**A STUDY OF ENGLISH LANGUAGE LEARNING STRATEGIES OF
SUCCESSFUL NON ENGLISH DEPARTMENT STUDENTS AT
UNIVERSITAS BENGKULU**

THESIS

DHANAR CHANDRA PERMANA

A1B009059

ENGLISH EDUCATION STUDY PROGRAM
DEPARMENT OF LANGUAGE AND ART
FACULTY OF TEACHER'S TRAINING AND EDUCATION
UNIVERSITY OF BENGKULU
2014

A STUDY OF ENGLISH LANGUAGE LEARNING STRATEGIES OF SUCCESSFUL NON ENGLISH DEPARTMENT STUDENTS AT UNIVERSITAS BENGKULU

THESIS

Presented as Partial Requirement of Sarjana Degree of English Language Education

DHANAR CHANDRA PERMANA

A1B009059

ENGLISH EDUCATION STUDY PROGRAM
DEPARMENT OF LANGUAGE AND ART
FACULTY OF TEACHER'S TRAINING AND EDUCATION
UNIVERSITY OF BENGKULU
2014

APPROVAL

A STUDY OF ENGLISH LANGUAGE LEARNING STRATEGIES OF SUCCESSFUL NON ENGLISH DEPARTMENT STUDENTS AT UNIVERSITAS BENGKULU

THESIS

BY:

DHANAR CHANDRA PERMANA
A1B009059

APPROVED BY

Supervisor

Drs. Alamsyah Harahap, M.Lib
NIP 19600517 198312 1001

Co- Supervisor

Dra. Elfrida, M.Pd
NIP 19610325 198403 2001

The Dean of Faculty of Teacher Training and Education

Prof. Dr. Rambat Nur Sasongko, M.Pd.
NIP. 19611207 198601 1 001

Department of language and arts Chairperson

Dra. Rosnasari Pulungan, M.A.
NIP. 19540323 198403 2 001

APPROVAL

A STUDY OF ENGLISH LANGUAGE LEARNING STRATEGIES OF SUCCESSFUL NON ENGLISH DEPARTMENT STUDENTS AT UNIVERSITAS BENGKULU

THESIS

BY:

DHANAR CHANDRA PERMANA
A1B009059

Has been examined by the examining board of the English Language Education Study Program of FKIP UNIB on June, 26th 2014 at Dekanat FKIP Building

Examined by:

Principal Examiner	Co- Principal Examiner
Drs. Alamsyah Harahap, M.Lib	**Dra. Elfrida, M.Pd**
NIP 19600517 198312 1 001	NIP 19610325 198403 2 001

Examiner I	Examiner II
Prof. Drs. Safnil, M.A., Ph.D.	**Drs. Imranudin, M.A.**
NIP 19610121 198601 1 002	NIP 19540912 198403 1 007

Motto and Dedication

Motto

- Tak ada yang dapat kita lakukan lagi untuk masa lalu. Tetapi kita masih bisa berbuat untuk masa depan.
- Jangan pernah menyerah walupun itu hal yang sangat berat untuk dilalui.
- Jangan pernah takut, karena kita harus melewatinya untuk melangakah ke level berikutnya.

Dedication

This thesis is dedicated to:

- My beloved Parent Syahbudin, S.Sos and Suhartini, thanks for everything. Without both of you I'm nothing.
- My Brother Alvien Setyo prayoga, you must better than me.
- Special thanks to Relin Septi Wahyuni, thanks to be my motivator and my spirit.
- Big thanks to Eko, Mamex, Vio, Mastiara, and Puji who helped me to correct my grammar.
- My bro Fajrin, thanks for times when we meet our supervisor together.
- All members of Panti Rehabilitasi Korban Skripsi, Cahyo, Ayat, Egi, Ucok, Putra, Fhenza, Exo, and Mas Taupik.
- All members of Icon (Nanda, Dianik, Ike)

ACKNOWLEDGEMENT

First of all, the researcher would like to say Alhamdullillahirabbil 'aalamin to Allah SWT for the blessing. The researcher will also never forget to give a greeting and praying to the prophet Muhammad SAW so that the researcher could finish this thesis, entitled "a Study of English Language Learning Strategy of Successful Non English Department Student at Universitas Bengkulu.

