and reading. It helps learners at home exactly what they need or want to understand and it allows them to disregard the rest or use as background information. Two techniques constituting this strategy are skimming and scanning.

2. Using resources for receiving and sending messages to find new meaning of what is students get in learning new language or to produce messages in the new language.

c) Analyzing and Reasoning

The five strategies in this set help learners to use logical thinking to understand and use the grammar rules and vocabulary of the new language. These strategies are:

1. Reasoning deductively is a familiar and very useful type of logical thinking. This strategy involves deriving hypotheses about the meaning of what is heard by use of general rules the learners already know.
2. This strategy analyzing expressions to know something spoken in the new language, it is often helpful to break down a new word, phrase, sentence or even paragraph into the component part. This strategy is known as analyzing expressions.
3. Analyzing contrastively strategy is an easy one that most learners use naturally. It involves analyzing elements (sounds, words, syntax) of the new language.

d) Creating Structure for Input and Output

This is other set of strategies aim to all four skills. The three strategies in this group:

1. This strategy very important for listening and reading but learners generally are not taught to use it well. The focus of taking notes should be on understanding, not writing
2. Translating can be helpful learners use strategy early in language learning. It allows learners to use their own language as the basis for understanding what they hear or read in the new language.
3. Transferring directly applying previous knowledge to facilitate new language in the target language. Transferring use linguistic knowledge from the learner's own language to the new language, linguistic knowledge from one aspect of the new language to other aspects of the new language or conceptual knowledge from one field to other.
4. Making a condensed is the shorter version of the original passage is summarizing.
5. Highlighting is learners benefit from supplementing notes and summaries with another strategy. This strategy emphasizes the major points in a dramatic

way, through color, underlining, capital letters, initial capitals, big writing, stars, and boxes, circle and so on.

3) Compensation Strategies

The compensation strategies are help learners to overcome knowledge limitation in all four skills. Compensation strategies are also useful for:

a) Guessing Intelligently in Listening and Reading

Guessing is essential for listening and reading help learners to recognize and understand every single word before they can comprehend the overall meaning.

1. Using linguistic clues the learners' own language or other language can provide linguistic clues to the meaning what is heard or read.
2. Some clues are related to language but come from a variety of other sources which are not related to language.

b) Overcoming Limitations in Speaking and Writing

The compensation strategies for speaking and writing contribute to learning by allowing learners to stay in conversation or keep writing to get sustained practice.

1. Switching to the mother tongue or code-switching this strategy is used for speaking and involves

using the mother tongue for an expression without translating.

2. Getting help is asking someone for help in conversation by explicitly asking for the missing expression. This strategy similar in asking for clarification or verification. The difference is that to getting help the learners want someone to provide what the learners do not know, not to explain or clarify.
3. The learner use physical motion such as mime or gesture, expression during a conversation to indicate the meaning.
4. Avoiding communication partially or totally to involve avoiding communication when difficulties are anticipated or encountered.
5. Using selecting the topic strategies are the learners choose the topic of conversation.
6. Adjusting or approximating the message, to alter message by omitting some items of information and to make the ideas simple or less precise, or say something slightly different has a similar meaning.

7. Coining words it means making up new words to communicate concepts for the learner does not have the right vocabulary. This simple strategy means making up new words to communicate a concept for which the learner have the right vocabulary.

8. Using a circumlocution or synonym strategy in learning circumlocution are around about expression involving several words to describe or explain a single concept and synonym is a word have exactly the same meaning as another word in the same language.

c. Indirect Strategies In The Four Language Skills

Indirect strategies work best when used in combination with direct strategies. By definition direct strategies involve the new language directly, whereas indirect strategies provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy. Learners can apply indirect strategies in the four language skills:[16]

[16] *Ibid*,.p.151-173

1) Meta-cognitive Strategies

Meta – cognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for young learners to coordinate their own learning process. These strategies help learners to regulate their learning. Metacognitive strategies are used to oversee, regulate or self – direct language learning.

a) Centering your Learning

1. Overviewing and linking with known material. This strategy involves previewing the basic principles and material (including new vocabulary) for upcoming language activity and linking what the learners know.
2. The strategy of paying attention is necessary for all of the language skills. This strategy involves two types, direct attention is almost equivalent to concentration and selective attention involve deciding in advance to notice particular detail.
3. Delaying speech production to focus on listening. This strategy related to listening and speaking rather than reading and writing. According to Oxford, many learners do this strategy automatically by postponing their speaking in the target language for hours, days, week, or possibly even months.

b) Arranging And Planning Your Learning

1. Finding out about language learning. This strategy means uncovering what is involved in language learning. The book about language learning is good source of information to make them more effective in learning.
2. Organizing is strategy included a variety of tools, such as creating the best possible physical environment, scheduling well and keeping a language learning notebook. The notebook is useful for writing down new target language expressions or structures and the contexts which they were encountered, class assignments, goals and objectives, strategies which work well and the thing to remember.
3. Goals and objectives are expressions of students' aim for language learning. Students without aim are like boat without rider they do not know where they are going.
4. Identifying the purpose of a language task involves determining the task useful for all language skills.
5. Planning for a language task this strategy always involves identifying the general nature of the task.
6. Language learners must seek out or create opportunities to practice any and all of the four language skills.

c) Evaluating your Learning

1. The strategy of self – monitoring does not centre in using the language does on students' conscious decision to monitor is notice and correct their own error in any language skills.
2. The strategy of self-evaluating to involve gauging either general language progress or progress any of the four skills. Self-evaluating must take into consideration the difficulty of the situation in learning. Checklist, diaries or journal can help learners evaluate their progress. This strategy make students more active as in learning, look at what they know and guide their learning at the beginning of a project. It is line with Oxford that self – evaluating might consist of learners' assessing their proficiency in a variety of strategies.

