

**LANGUAGE LEARNING STRATEGIES USED BY LEARNERS IN LEARNING
SPEAKING AT THE FIRST GRADE IN SMAN 22 MAKASSAR**

(A Descriptive Study at the First Grade in SMAN 22 Makassar)



A Thesis

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the
Degree of Education in English Department*

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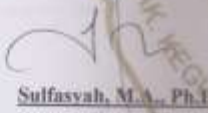
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MOTTO

Change is never easy. But, remember that Allah always with you. Believe that, Allah is never blind to our tears, never deaf to our prayers, and never silent to our pain.

ABSTRACT

Sitti Rezki Julianti 2018. Language Learning Strategies Used By Learners In Learning Speaking at The First Grade in SMA 22 Makassar. Thesis. English Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University. Supervised by Sulfasyah and Maharida.

This research aimed to find out the language learning strategies used by students with good and poor scores in SMA Negeri 22 Makassar.

The method of this research was a descriptive quantitative. The subject of this research was the first grade students of SMA Negeri 22 Makassar, consisted of 20 students with good scores and 20 students with poor scores. The instrument of this research was SILL questionnaire consisted of 40 items. This research used purposive sampling technique.

The writer concluded that strategies used by students with a good scores is cognitive strategies followed by social, metacognitive, memory, compensation, and affective strategies. While strategy used by students with a poor scores is compensation strategies followed by social, affective, cognitive, memory and cognitive strategies.

Key words: *Language Learning Strategy, Speaking, Good Score, Poor Score*

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3. Erwin Akib, S.Pd., M.Pd., Ph.D. the dean of Teacher Training and Education Faculty.
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The Researcher

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Modified

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Modified

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CHAPTER I

INTRODUCTION

A. Background

Nowdays English has a big role our daily life, with numerous countries adopting it as an official language. English is the dominant international language in science, business, aviation, entertainment, and diplomacy, and also on the Internet. In most fields of work your ability to speak English can help you advance your career; helping you get the job you want and earn more money. No matter what your area of expertise, skill in English will contribute substantially to your success. Because of these reasons, English becomes one of the main subjects taught in the school. In education, there are four skills of English that have to be mastered by the learners. One of the skills is speaking.

As the matter of the fact, some students consider that speaking English is difficult and other students consider that speaking skill is not difficult. Students who consider that speaking skill is difficult usually get poor score. They also have problems in vocabulary mastery, pronunciation, grammar, et cetera. Students who get good score consider that speaking is not too difficult they also usually get a good score. Those who get a good score and poor score surely have different language learning strategy.

O'Malley and Chamot (1990:1) define learning strategies as special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information.

Language learning strategy is a term of technique, behavior, or thought used by the learners to comprehend, discover a new information and skills. This is used by the students to make the language learning more successful, self-directed, more effective, and more transferable to new situations.

When students are involved in a learning task, they will have some resources which are used in different ways to finish or solve the task, so this can be termed process of learning strategy. This is one of the example. Another example is when students they take note, find the key words do repetition, interaction with other people, translation, recombination,

Those examples sometimes used by student in learning speaking. Those are useful. Do interaction and repetition are able to improve their fluency. Translation is able to improve their vocabulary mastery. Finding key words and taking notes are able to construct a new idea. These activities are important to be applied in learning speaking. We call it as cognitive strategy and socio-affective strategy.

Based on the previous explanation, the researcher decided to conduct a research entitled “Language Learning Strategies Used By Learners In Learning Speaking At the first Grade SMAN 22 Makassar”.

B. Research Question

English as a foreign language has a big role to communicate with others and also has a big role in our education. As the matter of fact, some students still think that English is difficult especially in speaking. Based on the previous background, the researcher formulated some research question as follow:

1. What were the learning strategies used by the learners who had good score in speaking skill?
2. What were the learning strategies used by the learners who had poor score in speaking skill?

C. Objective of the Research

In this research, there were objectives which had to be reached. The objective were to find out:

1. The learning strategies used by the learners who had good score.
2. The learning strategies used by the learners who had poor score.

D. Significance of the Research

After conducting this research, the writer hoped that the result was available contribution to the readers. The writer hoped that the results of the study provided:

1. The students: They were able to increase the learner's achievement in learning speaking through language learning strategies.
2. The teachers: This research was expected to be able to become information about language learning strategies.
3. The writer: the writer would be able to get more information about the language learning strategies used by learners in learning speaking.