Then the researcher also would like to express the great gratitude to Drs. Alamsyah Harahap M.Lib, as the supervisor, and to Dra. Elfrida M.Pd, as co-supervisor. Thanks for their times, guidance and suggestions content, writing, and grammar in finishing this thesis. The researcher grateful is also dedicate to Dra. Hilda Puspita M.A, as academic supervisor.

The researcher also would like to express his deepest love to his be loved parents and his brother, because this thesis could not be finished without their prayers and support. Thanks to his friends to support him, thanks to researcher special friend to given him motivation for done this thesis, and special thanks also due to all successful non English department students at Universitas Bengkulu students for the participation in the research of this thesis.

Bengkulu,   June 2014

The researcher

ABSTRACT

Dhanar Chandra Permana: A Study Of English Language Learning Strategies Of Successful Non Englsih Department Students At Universitas Bengkulu

The objectives of this study were to investigate the highest strategy and the dominant group of English language learning strategies used by successful non English department student at Universitas Bengkulu. This study was used descriptive method. The population of this study was all of non English department student (regular) who get 450 TOEFL score or higher and was graduated in April 2014 at Universitas Bengkulu. There were 32 students was got TOEFL score 450 or higher. The researcher took all of population as sample. Questionnaire was used as main instrument and interview as supporting instrument. There were 50 statements in the questionnaire and 7 questions in the interview.

The result of this study showed that there were two highest statements applied by successful non English department students. When statements "I pay attention when someone is speaking English" and "I try to talk like native speakers" are the highest frequently applied by students with percentages of used is 68.75 %. And the most frequently used of English language learning strategy were compensation and social strategy.

i

ABSTRAK

Dhanar Chandra Permana : A Study Of English Language Learning Strategies Of Successful Non English Department Students At Universitas Bengkulu

Penelitian ini bertujuan untuk mengetahui strategi mana yang paling sering digunakan dan group strategi mana yang paling dominan di gunakan oleh mahasiswa bukan jurusan bahasa Inggris yang sukses di universitas Bengkulu. Penelitian ini mengunakan metode deskrtif. Populasi dari penelitian ini adalah seluruh mahasiswa (regular) yang menyelesaikan belajarnya pada periode april 2014 yang mendapatkan skor toefl 450 ke atas. Ada 32 mahasiwa yang mendapatkan toefl 450 ke atas, dan ke 32 mahasiswa di jadikan sample. Questionnaire digunakan sebagai instrument utama dalam mengumpulkan data, dan instrument wawancara sebagai pendukung isntrumen utama. Yang mana qustionaire terdiri dari 50 pernyataan dan wawancara terdiri dari 7 pertanyaan.

Hasil dari penelitian menunjukan pernyataanyang ada di cognitive strategi group "saya mencoba berbicara seperti penuntur asli bahasa Inggris, dengan cara meniru dialog dalam film atau acara tv yang mengunakan bahasa Inggris" dan pernyataan yang ada di compensation group "saya memperhatikan seseorang yang berbicara dalam bahasa Inggris" adalah dua strategi yang paling sering digunakan, dengan persentase 68.75 %. Dan strategy yang paling sering digunakan oleh mahasiswa adalah compensation dan social strategi dengan nilai rata rata adalah 3.49 dan 3.47.

TABLE OF CONTENTS

LIST OF TABLES

iv

LIST OF CHART

Chart frequently used of English language learning strategies

v

LIST OF APPENDICES

Appendix 1: Questionnaire

Appendix 2: Interview Questions

Appendix 3: Tabulation of the questionnaire

Appendix 4: Table of Students Respond

Appendix 5: Table of Frequent used

Appendix 6: Average Scores of each Strategy

Appendix 7: the population of the Research

Appendix 8: Transcript of interview

CHAPTER I

INTRODUCTION

1.1 Background

Strategies are especially important things in learning English. Strategy in learning is a way for students to ease a lesson. In English lesson, a strategy gives a big effect for a successful study. With appropriate strategy, based on their habit the students will be comfortable in learning English. Strategy is a tool for active, self directed involvement which is essential for developing communicative competence. Therefore, the appropriate strategies can be resulted in improving proficiency and self confidence in learning English (Oxford, 1990). Learning strategies are steps taken by students to solve problem of their own learning.