2) Affective Strategies

Affective strategies are concerned with the learners' emotional requirements such as emotion, attitude, motivation, values, and confidence. Language learner can gain control over these factors through affective strategies.

a) Lowering your Anxiety

1. Using progressive relaxation, deep breathing or meditation involves alternative testing and relaxing the entire major muscle group. According to Oxford, these strategies are all

effectively anxiety reduction, according to scientific biofeedback research. Deep breathing means take a deep breath until diaphragm. Meditation is focus on one thought so other thought cannot interfere students focus.

2. The strategy of using music is useful before any stressful language task. Five or ten minutes of soothing music can calm learners and put them more positive mood in learning.
3. Laughter is the best medicine, as the saying goes. The use of laughter is potentially able to cause important biochemical change to enhance the immune system.

b) Encouraging yourself

1. The strategy of making positive statements can improve each the four language skill. This strategy is for self – encouragement used before or during a language activity. Saying or writing positive statements to oneself in order to feel confident in learning the new language.
2. The strategy of taking risk wisely involves a conscious decision to take reasonable risk regardless of the possibility or probability of make mistakes or encountering difficulties. Pushing one-self to take the risk in a language learning situation, even though there is a chance of making a mistake or looking foolish.

3. The strategy rewarding your-self needed the students in learning to involve the knowledge. Learners need more reward than they can get externally. Rewards differ from one person to another and must be personally meaningful.

c) Taking your Emotional Temperature

The strategies described enable learners to notice their emotions, avert negative ones, and make the most positive.

1. One of the simplest but most often ignored strategies for emotional self – assessment is paying attention what the body says. Negative feelings like tension, anxiety, fear, and outrage tighten the muscles and affect all the organs of the body. In the other hand, positive feeling can calm the body.
2. Checklist helps learners more structured way to ask themselves questions about their emotional state both in general and regard to specific language task and skills.
3. Writing a language learning diary, language learning diaries or journals are narratives describing the learner's felling, attitudes, and perception about the language learning process.
4. Discussing your feeling with someone else can help the students' problem in learning. Language learning is difficult and learners often need to discuss this process with people. It

also can take place outside the classroom with friend, parents or counselor.

3) Social Strategies

a) Asking Questions

1. Asking for clarification or verification. In listening means checking to make sure that something has been rightly understood.
2. This strategy asking for correction mostly used in speaking and writing, because errors which are most obvious to other people occur in producing the new language. Asking someone for correction in a conversation. This strategy is related to the strategy of self-monitoring, which students notice and correct their difficulties.

b) Cooperating with others

1. Cooperating with peers to involves a concerted effort to work together with learners as common goal or reward.
2. Cooperating with the proficient user of the new language to involve taking specific steps to enhance communication with the user of the new language.

c) Empathizing with others

1. Developing cultural–understanding using background knowledge of the new culture often help learners understand in learning new language.
2. Becoming aware of others' thoughts and feelings. Awareness brings learners closer to the people they encounter, help them understand more clearly what is communicated and suggested what to say and do.

In conclusion, Rubin divided three classification about language learning strategies. Learning strategies included cognitive, meta-cognitive and communication strategies. Next, O'Malley has the classification of language learning strategies divided meta-cognitive, cognitive and socio-affective strategies. Stern's classification language learning strategies included management and planning strategies, cognitive, communicative – experiential, interpersonal and affective strategies. While, the researcher choose Oxford's language learning strategies divided into two main classes are Direct and Indirect, which are further subdivided into six group. Direct strategies included memory, cognitive and compensation strategies. Indirect strategies included meta – cognitive, affective and social strategies.

B. Review of Related Studies

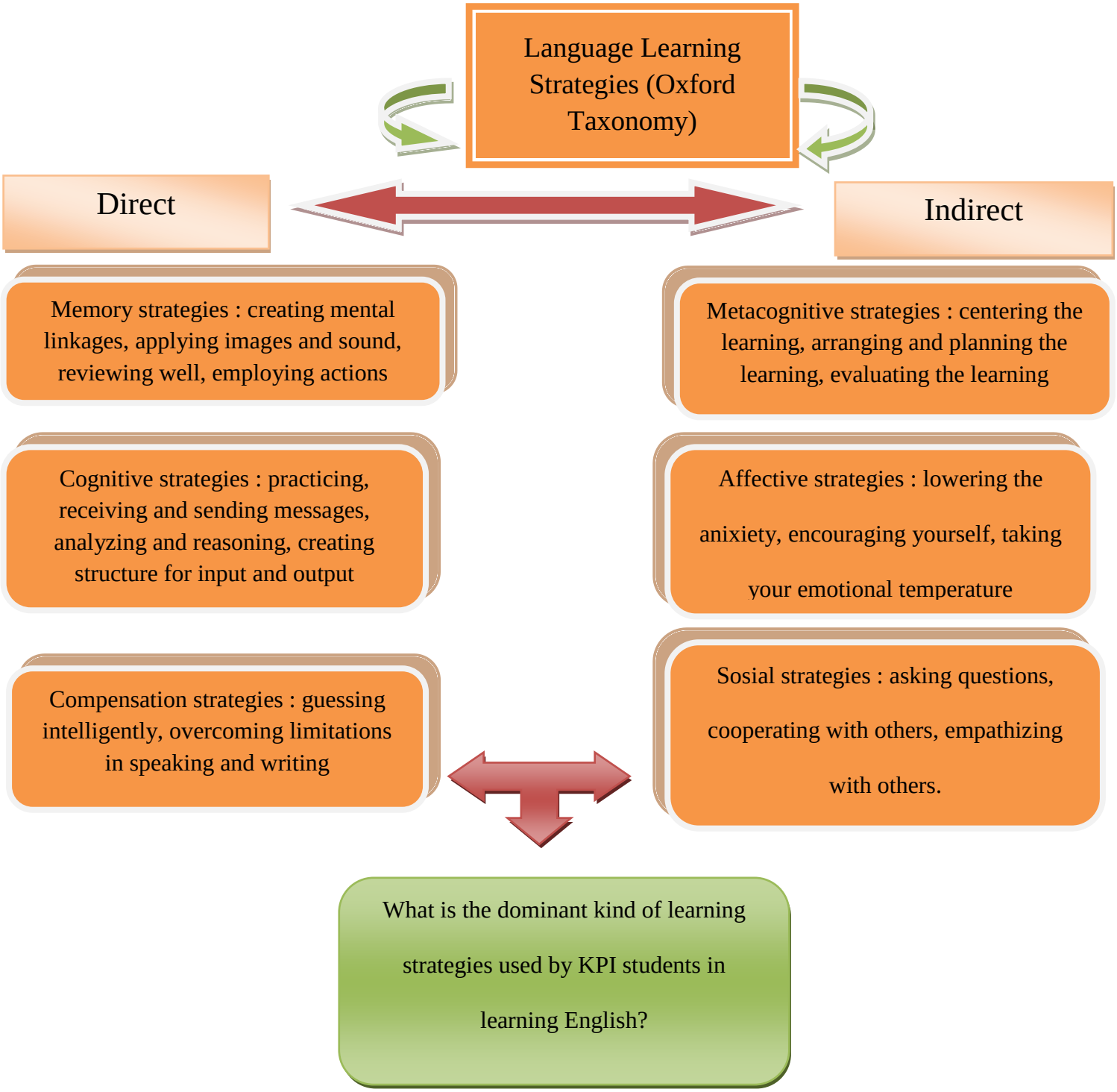
To support this research, there are several types of researches relate to the researcher employs some previous studies to make easy in finishing this thesis. The first research was conducted by Nurliana Oktaviani Lestari. With the title **Language Learning Strategies of English Education Department of FITK (A Comparison Descriptive Study At The Fourth And The Sixth Students) of Syarif Hidayatullah State Islamic University Jakarta**. The result of the research showed that reveals the FITK students used all learning strategies, including memory, cognitive, compensation, metacognitive, affective and social. For the most frequently used by the students of the fourth semester students and the sixth semester students are metacognitive strategies. Whereas, the least frequently used by the fourth semester students is memory strategy and by the sixth semester is social strategy. Nurliana Oktaviani Lestari conducting the research to know what the strategy most and low used in learning.