E. Scope of the Research

The scope of this research was limited to speaking skill strategies which focused on memory, cognitive, compensation, metacognitive, affective and social strategies used by the students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Many researchers conducted studies relate to this research, they are as follows:

Cabaysa (2010) in her research that need for improved strategy use requires the intervention of educators. There are several ways to achieve this. One is through inclusion of strategy awareness training in the curriculum, which could be in the form of games that are enjoyable and motivating (Oxford, 1990). Another is through greater attention on the affective aspect of language learning. In order to enhance self-efficacy, activities that excite even novice speakers to participate and provide them a sense of achievement should be increased. Moreover, the challenge of enabling every student to speak in class could be addressed through a consistent technique for allocating turns to speak. In conducting small group discussions during the free stage of a grammar lesson, it would help to consider the composition of the groups to allow less competent learners to benefit from more competent students and to prevent the practice of incorrect forms.

Next, ALTUNAY (2014) states that learners do not use the affective strategies because some of them are not interested in learning a foreign language and they do not pay so much attention to the physical anxiety reactions. For some students, low proficiency is the main source of anxiety. Nevertheless, when learners see that they are able to say something in English, they become happy and relaxed. It seems learners need more

encouragement and they need to see that they are able to communicate. If the interlocutors' level is too much above the learners' level, learners feel tension. In addition, they feel less anxiety in an assessment-free environment. Learners should be taught how to deal with communication break downs, how to communicate when learners do not remember a word (substitution, miming etc.) or what types of questions should be asked when they do not understand something.

In addition, López in her research that an important component of language learning strategy training is that of speaking strategies. Oral strategies are referred to in the literature as communicative strategies, communication strategies, conversation skills or oral communication strategies; for the purpose of this article *speaking strategies* are those devices used by students to solve any communication problem when speaking in English. According to O'Malley and Chamot (1990), speaking strategies are crucial because they help foreign language learners "in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language."

The previous researchers above have similarity with this research. Although they describe it in different ways. Based on the researchers the writer can draw a conclusion that the importance of learning strategies that can affect learning strategies to see what strategy the most preferred students.

B. The Concept of Speaking

1. Definition of Speaking

There are several definitions of speaking that have been proposed by some experts in language learning.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" Chaney (1998:13) Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown,1994:93). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance therefore, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques.

Hornby (1973:45) states that speaking is making the use of words in an ordinary voice, offering words, knowing and being able to use language expressing one-self in words, and making speech.

According to Walter in Mila (2008:10), speaking is one way of learning about one self. In speaking, someone must face problems that have

history and relatively to other people, groups, and the predictions we have formed for living together.

Widowson (1985:10) states that speaking is a means of oral communication that gives information involves two element, namely the speaker who gives the messages and the listeners who get or receive the messages.

Nunan (1991:40) says that speaking is using language in the simplest way by producing ordinary sound. Speaking in not only to communicated with other people but by speaking can get new information or can share to idea with other people. Language just possessed by human being to interact each other. Communication can be done at least by two people, there are speaker and hearer. The hearer should listen and understanding what speaker says, and then gives a response.

Brown (2001:271) says that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowladge and information from other people in the whole life situation.

Based on the definition above, the researcher conclude that Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints and to express our idea, opinion and communication about ourselves, interesting, world and all thing around us through our sound

system fluently with good pronunciations, grammar, suitable of vocabularies and good understanding of the speaker and the listener.

2. The Components of Speaking

Vanderkevent (1990:8) says that there are three components in speaking as follows:

a. The speakers

The speakers are people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings want not be stated.

b. The listeners

The listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. The utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterances, both of the speakers and the listeners will use sign.

3. The Difficulties in Speaking

Rababa'h (2005:289) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack then necessary vocabulary to get their meaning across, and consequently, they

cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

People who are less successful in learning English especially in speaking are also able to identify their own strategy and don't know how to choose the appropriate or how to link them into a useful chain. (Robbins, El-Dinary, Chamot, Barnhardt, 1999:90)

To solve the difficulties of learning speaking, surely we should decide what learning strategies they should use.

4. The Characteristics of Successful Speaking

According to Nunan in Nursam Sailu (2011:17) there are four characteristics of successful speaking.

1. Learners talk a lot

2. All participants are involved

Classroom discussion is not dominated only by some persons or groups.

We can say that it is success if every person is talkative participants.

3. Motivation is high

Learners are eager to speak because they are interested to the topic and have something new to say or because they want to contribute and achieve task objective.

4. Language is acceptable

Learners express themselves in utterance that are relevant easily comprehensible to teach and acceptable level of long accuracy.