Many strategies used by learners are generally divided into two. They are direct strategy and indirect strategy. Oxford (1990) mentions three (3) direct strategies such as: memory strategy, cognitive strategy, and compensation strategy. In indirect strategy Oxford (1990) defines three (3) strategies such as: meta-cognitive strategy, affective strategy, and social strategy.

English learning strategies are important for the students especially the non-English students at Universitas Bengkulu, because non-English students do not have enough background knowledge of English. Then, English is a foreign language in Indonesia, so it is not easy to learn. By using learning strategy, the non-English students will have many ways to avoid their obstacles in learning English. Chamot

(2004) states English learning strategies are techniques, approaches or deliberate actions that students took to be facilitate to get goal of learning language.

Non-English students who are successful in learning English at Universitas Bengkulu can be categorized based on TOEFL score. The researcher has interviewed a professor and the head officer of UPT Bahasa Inggris at Universitas Bengkulu for getting information on how to measure student's success in learning English. Based on the interview, they said that TOEFL score could be one of indicators used to asses English language ability. In other word, non-English department students could be categorized in success category of English language ability through a certain score of TOEFL. The range score of 450 and above might indicate the students' success in learning English at Universitas Bengkulu.

All of students in Universitas Bengkulu must take TOEFL test as a requirement to graduate from their program. This test is usually held in three periods per year. Based on data of TOEFL test score in April period, there are some of non-English department students achieved 450 score and higher. This data build researcher's curiosity to investigate the learning strategy used by non-English department students who get 450 or more than 450 of TOEFL score.

Moreover, a number of previous researchers have conducted research under the similar theme. For example, Khalid (2005) studies on *English Learning Strategy Used by Diploma III (D3) English Department Students of Universitas Bengkulu Academic Year 2005-2006*. The result showed that the most frequent strategy used by

the students "I pay attention when someone is speaking English". On the other example, Utama (2003) entitled *English Learning Strategies among the Second Year Students of the SMUN 3 Bengkulu*. The result showed the strategy group with the highest use was metacognitive strategy while the least was the memory and social group. However, none of the studies as about English learning strategies of successful non-English department students at Universitas Bengkulu.

No study about the successful non-English department students in used English language learning strategies, it attracts the researcher to investigate the learning's strategies which is used by successful non-English students. This research was aim to finding about English language learning strategies used by non-English students who achieved 450 or more than 450 in TOEFL score. Understanding learning strategies used by successful non-English department students will be useful and helpful for people, such as: teachers, especially lecturers or instructors at UPT Bahasa Inggris as a language unit that manages English learning activities in Universitas Bengkulu, curriculum planner, and non-English students themselves. It is helps students to enhance their problems in learning English by using appropriate strategies for them.

1.2 Problem of Research

What are the most frequently used learning strategies by successful non-English department students in learning English?

1.3 Objective of Research

This research aims to find out the most frequent English language learning strategy used by successful non-English department students in Universitas Bengkulu.

1.4 Limitation of the Research

This research is limited only to investigate and describe the English learning strategy used among the successful non-English department Students (regular) who will be graduated on April 2014 at Universitas Bengkulu. The strategy covered consist of six groups according to Strategy Inventory for Learning Language (SILL) version 7.0 Created by Oxford (1990); namely memory, cognitive, compensation metecognitive, affective, and social.

1.5 Significance of Research

This research is expected to be useful as follows:

1. To give information, reference, and guidance to lectures and curriculum planner in planning of the teaching and learning process based on successful non-English students strategies in learning English at Universitas Bengkulu.

