STRATEGIES OF LEARNING ENGLISH AS A FOREIGN LANGUAGE
BY INDONESIAN JUNIOR HIGH SCHOOL STUDENTS

SKRIPSI

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SKRIPSI
COVER

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ABSTRACT


Keywords: SILL, English, and Foreign Language

English is a global language and a foreign language in Indonesia used to communicate with people around the world. Furthermore, English communication skill is highlighted as the main goal in learning language. Mostly students commonly faced psychological and linguistic problems during English learning process. Due the complexities of learning languages, the language learners must take an action by implementing several kinds of language learning strategies. Those facts urged the researcher to do a descriptive non-experimental quantitative approach on students’ language learning strategies. This purpose of study is to figure out how language learning strategies are used by Indonesian’s junior high school students in learning English as a foreign language. Therefore, the researcher selected the third year students of senior high school especially who take the excellent class with English score around 80-100 as the participants. To collect the data, the researcher used Likert Scale questionnaire well-known as SILL (Strategy Inventory for Language Learning) to find out the students’ language learning strategies.

The research finding shows various strategies often implemented by the students in learning English. In six language learning strategies, there found Metacognitive is claimed as the most frequently used by the participant by gaining mean 3.63 which means as high average and usually used in learning English, followed by compensation with 3.36, cognitive with 3.34, social 3.14, affective with 2.99, and memory with 2.89 are claimed as the medium average and sometimes used by the participants during the English learning in the class. Analyzing every item specifically, the high average used by the participants in learning a language found 20 items that include cognitive strategy 30% with 6 characteristic items, metacognitive strategy 25% with 5 characteristic items, compensation strategy 20% with 4 characteristic items, memory strategy 10% with 2 characteristic items, affective strategy 10% with 2 characteristic items, and social strategy 5% with 1 characteristic item. Those 20 statements include memory strategy (creating mental linkages, and structure reviewing), cognitive strategy (creating structure for input or output, and practicing), compensation strategy (using synonym, using linguistic clues, and using gesture), metacognitive strategy (self-evaluating, arranging and planning to improve language learning), affective strategy (using progressive relaxation, deep breathing or mediation), and social strategy (asking for clarification or verification).

Those findings sum up that the language learning strategies are not fully implemented by the language learners during the language learning process. It is
proven that only several strategies used by the students to assist them to comprehend the language they learn.
CHAPTER I
INTRODUCTION

Some topics that are related to the study's introduction are explained in this chapter. They are the study's background, its goals, its significances, its objectives, its scope and limitations, and its definition of key terms.

1.1 Background of the Study

As well known, English is not only claimed to be a crucial global language in business aspect but also in academic purposes which means to be compulsory for every student to learn English (Hibatullah, 2019). Signifying English as a global language and a foreign language in Indonesia used to communicate with people around the world; English communication skill is highlighted as the main goal in learning language. As a foreign language, it might be very challenging for Indonesian learners in any aspects of speaking skill including pronunciation, grammar, vocabulary, fluency and expression (Hughes, 2003). These matters can be enhanced and supported by several factors, such as interactive environment, teachers’ and friends’ motivations, practices and background knowledge (Hibatullah, 2019). Furthermore, Shen and Chiu (2019) stated that mostly students commonly faced psychological and linguistic problems during English learning process; psychological problems include concern with making mistakes, nervousness, and lack of assurance, while linguistic problems include lack of vocabulary, background knowledge, and conversation context materials.
Due the complexities of learning languages, the language learners must take an action by using a variety of language-learning techniques. Since the main objective of language learning strategies is to improve the students' communicative competence, Oxford (1990) has already identified six types of language learning strategies that can increase the students' motivation and language learning fluency. This factual matters motivates the researcher to figure out the students’ language learning strategy that can impede or boost their language learning process with six categories, those are; memorization, cognitive, compensation, metacognitive, affective, and social strategy. This study occurred is also inspired by one of previous study brought by Zakaria, Zakaria, & Azmi (2018) towards secondary students of ESL students about their language learning strategy. Otherwise, Indonesians as EFL learners also have to be investigated about their language learning strategy to determine how they find out how they learn English as a foreign language and what they should act.

1.2. Research Problems

Pointing out the main point of background problems of this study, a research problem is formulated as “How are language learning strategies used by Indonesian’s junior high school students in learning English as a foreign language?”

1.3 Objectives of the Study

Based on the research problem formulation above, the objective of this study is to find out how language learning strategies are used by Indonesian’s junior high school students in learning English as a foreign language.
1.4 The Significance of the Study

A study is carried out in order to produce a number of results for specific stakeholders, but it also has theoretical and practical implications.

Theoretically, this research finding can be a new input of science about language learning strategy for Indonesian learners especially for junior high school students. Furthermore, the future researchers who focus on the same object can use this research finding as references.

The recommendations of this research finding can be practically implemented by the teachers and students during the teaching and learning process in order to ease the teacher in delivering the materials and facilitate the students in improving their English skill.

1.6 Scope and Limitation of the Study

The scope of this research covers only the second year of junior high school students. Specifically, this study just highlights the strategy of inventory language learning (SILL) of English which includes two kinds of strategy, those are: direct strategy (memorization, cognitive, compensation) and indirect strategy (metacognitive, affective, social). Furthermore, the participants’ criteria selected are those students who stay in excellent class and have minimum score around 80-100.

The limitation of this study is probably the limitation of time provided by the school to do observation in the classroom due to the teaching and learning process has been conducted effectively.
1.7 Definition of Key Terms

In order to make the information more obvious and to prevent misunderstandings while reading this research, key terms are used as a point of reference. The following are the key terms defined:

**EFL** stands for English as a Foreign Language which is a term used for any languages including English learned by other countries which have a lot of mother languages and a national language like Indonesian.

**EFL Learners** means the authentic Indonesian students’ who learn English as their global language in order to communicate with people around the world. This study specifically selected the junior high school who stay in excellent class with good English skill.

**Language learning strategies** are some actions taken by students to start learning languages to improve their language communicative competence. This strategy involves several types of strategy, those are; memorization, cognitive, compensation, metacognitive, affective, and social.
CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher sums up all the results of the study from chapter I to IV in two points, conclusions and suggestions. The suggestions are forwarded to several elements related to the study.

5.1. Conclusion

The whole findings of this study has clearly responded the research case how language learning strategies are utilized by the students of Junior high School in learning a foreign language. There are 20 items of every language learning are found as high average (always used), 22 items medium average (sometimes used), and 8 items are low average (never used). The 22 items have been elaborated in detail that, memory strategies involve 2 items of strategies, cognitive strategies involve 6 items of strategies, compensation strategies involve 4 items of strategies, metacognitive strategies involve 5 items of strategies, affective strategies involve 2 items of strategies, and social strategies involve 1 item of strategies. This findings implicate the language learning strategies are not fully implemented by the language learners during the language learning process. Every student has their own dominant language learning strategies in order to assist them to be capable in language they learn.
5.2. Suggestions

Based on the process of doing research, there might be several suggestions addressed to English teachers and further researchers.

1. **English Teachers**

   The results of this research can be benchmark for the teacher to select and implement proper strategies for the students based on the individual’s language learning.

2. **Further Researchers**

   Since this research has some gaps and limitations, the further researchers are expected to investigate the language learners’ strategies by relating to their English capabilities.
REFERENCES