Based on definition above speaking, the researcher can conclude that speaking is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation, and there are three components in speaking: speakers, listeners, and utterances.

C. The Concept of Learning Strategies

Learning strategies are described in some ways.

Oxford (1994:1) argue that foreign (L2) strategies are specific action, behavior, steps or technique students use – often consciously – their progress in apprehending, internalizing, and using the L2. Meanwhile, Wenden and Rubin (1987:19) define learning strategies as any set of operation, steps, plans, and routines, used by the learner to facilitate the obtaining, storage, retrieval, and use of information.

O'Malley and Chamot (1990:1) define learning strategies as "special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information." As Hismangolu (2000:8) mentions, language learners are continuously looking for ways of applying strategies to deal with situations in which they face new input and tasks proposed by their instructors.

Language learning strategies, as one of the important criteria in language learning, have received an increasing amount of attention not only in terms of their definition (O'Malley & Chamot, 1990:2) but also in terms

of the factors affecting language learning strategies (Akbari & Hosseini, 2008:15)

Chamnot and Kupper (1989:13) defines learning strategies as “techniques which students use to comprehend, store, and remember new information and skills”.

Nyikos (1989:291) defines learning strategies as operation used by learners to aid the acquisition, storage, and retrieval of information.

Rubin (1986:118) in “Study of cognitive in second language learning” defines learning strategies (e.g. cognitive process) as the general categories of actions, which contribute directly to the learning process. He found the learning strategies were the important element in the learning activity (formal and non-formal) because they increased the amount of the learners exposure to the target language and more significantly, it would enhance motivation to learn.

Mayer (1992:407) defines learning strategies as a result, the view of the learner changed from that of a recipient of knowledge to that of a constructor of knowledge, an autonomous learner with metacognitive skills for controlling his or her cognitive processes during learning.

Weinstein (1986:315) defines learning strategies as behaviours and thoughts that the learner engages in during learning which are intended to influence the learner’s encoding process.

Based on the definitions above, the researcher conclude that learning strategies are specific techniques, which are used by the students to facilitate that acquisition, storage, and retrieval of information. These

strategies enable the students to develop their competence in the learning process of the target language. The students who frequently apply this technique in the classroom and in the other places (outside the classroom) will consequently learn and comprehend the second language easily and enjoyably.

D. The Concept of Language Learning Strategies

Since 1990 there have been numerous studies of the use of the learning strategies among the successful second language learners.

Richards and Platt (1992:2) states that language learning strategies intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information. Behaviours or actions that the learners use to make the language learning more successful, self-directed, and enjoyable, and this term is applicable for both formal and non-formal language learning.

Chamot and Kupper (1989:9) defines language learning strategies as techniques which students use to comprehend, store, and remember new information and skills.

Based on the definition above, the researcher concludes that language learning strategies are specific actions, behaviours, tactics, or techniques, facilitate the learning of the target language by language learners. These studies have utilized different methodological approaches anthropological techniques, classroom observation, and intensive interview.

E. Kinds of Learning Strategy

Different researchers categorize language learning strategies differently. According to Rubin (1987:27), there are three groups of language learning strategies. These are learning strategies, communication strategies, and social strategies.

According to Stern (1992:262), language learning strategies are Management and Planning Strategies, Cognitive Strategies, Communicative - Experiential Strategies, Interpersonal Strategies, Affective Strategies. From Oxford's and Crookall (1989:404) view, taxonomy of language learning strategies is divided into two groups as Direct Strategies and Indirect Strategies. Direct strategies include Memory Strategies, Cognitive Strategies, and Compensation Strategies. Memory strategies are related to creation of mental linkages, use of images and sounds, revision, and actions. Cognitive Strategies are related to making practice, receiving and sending messages, analyzing and reasoning, and creating structure. Compensation strategies are related to making guesses, and dealing with problems in oral and written communication. Indirect Strategies are Metacognitive Strategies, Affective Strategies and Social Strategies. Metacognitive Strategies include centering learning, arrangement, planning and evaluation of learning. Affective strategies are used to decrease anxiety, increase selfencouragement, and take one's emotional temperature. Finally, Social strategies include questioning, cooperative work, and emphasizing with other people.

According to O'Malley et al. (1985:117) states that language learning strategies are divided into three categories as: Metacognitive Strategies, Cognitive Strategies, and Socio-affective Strategies.

1. Metacognitive Strategies

O'Malley's (1985:582) it can be stated that metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluation learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation.