2. To inform other students how the successful non-English students strategies in learning English language, so the other students can apply the successful non-English students strategies for themselves. It also provides, or socializes learning English strategies for next non-English student who will take the English course at Universitas Bengkulu

I.6. the Definition of Key Terms

A. English language learning strategies steps taken by students to struggle upon their difficulty in learning English (Oxford, 1990). When students face the difficulties in learning English their will find a way to solve it by taking a more relevant strategy with their habit.

B. TOEFL stands for Test of English as a Foreign of Language. The TOEFL is a test that aim to measure level mastery of the English language proficiency of the person whose mother tongue is not English

C. Successful Students is a student who is able to reach the standard of TOEFL score of 450 or above.

CHAPTER II

LITERATURE REVIEW

2.1 The Nature of Learning

Learning is a process of person to be a better quality. Hamalik (2004) defined learning as a change or a modification process of behavior through experiences to be better. Learning is not the attainment of a result but the process to get the achievement. Hutchison and Waters (1987) stated that language learning is conditioned by the way in which the mind observes, organizes and stores information. In other words, the key of learning is not in the analysis of nature but in understanding the structure and process of the mind.

A person who has learned is a person, whose habit changed to be better, or a person who firstly was not used to understand then he understands. A person habit comes from some aspects, such as knowledge, skills, attitude, emotion, and language. For a person who has learned, the result of learning can be seen from changes of the aspects of becoming better quality.

2.2 English Language Learning

One of the aspects that can be learned by students and as the key of communication is language aspect. Language is important and should be learned because learning language is the beginning process to learn other aspects. There are many languages in this world, one of the languages that mostly used by people around the world is English.

In Indonesia, English is a foreign language. Indonesians use Bahasa Indonesia as a national language. Although English is a foreign language, Indonesia government recognizes how important English is. It can be proved that English is formally used as a lesson in Indonesia schools. Moreover, English is the subject of national exam for students to pass their study in school.

Learning English language is important, because English is the international language. According to Miller (2013) learning English is important for everyone, because there are many parts of our activities should use English such as: for travelling, reading, communication, listening music, and employment. When travelling across the world, many countries use English as the national language. Many books are written in English, so students should use English when reading. English is important to be learned by Indonesian students in global era because the students can communicate to people in other countries by using English.

2.3 Language Learning Strategies

Learning strategy is one of the important factors to be successful in learning English. In learning English, every student has their own strategies. Learning strategy is the way to solve problem in learning, and to get information when the students are learning. According to Cohen (1998), those language learning strategies are behaviors and conscious thought used by learners with the purpose to improve their target language. Moreover, Richard and Schmidt (1985) defined learning strategies as intention of behavior and thoughts used by learners during learning, which help students to understand or remember new information well.

From the explanation above, it can be concluded that strategies are useful to help learners in the language learning process. Learners can optimize and enjoy their learning by using learning strategies. Furthermore, they can improve their quality of learning. Another benefit is students can respond their learning needs and acquire knowledge better than those who do not know or use learning strategies.

In other condition, many factors influence to make strategies more useful. Every factor has its own roles in learning process and has big effect for student to use strategies. Influential factors to being a success in using learning language strategies are such as: motivation, sex, age, background or cultural differences, aptitude, learning styles, and last is successful and advanced learner (Macaro, 2001).

2.4 Benefit of Using Language Learning Strategies.

Using learning language strategy is so important. By using learning language strategy, the students can solve their problem in language learning. Using correct strategy based on the students' habit is important to be known by teachers. Macaro (2001) states know strategies used by students are useful for teacher to approach easier and harder of learning language process. If the teachers know the students' habit, the teachers will find it easy to plan good learning program for them.

By using learning language strategy, there are many benefits that students can get because the intention of learning language strategy is generally to advance the efficiency and effectiveness of organizational learning. According to Oxford (1990) benefit of learning strategy is firstly making learning easier, secondly making learning faster, thirdly making more enjoyable, fourthly making more self- directed,

fifthly making learning more effective, and the last making learning more transferable to new situation. Using strategies in learning English is helpful, and make our times in learning English more effective and efficient.