The second research was conduct by Desi Elvianti Anwar, with the title **The Students' Learning Strategies in Speaking at the Fourth Semester of English Education Department of IAIN Bukittinggi in Academic Year 2014/2015.** The result from the research is all of the students have already used all learning strategies in speaking, and the strategies were memory, cognitive, compensation, metacognitive, affective, and social strategies. Metacognitive strategies are most frequently used and memory strategies are the less frequently used by

students. The fourth semester English Students of IAIN Bukittinggi have already used learning strategies in speaking and the most frequently used by them is metacognitive strategies. Desi Elvianti Anwar conducting the research to know what learning strategies is used in speaking and the most frequent strategy is used by the fourth semester English Students.

From the explanation of related researchers above, the researcher will the focus on **An Analysis of Language Learning Strategies in Learning English Used by KPI Students of IAIN Bukittinggi.** This thesis is different from the others as mentioned above. This research, the researcher conducts a research due to want to know what is the dominant strategy that used in language learning strategies in Learning English of KPI students at IAIN Bukittinggi in Academic year 2018/2019 and the research would be focus on the students' strategy. On the other hand, this research would be use the questionnaire as an instrument.

C. Conceptual Framework



Based on the conceptualized framework above it can be concluded that. Language learning strategies are applied by language learners as a means to acquire and to use information that learners have acquired, stored or recalled and can also promote autonomous learning. Based on the learning strategies classified by Oxford on Oxford's taxonomy language learning strategies are divided into two major classes: direct and indirect.

Direct strategies involve processes mental language acquisition supported by three groups of strategies: memory, cognitive and compensation. Memory strategies help learners in arousing, understanding, storing and get new knowledge. The strategy most important in the second language or foreign language is a cognitive strategy because it helps students deeply control and process the target language. The compensation strategies allow learners to use target language (second language or foreign language) comprehensive and productive.

Indirect consists of three groups strategies. Meta-cognitive strategies can cognitive control of learners and manage the learning process by using concentration function, settings, planning and evaluation. Meanwhile, affective strategies play a role in regulates emotions, motivation and attitude. Strategy social is also important for students to interact with others to facilitateing the process of acquiring new language. Indirect strategies help students in learning new language without involving the target language indirectly.

In this research, the researcher would be find the dominant kind of learning strategies used by KPI students in learning English and to analyze the students' learning strategies used in learning English by the first semester KPI students of IAIN at the academic year 2018/2019.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

In this research, the researcher use descriptive quantitative research. The researcher tries to analyze and made description about the KPI students' strategies in learning English. Descriptive research is research with the aim to explain or describe a situation, event, people or everything which related to the variable which can be explained better with words or number.[17]

Descriptive quantitative research use numeral and statistic in describing the data. This research does get information, find out, analyze and describe KPI students' strategies in learning English at IAIN Bukittinggi in Academic year 2018/2019.

B. Population and Sample

The population of this research is the first semester of KPI students of FUAD at IAIN Bukittinggi. There are 72 students as the population of this research. The ppopulation is all of the value result of measurement and also calculation, quantitative or qualitative, theen certain characteristic regarding a group of the clear and complete object.[18] There are divided into two classes: class A and class B.