Rubin and Wenden (1987:27) Metacognitive learning strategies is used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritising, setting goals, and self-management.

2. Cognitive Strategies

O'Malley's (1985:584) cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself, repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferences are among the most important cognitive strategies.

Stern (1992:266) they are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials.

Rubin and Wenden(1987:27) identify six main cognitive learning strategies contributing directly to language learning:

1. Clarification is an explanation or more details that makes something clear or easier to understand.
2. Verification is comparison of two or more items, or the use or supplementary test, to ensure the accuracy, correctness or truth of the information.
3. Guessing is predict a result or an event without sufficient information, inductive inferences is one which is likely to be true because of the state of world.
4. Deductive reasoning is a logical process in which a conclusion is based on the concordance of multiple premises that are generally assumed to be true.
5. Practice is refers to the act of continually doing something in order to get better.
6. Memorization is the process of committing something to memory.
7. Monitoring is the regular observation and recording of activities taking place in a project or program.

3. Socio-affective Strategies

Brown (1987:93) socio-affective strategies as to the socio-affective strategies, it can be stated that they are related with social mediating activity and transacting with others. Cooperation and question for clarification are the main socio-affective strategies.

O'Malley's and Chamot (1990:1) socio-affective they involve interacting with another person to assist learning or using affective control to assist a learning task, questioning for clarification cooperation.

Based on the explanation above the researcher concludes that, metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socio-affective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem. Developing skills in three areas, such as metacognitive, cognitive, and socio-affective can help the language learner build up learner independence and autonomy where by he can take control of his own learning.

In the journal of *Language Learning Strategies Among EFL/ESL Learners: A Review of Literature*, language learning strategies have been classified into five groups by Stern's, which are:

- a. Management and planning strategies which allow learners to connect with learner's purpose to control his own learning.

- b. Cognitive strategies which refer to procedures and activities which learners apply to learn or remember the materials and solve the problems.
- c. Communicative strategies which involve the use of verbal or nonverbal instrument for the useful transfer of knowledge.
- d. Interpretational strategies which monitor the learners' development and evaluates their performance.
- e. Affective strategies which make learners aware of emotions such as unfamiliarity or confusion, and try to build positive feelings towards the target language in the learning activities.

On the other hand, Rubin as the pioneer in the other hand, Rubin as the pioneer of learning strategy categorized learning strategies into three major. The first is learning strategies. Learning strategies have two main types; cognitive learning strategies and metacognitive learning strategies. In cognitive learning strategies, it refers to problem-solving that required deeper analysis about learning materials. While metacognitive learning strategies, it refers to self-direct language learning. The second is communication strategies which used by the learners when faced difficulty in understanding the meaning of the speakers. The last is social strategies which the objective is to expose target language and practice it.

Another opinion is based on O'Malley and Chamot that defined the kind of learning strategies is divided into three types, metacognitive, cognitive, and socio-affective strategies.

- a. Metacognitive strategies

This strategy involves process such as planning for learning; thinking about their learning process, self-correctness, and evaluating learning after an activity is completed. The example of this strategy is planning and self monitoring.

b. Cognitive strategies

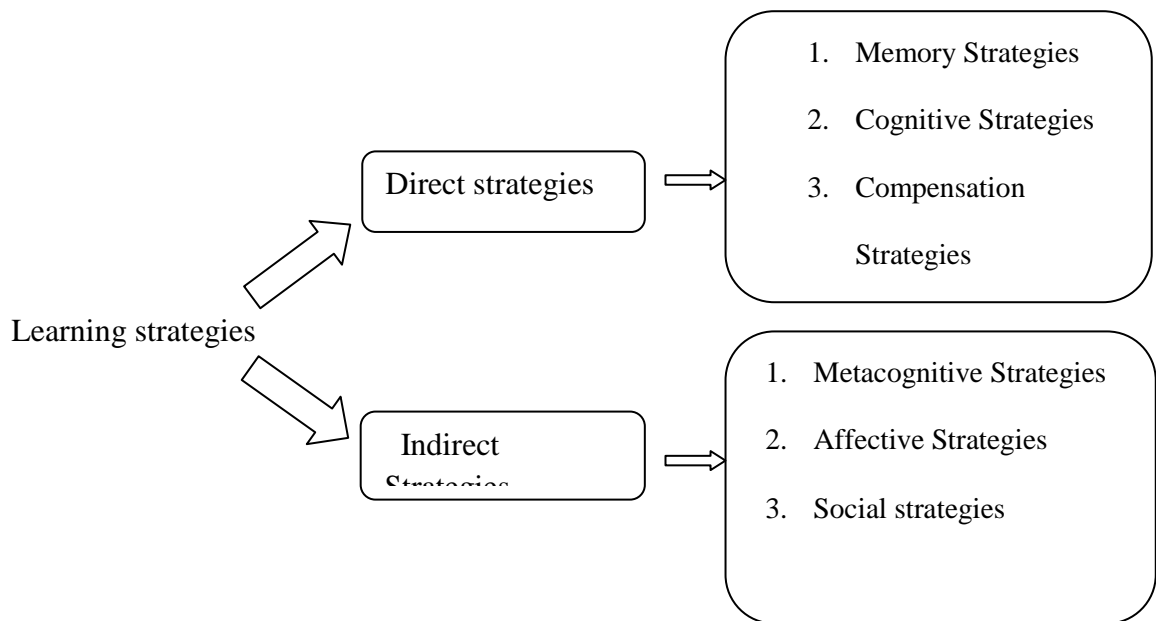
This strategy involves direct learning process about the learning material itself and have limited specific learning task. The example of this strategy is repetition and making inference.