Many benefits of using strategies in learning English were explained above. Other features of learning language strategy divided by Oxford (1990) are learning language strategies:(1) contribute to main goal and communication competence, (2) allow learners to become more self directed, (3) expand the role of teacher, (4) specify action taken by learner, (5) are problem orientation, (6) involve many aspect of the learners not just to cognitive, (7) support learning both directly and indirectly, (8)are not always observable, (9) are often conscious, (10) can be taught, (11) are flexible, and (12) are influenced by a variety of factors. That explain how important learning language strategy to help students and teacher in learning language.

There are some conditions to make learning strategy more helpful. For example, when the strategy chosen by students is relevant with students' habit, the strategy will be helpful for them. In addition, conditions to make learning strategy more useful are came from habitually or characteristics of students. Rubin and Thompson (2004) stated characteristics of good language learner like find their own way in learning, organize about language, willing to live with uncertainty, and make opportunity for practice. In other word, if the strategy does not relate well or not relevant with students habits or characteristics, the strategy will not really helpful for the students.

If the students use relevant learning strategy with student learning style and have synergy with learning condition, they will make learning more effective.

Teacher should make the class condition be relevant with their students in order to make the learning activities become easier. Moreover, the students should know their style in learning, so the students will choose the best strategy easily, making learning more interesting and enjoyable. Moreover students consciously can control the learning strategies (Pressley and Mccormick, 1995). Therefore, the students can even be more successful in English language learning.

2.5 Categories Language Learning Strategies

2.5.1 Based on Brown (2007)

There are many English language learning strategies used by students. The strategies can be categorized based on particular kind of language learning behavior. According Brown (2007) there are three group English language learning strategies. The categories are metacognitive, cognitive, and covering socioaffective strategy. The categories can be described as follows:

A. Metacognitive Strategy

The first group is Metacognitive strategy. Based on Purpura in Brown (2007) metacognitive strategy is a term used in information-processing theory to indicate an "executive" function, monitoring of one's production or comprehension, strategies that involve planning for learning, thinking about the learning process as it is taking place, and evaluating learning after an activity is completed. In the other words, metacognitive is strategy like centering, arranging, planning, and evaluating.

According to the explanation of metacognitive strategy, it can be concludedthat the characteristics of metacognitive strategy are: advance organizers,

directed attention, selective attention, self management, function planning, selfmonitoring, delayed production, and self valuation. Characteristics of metacognitive strategy can be seen in the following table:

Table 1: Characteristics of Metcognitive Strategy

Advance Organizer	Making general but comprehensive preview organizing concept of principle in an anticipated learning activity
Directed attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors
Selective Attention	Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
Self Management	understanding the conditions that help one learn and arranging for the presence of those conditions
Functional Planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
Self-Monitoring	Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, of for appropriateness related to the setting or to the people who are present.
Delayed Production	consciously deciding to postpone speaking in order to learn initially through listening comprehension
Self-Evaluation	checking the outcomes of one's own language learning against an internal measure of completeness and accuracy

(Brown, 2007)

B. Cognitive Strategy

The second category is Cognitive strategy. Based on Purpura in brown (2007) Cognitive strategy is more limited to specific learning tasks and involves more direct manipulation of the learning material itself.

According to the explanation of cognitive strategy, it can be concluded that the characteristic of cognitive strategy are: repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation,

key word, contextualization, elaborating, transfer, and inference. The characteristic of cognitive strategy can be seen through this following table:

Table 2: The Characteristic of Cognitive Strategy

Repetition	Imitating a language model, including overt practice and silent rehearsal
Resourcing	using target language reference materials
Translation	using the first language as a base for understanding and/or producing the second language
Grouping	reordering or reclassifying, and perhaps labeling, the material to be learned based on common attributes
Note taking	writing down the main idea, important points, outline, or summary of information presented orally or in writing
Deduction	Consciously applying rules to produce or understand the second language.
Recombination	constructing a meaningful sentence of target language sequence by combining known elements in a new way
Imagery	relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrase, or longer language sequence
Auditory representation	Retention of the sound or similar sound for a word, phrase, or longer language sequence
Keyword	remembering a new word in the second language by (1)identifying a familiar word in the first language the sounds like or otherwise resembles the new word and (2) generating easily recalled images of some relationship between the new word and the familiar word
Contextualization	placing a word or phrase in a meaningful language sequence
Elaboration	relating new information to other concepts in memory
Transfer	using previously acquired linguistic and/or conceptual knowledge to acquired new language learning task
Inferencing	using available information to guess meaning of new items, predict outcomes, or fill in missing information