[17] Prof.Dr.H.Punaji Setyosari,M.Ed. 2010. *Metode Penelitian Pendidikan Dan Pengembangan Edisi Kedua*.(Jakarta : Kencana).P.39-40

[18] Prof.Dr.Husaini Usman, M.Pd.,M.T.& R.Purnomo Setiady Akbar,M.PD. 2006.*Pengantar Statistika Edisi Kedua.* (Jakarta : PT Bumi Aksara).P.181

Class	Number of students
A	37
B	35
Amount of the students	72

The sample is part of the population. Sample is the process of selecting a sufficient number of elements from the population, so that research on sample and understanding of the nature or characteristics of the population element.[19] The researcher use total sampling or census sampling. The reasons of researcher choose total sampling or census sampling because populations were less than 100 students. The research using all member population is total sample or census, this usage if small relative of population member.[20]

C. Instrumentation of the Research

Instrumentation is observation procedure or measurement use during execution of treatment. [21] The data in this research is collected by questionnaire. Questionnaire a way to collect primary data by using a set of questionnaires about variable measured through careful planning, arranged and packaged in such a way that the answers to all questions can really describe the actual variable state.[22] Questionnaire is an instrument in

[19] Dr.Juliansyah Noor, SE, M.M. *Metodologi Penelitian Skripsi, Tesis, disertai & Karya Ilmiah Edisi Pertama.*(Jakarta : Kencana). P.148

[20] Prof.Dr.Husaini Usman, M.Pd.,M.T., R.Purnomo Setiady Akbar,M.PD. *Pengantar Statistika Edisi Kedua.* 2006 (Jakarta : PT Bumi Aksara).P.181

[21] Prof.Dr.H.Punaji Setyosari,M.Ed. 2010. *Metode Penelitian Pendidikan Dan Pengembangan Edisi Kedua* (Jakarta : Kencana).P.152

[22] Zainal Mustafa EQ. *Mengurai Variabel Hingga Instrumentasi Edisi Pertama. 2009.* (Yogyakarta : Graha Ilmu). P. 99

collecting data or information about the using of strategies in learning English.

The researcher use Oxfords' strategy inventory language learning. The questionnaire consists of some statements which were related to the theory. To avoid the misunderstanding and make it clear, the researcher consider make the questionnaire in Indonesian language. It is expected that the students as the sample will give the spontaneous and accurate answer and also to make the researcher easier in analyzing the data.

The researcher makes the answer by using checklist Likert Scale. Arikunto stated that Likert model scale respondents were asked to put a checklist (√) on one of the five possible answers available; always, often, sometimes, rarely, and never.[23] After the students fill their checklist in the column, their answer would be given a score from 1 – 5, for instance; always means 5, often means 4, sometimes means 3, rarely means 2 and never means 1. The Likert scale can be described as follow:

Table the Likert Scale

No	Statement	Score
1	Always	5
2	Often	4

[23] Prof. Dr. Suharsimi Arikunto. Manajemen Penelitian. Edisi Revisi. 2005 (Jakarta : Rineka Cipta.p.190

3	Sometimes	3
4	Rarely	2
5	Never	1

D. Technique of Data Collection

This research used questionnaire in collecting the data. Questionnaire used to get the percentage of each strategy which is used by KPI students of IAIN Bukittinggi. It contains statement related to use strategies in learning English by the KPI students. In collecting the data, the researcher distributed the questionnaire to sample the research. In distributing the questionnaire, the researcher follows the following steps:[24]

1. Distribute the questionnaire to sample
2. Give an explanation to the students how to answer it and ask to read the instruction first carefully.
3. Give the time to the students to answer the questionnaire honestly.
4. Collect the students' answer to the questionnaire.

After getting the data, the researcher analyzed the students' answer by using Likert scale; there were five options in answering the questionnaire. Those are always, often, sometimes, seldom, never. The point of always is valued as 5, meanwhile, the point of often is value as 4, 3 points for sometimes, 2 point for seldom and 1 point for never.

[24] Anas Sugiyono. *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif dan R&D.* Bandung: Alfabeta. 2007. P.199

E. Technique of Data Analysis

After getting the data, the researcher analyzed the data. The data is analyzed by data that has been obtained from the questionnare using a Likert scale model in analysis with following steps:

a. Check and read the students' answer

b. Categorize and give score the students' answer.

c. Calculate the data and describe in the table. Then, the researcher calculates to find the total score of each student in the use of language learning strategies researcher calculated the frequencies that were answered by students. The score of frequencies were:[25]

$$N = \frac{SP}{Si} X\ 100\%$$

N: The percentage of the result

Sp: Total score of students' answer in questionnaire

Si: Ideal score of questionnaire (example: 72x9x5= 3240)

[25] Suharsimi Arikunto. Manajemen Penelitian. 2013. (Rineka Cipta: Jakarta). P.266

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the researcher describes the finding and discussion about what is the dominant kind of learning strategies used by KPI students in learning English. The finding explains about the learning strategies used by the students at the first semester of KPI students at IAIN Bukittinggi.

1. The Description of the Data

The research was done at the first semester of KPI students at IAIN Bukittinggi. The data collection for this research consisted of quantitative data. The quantitative data were those obtained from the questionnaire, the questionnaire was used to find the learning English strategies used by the students. The qualitative data were those obtained from the result of questionnaire..

The questionnaire was distributed to the sample as much as 72 students. It consisted of 50 items that were grouped into memory (9 items), cognitive strategies (14 items), compensation strategies (6 items), meta-cognitive strategies (10 items), affective strategies (7 items) and social strategies (4 items). The result of questionnaire gotten from the students was analyzed to find what dominant strategy use by students.

2. The Analysis of the Data

The data was collected by using questionnaire. The result of questionnaire was analyzed by using formula as suggested by Suharsimi and Sudijono. From this result has known the answer of the research question about the dominant kind of learning strategies used by KPI students in learning English. Then, from the questionnaire, it had gotten the answer to the research question about language learning strategies used by the students in learning English.