c. Socio-Affective strategies

This kind of strategy has close relationship with social activity and interacting with the other. The example of socio-affective strategies is cooperation and question for clarification.

Another kind of language learning strategies came from Oxford. Based on her, language learning strategies are divided into two types; direct strategies and indirect strategies. In direct strategies, it divided into three which are memory strategies, cognitive strategies and compensation strategies. While in indirect strategies also divided into three, which are metacognitive strategies, affective strategies and social strategies.

The Strategy System: Overview



Based on the beliefs above, it can be seen that Oxford's kinds of language learning strategies are more comprehensive, detail and systematic rather than the others. Moreover, these kinds of strategy become the main source which the research grounded that call Strategy Inventory for Language Learning (SILL) made by Oxford.

F. The Importance of Language Learning Strategies

Fedderholdt (1997:1), since the amount of information to be processed by language learners is high in language classroom, learner use different language learning strategies in performing the tasks and processing the new input they face. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills

so as to understand, learn, or remember new input presented in the language classroom. The language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way.

Lessard – Clouston (1997:3) states that language learning strategies contribute to the development of the communicative competence of the students. Being a broad concept, language learning strategies are used to refer to all strategies foreign language learners use in learning the target language and communication strategies are one type of language learning strategies. It follows from this that language teachers aiming at developing the communicative competence of the students and language learning should be familiar with language learning strategies.

Oxford (1990:1) states, language learning strategies are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence. Besides developing the communicative competence of the students, teachers who train students to use language learning strategies can help them become better language learners.

Lessard-Clouston (1997:3) helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be appreciated characteristics of a good language teacher that such strategies could also be used by bad language learners trying to become more successful than bad language

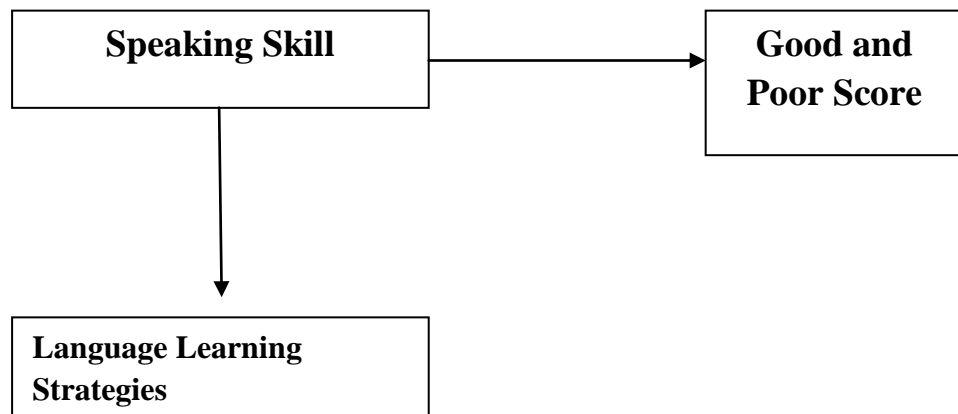
learners can also use the same good language learning strategies while becoming unsuccessful owing to some other reasons.

Based at this point, it should be strongly stressed that using the same good language learning strategies does not guarantee that bad learners had become successful in language learning since other factors may also play role in success.