(Brown, 2007)

C. Socioaffective strategy

The last strategy of three strategy group is socioaffective strategy. According to Purpura in Brown (2007) socioaffective strategies have to do with social mediating activity and interacting with others. The characteristic of socioaffective strategy is more concluded to social activity or always met people to interaction with others.

According to the explanation of the cognitive strategy, it can be concluded that the characteristics of cognitive strategy are more social activity like cooperation and question for clarification. The characteristic of socioaffective can be seen through this following table:

Table 3: The characteristic of Socioaffective Strategy

Cooperation	Working with one or more peers to obtain feedback, pool information, or model a language
Question for clarification	Asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples.

(Brown, 2007)

2.5.1 Based on Oxford (1990)

Besides the three categories that defined by Brown (2007) above, there is also other category of language learning strategy. The category is explained by Oxford (1990). Generally, the category was similar, but the explanation from Oxford is deeper than Brown's explanation.

There are two major parts of language learning strategy system. The first one is direct strategy and the second is indirect strategy. Direct strategy is a learning

strategy that directly involves the target language. The direct strategy consists of memory strategy, cognitive strategy, and compensation strategy. Meanwhile, indirect strategy is language learning strategies that indirectly involve the target language. The indirect strategy is consists of meta-cognitive strategy, affective strategy, and social strategy (Oxford, 1990).

Memory strategy is one of the categories in direct strategy. The purpose of this strategy is to help students to retrieve new information, such as: arranging things in order, making association, and reviewing. These all principles involve meaning. Since in learning a new language, the arrangement and association must be personally meaningful to the learners, and the material to be reviewed must have significance (Oxford, 1990). Memory strategy requires the language learners to cope with learning difficulty.

In its application this strategy consists of four ways (Oxford 1990), they are:

a. Creating mental linkages, such as repeating, grouping, associating, etc.

b. Applying image and sounds, such as using imagery, using key words and soon.

c. Reviewing well, such as writing reviewing.

d. Employing actions, such as using physical response or sensation and using mechanical technique

Another category in direct strategy is cognitive strategy. This strategy varies lot, ranging from repeating to analyzing expression to summarizing. According to Oxford (1990) Cognitive strategy has a common function: manipulation or

transformation of target language by learner, and cognitive strategies are divided into four ways that are:

a. Practicing, such as repeating, recombining.

b. Receiving and sending messages, such as getting the idea quickly and using resources for receiving and sending messages

c. Analyzing and reasoning, such as translating, transferring, etc

d. Creating structure for input and output.

The last category in direct strategy is compensation strategy. This strategy like guessing or using synonyms, allowing learners to use the language despite they often have large gaps in knowledge. Compensation strategies consist of guessing intelligently: using linguistic clues, and using other clues. Then, they are overcoming limitation in speaking and writing; switching to mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym (Oxford, 1990).

In addition, the strategy of metacognitive is one category in indirect strategy. According to oxford (1990) Meta-cognitive strategy allows learners to control their own cognition, which is to coordinate the learning process by using function such as centering, arranging, planning, and evaluating.

In its application this strategy consists of three ways (Oxford 1990), they are:

a. Centering learning: to overview and linking with already known material, paying attention, delaying speech production to focus on listening.

b. Arranging and planning learning: to find out about language learning, organizing, setting goal and objectives, planning for language task, seeking practice opportunities.

c. Evaluating learning; self-monitoring, self-evaluation

Affective strategy is other strategy in indirect strategy. Affective strategy helps to regulate emotions, motivations, and attitudes.