There are six strategies in learning English proposed by Oxford. There is memory, cognitive, compensation, meta – cognitive, affective and social strategies. Each of strategies also has branches in which the users of them should be discussed in the next explanation.

a. Direct strategies

1. Memory Strategies

Memory strategies are the strategy to remember practical information. Memory strategies are divided into four indicators. Indicators memory strategy consist of creating mental linkages, applying images and sound, reviewing well and employing action. The frequencies of the strategies are given in the diagram below:

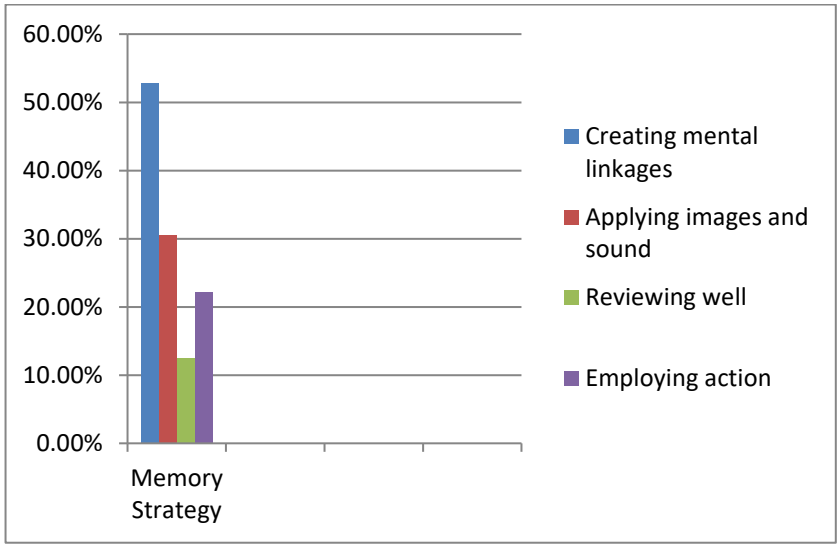


Figure 1. Memory strategy

From the figure above, it can be seen that memory strategies is used by the students in learning English. The result memory strategy has the highest frequency in creating mental linkages 52,8%, applying images and sound the frequency of 30,6%, the frequency reviewing well 12,5% and the last is employing action with frequency of 22,20% used by students in learning English.

2. Cognitive Strategies

Cognitive srategies included practicing, receiving and sending messages, analyzing and reasoning and creating structure for input and output.

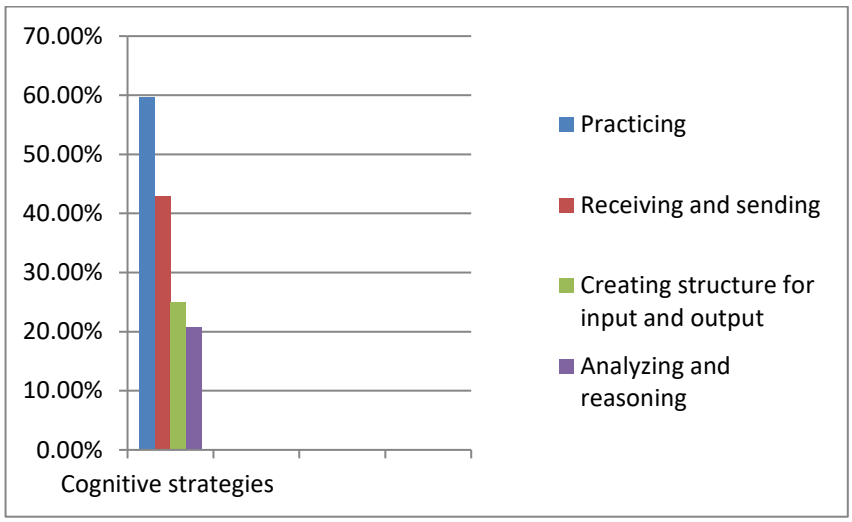


Figure 2. Cognitive strategy

According to the figure above, it can be seen that compensation strategies is used by the students. The result of the table above show that from 72 respondents. The highest strategy used by students in cognitive strategies is practicing with the frequency of 59,7%, receiving and sending messages with frequency of 42,9%. Next, creating structure for input and output with frequency of 25% and the last strategy used in cognitive is analyzing and reasoning with frequency of 20,8% used by students in learning English.

3. Compensation Strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitation in knowledge. Compensation has two indicators: guessing intelligently and overcoming limitations in speaking

and writing. The used of compensation strategies were shown in the table:

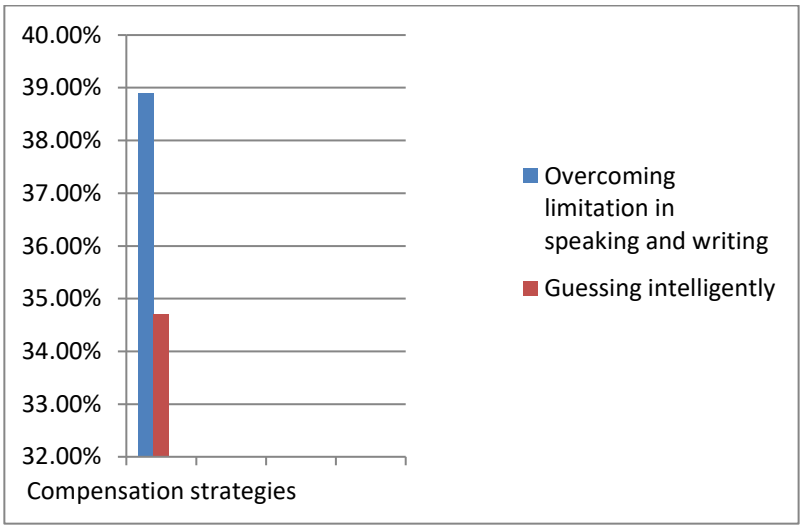
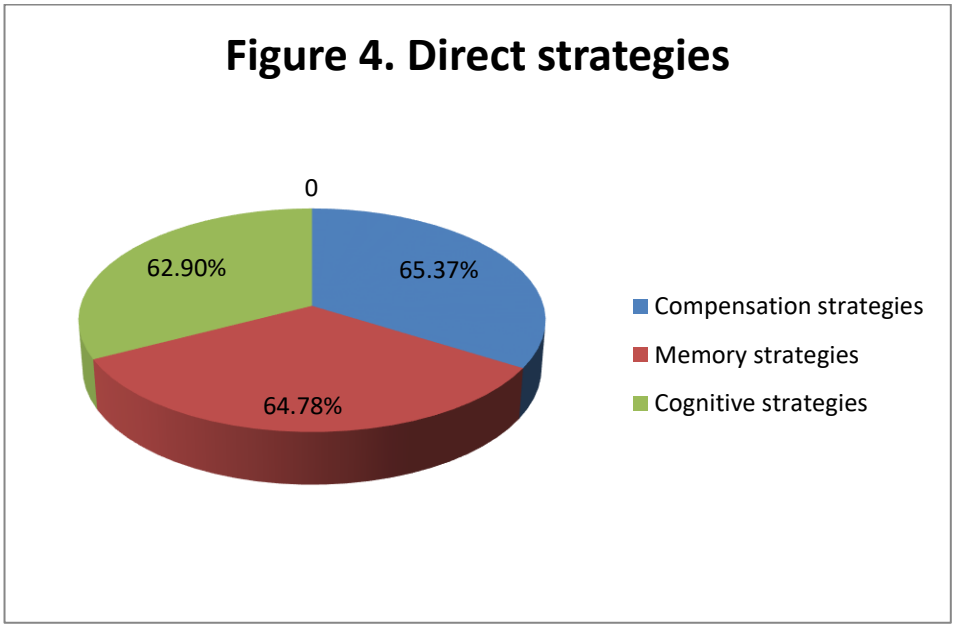


Figure 3. Compensation strategy

The figure shows that the result compensation strategies. The students often used overcoming limitations in speaking and writing with the frequency of 38,9%. While guessing intelligently with frequency of 34,7% used by students in learning English.



In conclusion, most of students use direct strategies in learning English. The result show that compensation strategies with frequency of 65,37% the highest strategy in learning English. The second highest is memory strategies with frequency of 64,78% and the last strategy is cognitive strategies with frequency of 62,90% in learning English.

b. Indirect Strategies

1. Meta - Cognitive Strategies

Meta - cognitive strategies in language learning strategies included centering the learning, arranging and planning the learning, evaluating the learning. That shown on the table:

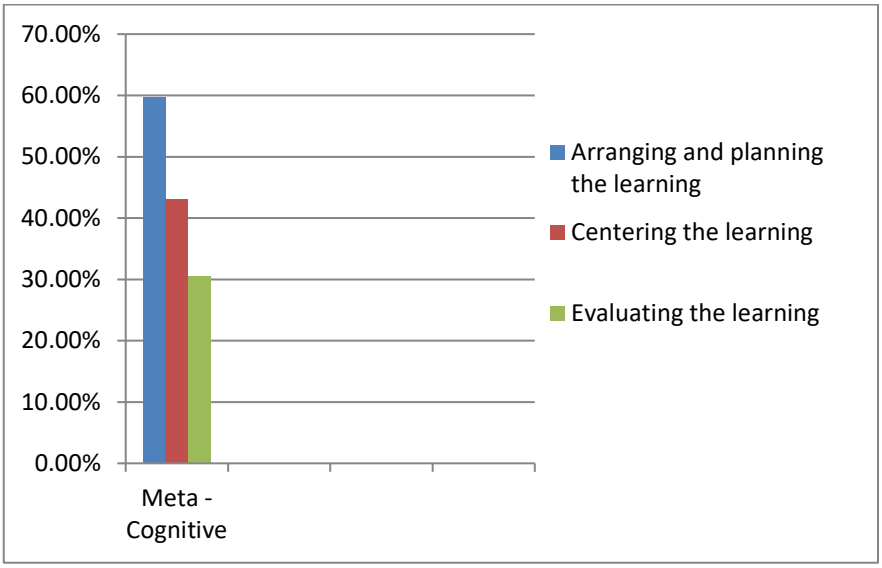


Figure 5. Meta - Cognitive strategy

According to the figure above, it can be seen that meta – cognitive strategies is used by the students in learning English. The most of strategy used by students is arranging and planning the learning with frequency of 59,7%. Next, centering the learning with frequency of 43,05% and the low is evaluating the learning with frequency of 30,56% used by students in learning English.

2. Affective Strategies

Affective strategies are concerned with the learners emotional requirements such as emotions, attitudes, motivations, and values. Affective strategy divided three indicators: lowering the anixiety, encouraging yourself, taking your emotional temperature.

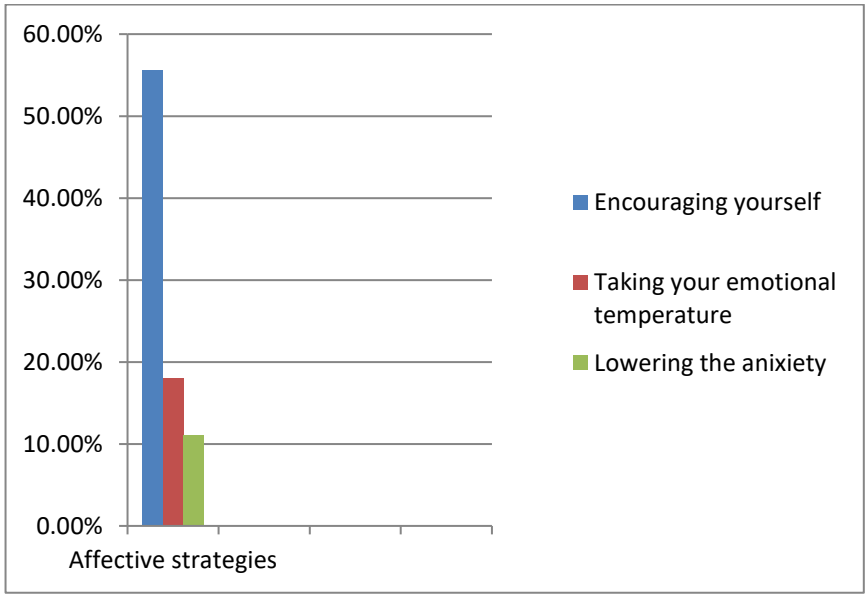


Figure 6. Affective strategy

The figure describe that the students used all the strategies. It can be seen each of the strategy have frequency. The result is encouraging yourself the first highest strategy used by students with frequency of 55,6%. The second highest is taking your emotional temperature with frequency of 18,05% and the lowest is lowering the anixiety with frequency of 11,1% used by students in learning English.