In its application this strategy consists of two ways (Oxford 1990), they are:

a. Lowering anxiety: using progressive relaxation, deep breathing or meditation, using music, and using jokes, self encouraging; giving positive statement, taking risk wisely, giving reward to students

b. Taking emotional temperature: paying attention to responses, using checklist, writing a language learning diary, discussing feeling with peers.

The last category in indirect strategy is social strategy. This strategy helps the students to learn through interaction with others. Social strategies fall into three sets. First is giving question: asking clarification or verification, asking for correction. Second is cooperating with others; with peers, with proficient user of the new language. And third is developing cultural understanding, becoming aware of other's thought and feeling (Oxford, 1990).

2.7 The Strategies Inventory for Language Learning (SILL)

In finding the concern in the most frequent strategy used by successful non-English department student, the researcher needs statements that have relationship to particular kind of language learning behavior. The Strategy Inventory for Language

Learning (SILL) is represented those statements. Each item in SILL represents a particular kind of language learning behavior. Strategy Inventory for Language Learning is designed to gather information on how the students get that learning language (Oxford, 1990).By using the strategies inventory for language learner, this can be useful to find a number of important relationships of strategies to a student's degree of success in learning and other variables have been generated.

There are two versions of SILL designed by Oxford (1990), they are:

a. Sill version 5.1

The version contains 80 items assessing frequency of the strategy use and takes about 30 minutes to complete. This version is made for native speakers.

b. SILL version 7.0

The version contains 50 items. It is aimed at English as a second language or foreign language competency and takes about 30 minutes to complete, depends on students' skill level. This version is made for students of English as a second or foreign language.

SILL version 7.0 is the version that can be applied for successful non-English department students at Universitas Bengkulu because this version is appropriate for English as foreign language. This version is certainly representative or relevant to direct and indirect strategy, because SILL is created by Oxford (1990). To see SILL version 7.0 can observe in appendix 1.

2.8 Previous study

There are some previous studies that have same theme in learning language strategy. The first one is the research that was done by Renita Utama (2003), she studied about English learning strategy among the second years students of the SMUN 3 Bengkulu. The result of her research shows highest use was found in metacognitive strategy group, while the lowest was in memory and social strategy group.

A research done by Junaidi (1998) he studied about the language learning strategies preference of the English department students at Universitas Bengkulu. The result of his research shows that in statements applied "I pay attention when someone speaking English" is the highest frequent applied by them, and in the strategy group that is most preferred by the students is metacognitive strategy

Another research done by Khalid (2005) who focused on "English learning strategies used by diploma III (D3) English department students of Universitas Bengkulu academic year 2005-2006".The purpose of the research is to investigate the English learning used by diploma III (D3) English department students Universitas Bengkulu. The result of his research shows that in the statement "I pay attention when someone speaking English" is the highest frequent applied by them, and in the strategy group that is most frequent used by the students is metacognitive strategies, and the lowest mean score obtained by students is memory strategies.

CHAPTER III

METHODOLOGY

3.1. Research Design

This research used the descriptive quantitative method. Narbuko and Achmadi (2007) stated that descriptive method is a procedure to solve a study problem by describing the object of the research based on the fact finding. The researcher used this method to describe the successful non-English department students' strategy in learning English at Universitas Bengkulu. The research was held 13 April 2014 until 25 April 2014.

3.2 Population and Sample

3.2.1. Population

The populations of this research were successful non-English department students (regular) who were graduated in April 2014 and had passed TOEFL test. Based on the data taken at UPT Bahasa Inggris, there were 512 students. However, the population chosen were the students who got 450TOEFL score or higher. Therefore, they were 32 regular students of non-English department at Universitas Bengkulu became the population of this research.

3.2.2 Sample

The sample of this research used purposive judgment sampling. According to Arikunto (1998) if the population consists of less than 100, it is better to take all

population. Because the population of this research was 32 students, so the researcher took all of the population

3.3 Technique Collecting Data

The data was taken by distributing questionnaire, and interview. The expectation in the study was to take their response toward the questionnaire items, and good interview. The questionnaire was the main instrument and interview as a supported main instrument.