3. Social strategies

Language is a form of social behavior it is communication. In other words, language and social relationship has a strong relationship which is cannot be separated social strategies facilitate language learning through interaction with other. Social strategies divided into three indicators: asking questions,

cooperating with others, empathizing with others. The use of the social strategies was provided on the table:

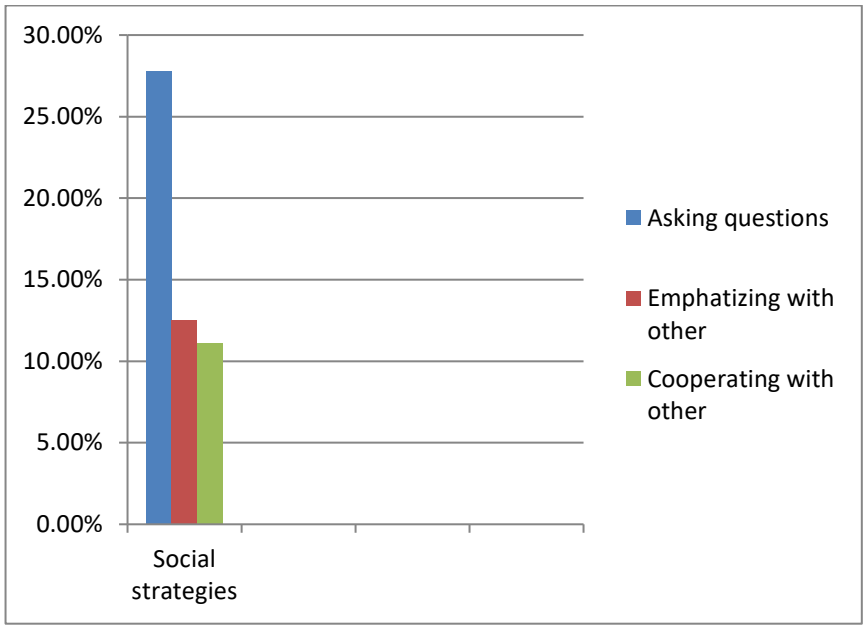
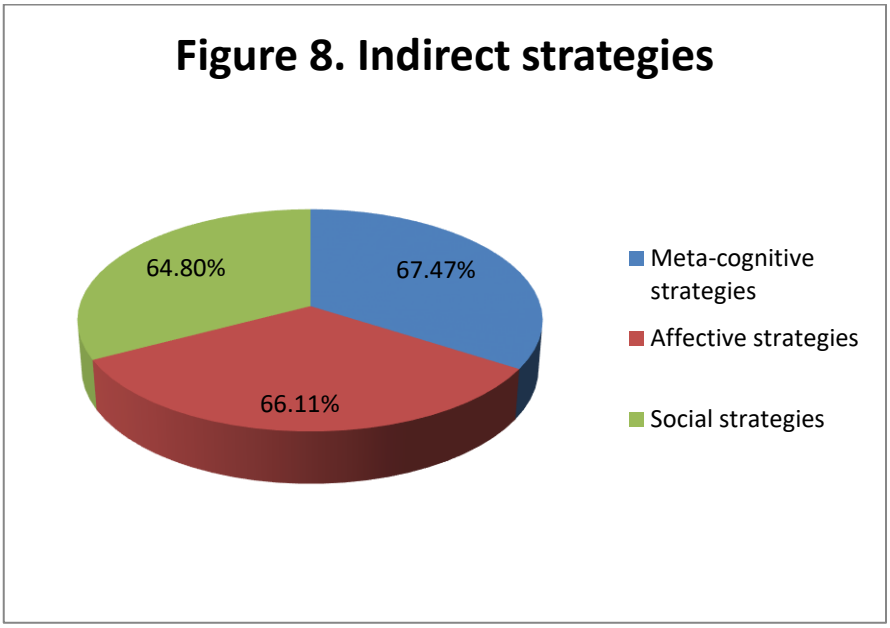


Figure 7. Social strategy

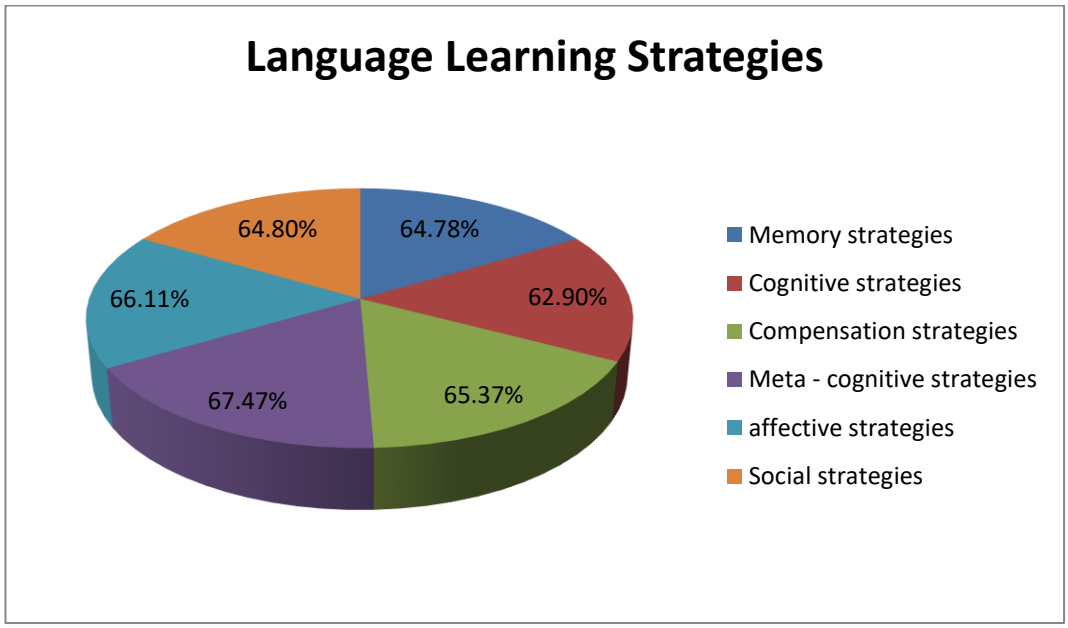
According to the figure above, it can be seen that social strategies is used by the students in learning English. The highest social strategy is asking questions with frequency of 27,8%. The second highest is empathizing with other with frequency of 12,5% and the last is cooperating with other with frequency of 11,1% used in learning English by students.