The questionnaire consisted of 50 items which were taken from SILL version 7.0 (Oxford, 1990). Moreover, the interview question consisted of seven questions that represented the six strategy group.

3.4 Research Instruments

3.4.1 Questionnaire

Questionnaire was a main instrument used in this research. According to Arikunto (1998), questionnaire is a tool to get some information from respondents particularly their knowledge. The questionnaire as the main instrument was taken from strategy inventory or SILL version 7.0. (Oxford, 1990) This was divided into six groups. First is memory strategy, second is cognitive strategy, third is compensation strategy, fourth is metacognitive strategy, fifth is affective strategy, and last is social strategy. The questionnaire applied five scales in which each item of the questioner offered five alternative options and each option had different scores.

a. 1 for never   (if students never use the strategy)

b. 2 for seldom   (if students seldom use the strategy)

c. 3 for sometimes   (if students sometimes use the strategy)

d. 4 for often   (if student often use the strategy)

e. 5 for always   (if students always use the strategy)

(See questionnaire in appendix 1)

However researcher interviewed students for getting other information or data to support finding from the main instrument.

3.4.2 Interview

In this research, interview was used as a supporting instrument. Interview was a way in collecting the data. According to Arikunto (1998), interview is used by the researcher to judge some people situation like to find out student background, parent, education, attention, and attitude.

The purpose of using interview was to find out the strategies used by successful non-English students at Universitas Bengkulu. The researcher interviewed eight of successful non-English students to get the data. Then, the data was used to support the main instrument.

This instrument was used to find deeper consideration to support the main instrument. The interview question is consisting of seven questions; the seven questions was representative from six group strategy divide by Oxford (1990).

The interview was validated by an expert. The expert is not collaborator, but only defined the data conforming to the theory. The expert was Mrs. Kasmaini, one of lecturers in English department program at Universitas Bengkulu. To see the interview question can be observed in appendix 2.

3.5 Procedures of the research

The procedures of the research were conducted as follow:

The researcher classified the non-English department students who graduated in April, and took them who get 450 or higher in TOEFL score as population. Then, the researcher met the non-English department students, and then the researcher gave the questionnaires. Next, the researcher took the other data by using the interview session. After the data were collected, the researcher analyzed and tabulated the students' response.

3.6 Data Analysis

The data analysis was divided into two aspects. They were the frequent English language learning strategy used and the dominant group of English language learning strategy used.

a. Applied of English language learning strategy statements

The frequent statements applied was analyzed based on the percentage of students who respond 4 or 5 (usually or always) of 50 statements in the SILL questionnaire. According to Green and Oxford in Junaidi (1998):

1. Frequent: if students in this research will choose items 4 or 5 in 50-100%

2. Moderate: if students in this research will choose items 4 or 5 in 20-49 %

3. Infrequent: if students in this research will choose items 4 or 5 lower than 20 %

In this study, the researcher used the following formula in measuring the level of the frequent English language learning strategy applied (Arikunto, 1998)

The formula is:

$$P = \frac{F}{N} x \ 100\%$$

Where:

P= percentage
F= frequency of each statement
N= total number of frequency of statements

b. The most frequently used of English language learning strategies

In the most frequent English language strategies used by successful non-English department students (memory, cognitive, compensation, metacognitive, affective, and social), the mean score was used to analyze the data. The result of the most frequent English language learning strategies used can be more than one.

The strategy range average score is 1.0 as minimum – 5.0 as maximum score.

Where:

1. Score one (1) if students respond answer is "never"

2. Score two (2) if students respond answer is "seldom"

3. Score Three (3) if students respond answer is "sometimes"

4. Score four (4) if students respond answer is "often"

5. Score five (5) if student respond answer is "always"

The formula of measuring the mean score of dominant group of English language learning strategy used by successful non-English department students is:

$$M = \frac{S}{N}$$

Where:

M= Mean score per group strategy

S= Total of all score items per group strategy

N= Total number of items per group strategy