From the table above can be concluded, indirect strategy has the highest strategy is meta – cognitive with frequency of 67,47%. Next, affective strategies with frequency of 66,11% and the last is social strategies with frequency of 64,80% used in learning English.



It can be concluded the students dominantly use strategies in learning English. Six strategies that were used by the students at first semester of KPI students of IAIN Bukittinggi. So, to sum up, the six use strategies, it could be seen on the figure below:

The overall used of language learning strategies by the students at the first semester of KPI



Based on the six language learning strategies on the table above, the use of metacognitive strategies by the students was 67,47%, affective strategies were 66,11%, compensation strategies was 65,37%, soical strategies was 64,80%, memory strategies was 64,78%, and cognitive strategies was 62,90%.

So, the most strategies that used by the students at the first semester of KPI students of IAIN Bukittinggi in learning English with the frequency of 67,47%. These strategies belong to the class of metacognitve strategies. In other hands, the lowest strategy is cognitive strategies, it belongs to 62,90%. So, most of students at the first semester of KPI are used metacognitve strategies in learning English.

B. Discussion

The students were introduced the strategies in the general way and limited time. The researcher did preliminary observation in the learning of students at the first semester of KPI students of IAIN Bukittinggi. It was know that the usually talked and remind about learning English to the students.

Based on the analysis of the data, the researcher found that the most strategies used by the students at the first semester of KPI students of IAIN Bukittinggi. There were some strategies that commonly used by the students. First the result showed from Direct strategies that related to memory strategies was 64,78%. On the other hands, in cognitive strategies was 62,90%. In compensation strategies was 65,37%. The second, the result would show from Indirect strategies. indirect strategies had three major strategies such as meta – cognitive strategies was 67,47%. On the other hands, affective strategies was 66,11% and social strategies was 64,80%.

Third, it found there were some strategies that commonly used by KPI students in learning English. First, the result from indirect strategies. The students used mata – cognitive strategies. Second, the result showed from indirect strategies.

Finally, the data showed that meta – cognitive strategies got the higher percentage. Than the other from students answered. It means that

the students recognized and mostly applied these strategies in learning English.

As suggested in the research findings, the learning English mostly applied by the students is metacognitive strategy theoretically, the given strategy is to help students understand materials in learning a foreign language. Therefore, it is expected for the learners to explore more about this strategy and to lead students use language learning in learning English outside and inside classroom activity. According to O'Malley and Chamot learning strategies in the journal are the special thoughts or behaviors that individual use to help them comprehend, learn or retain new information.[26] Learners use learning strategies in order to learn something more successfully. The successful of students' learning strategies are influenced the target of teacher to make their students comprehend with the material of learning. According to Oxford and Biggs stated language learning strategies are defined as specific actions, behaviors, steps or techniques which can facilitate the storage, retrieval or use of the new language in a specific context.[27] In other words, language learning strategies was defined for the purpose of this research as including specific actions consciously employed by the learner for the purpose of learning.

[26] Eid Alhaison. Asian Social Science. (2012). *Language Learning Strategy Use of Saudi EFL Students in an Intensive English Learning Context.* P.116 Retrieved from: 02 Mei 2018

[27] Kasma Suwanarak. (November 2012). *op.cit.* P.3

CHAPTER V

CONCLUSION AND SUGGESTION

After discussing the data analysis presented in previous chapter of language learning strategy used by the students at first semester of KPI students of IAIN Bukittinggi, some conclusion and suggestion are formulated.

A. Conclusion

Based on the result that has been discussed in previous chapter, the researcher found metacognitive strategies use in learning English by the students. Based on the analysis of the questionnaire it can be concluded, students of the first semester of KPI students of IAIN Bukittinggi use all of the learning strategies with different percentage of frequency. The highest frequency of strategy is metacognitive 67,47% divided into; centering the learning, arranging and planning the learning, and evaluating the learning. Continues affective as the second higher frequency with 66,11% have indicator; lowering the anixiety, encouraging yourself, and taking your emotional temperature, compensation strategies divided into; guessing intelligently and overcoming limitations in speaking and writing with frequency of 65,37%, social strategies divided into; asking questions, cooperating with others and empathizing with other with frequency of 64,80%, memory strategies with frequency of 64,78% divided into; creating mental linkages, applying images and sound, reviewing well and employing action, the last and lowest is cognitive strategies with

frequency of 62,90% divided into; practicing, receiving and sending messages, analyzing and reasoning and creating structure for input and output. So, the most learning strategies used by students in learning English is metacognitive strategies divided sub indicator; centering the learning, arranging and planning the learning and evaluating the learning.

B. Suggestions

Besides the conclusion, the result of this study also give to several suggestion especially for the KPI students and all people who involved in the educational decision making in common. Metacognitive strategies are the highest chosen ever used by the students at the first semester of KPI students of IAIN Bukittinggi. Could be seen on the result of the research. The researcher would like suggest as follows:

1. It is expected that the KPI students can know about learning strategies and to use some learning strategies in learning English to in improving their English by using many strategies in learning new language.
2. It is expected that the teacher to always actively provide motivation to students so the students can be motivated well and also useful to improve the competitiveness of students in the classroom so they are racing to continue improving their English skills.
3. For the researcher her self, it was hoped that this research can improve the researcher's knowledge about learning strategies in learning English. This research is only a beginning research, so it still needs more revision and follows up discussion.