G. Conceptual Framework

Based on the some theories present the writer try to give theoretical framework as follows:

Figure 2.1 The Diagram of the Theoretical Framework



Based on the conceptual framework above shown the process of research in language learning strategies used by students who had good and poor score. The researcher used descriptive research as the methodology of research. The aim of this research is to know what the learning strategies used by the learners who had good and poor score.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method that used in this research was descriptive quantitative method. The researcher would describe The language learning strategies used by learners of the tenth grade students of SMAN 22 Makassar in learning speaking.

B. Population and Sample

a. Population

The population of this research were the tenth grade students of SMAN 22 Makassar. Total of the population in this research were 137 students. That spread in 4 classes

b. Sample

In this research, the researcher used a purposive sampling. The sample of this research was the students who had a good score and poor score in SMAN 22 Makassar. Total of the sample in this research were 40 students. Both 20 students for good and poor scores.

C. Research Instrument

The instruments that the researcher applied in this research were :

a. Archive/Documents

Archive is a document that took an information either in the form of single or group. Archive/documents here was aimed to know which one of the students who had good and poor score.

b. Questionnaire

The questionnaire was some written questions used to get the information from respondent about their personality or anything that she\he knew. The questionnaire was used as modified questionnaire developed by Oxford (1990). It was mainly employed to gather information on learners' language learning strategies. The questionnaire modified was Strategy Inventory for Language Learning (SILL) for speakers of other languages learning English.

The questionnaire model used was Likert's scale model. The SILL questionnaires itself consists of 40 items of statements and are subcategorized into six parts that represent the subcategories of language learning strategies. Each part of the questionnaire contains various numbers of items, where the Part A (memory strategy) contains 4 items, Part B (cognitive strategy) contains 7 items, Part C (compensation strategy) contains 8 items, Part D (metacognitive strategy) contains 6 items, Part E (affective strategy) contains 6 items, and Part F (social strategy) also contains 9 items. In this model, items were presented in a checklist format. For every item, participants were to checklist one of several alternatives indicating the extent to which they agree with position stated in the item. The questionnaire was translated into Indonesian language to avoid the misunderstanding of each items in the questionnaire.

D. Procedure of Data Collection

1. Archive /Document

The researcher required the teacher's document that contained students who had a good score and poor score. The archive/Document aimed to know which ones of the students who had good score and poor score. Then, the researcher took 5 students who had good score and 5 students who had poor score of each class.

2. Questionnaire

After the researcher took the students who had good and poor score, then the researcher shared the questionnaire for the students. The questionnaire aimed to know the learning strategies of the students who had a good and poor score.

E. Technique of Data Analysis

The quantitative analysis involved statistical analysis. In line with this, Muijs (2004) and Elliot (2005) affirmed that quantitative data were analyzed in mathematically based method using particular statistics. In the meantime the qualitative analysis involved analyzing and synthesizing the obtained information (Fraenkel and Wallen, 2006).

The data was analyzed by using SPSS program package. After collecting the data, the researcher would classify the score of the students. In classifying the students' language learning strategies there are five classification which was used as the following.

Table 3.1 Standard score for students' level of LLS use

Level	Responses	Score
High	Always or almost used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

(Oxford, 1990)

To know used by the students, the researcher used the following formula in which the data from questionnaire was tabulated and analyzed into percentage by using the following formula:

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

Where :

F : Frequency

N : Total Number of Question

P : Percentages

(Sudjana, 1991:51)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the research findings and the discussion of the findings. The findings of the research are the language learning strategies are frequently used by students who had a good score and a poor score. The discussion talks about the detail findings containing arguments and interpretation

A. Findings

In this section, the researcher describe the result of data analysis based on the problem statement. The findings of the research are the language learning strategies are frequently used by the learners who had a good score and a poor score.

1. Language Learning Strategy used by students with good and poor scores in SMN 22 Makassar

The result of strategy analysis on items the responses of the students to each category of strategies are separately classified into three groups, namely high, medium, and low usage. The six types of strategies are identified as follows:

Table 4.1 The result of memory strategy

Level	Score	Responses	Frequency		Percentage (%)	
			Good score	Poor Score	Good Score	Poor Score
High	3.5-5.0	Always used	7	1	35.0	5.0
		Usually used				

Medium	2.5-3.4	Sometimes used	13	6	65.0	30.0
Low	1.0-2.4	Generally not used	-	13	-	65.0
		Never used				
		Total	20	20	100.0	100.0

The table 4.1, presents that the frequency of memory strategies that used by the students. It shows that there are 7 students who had a good score (35.0%), and just 1 students who had a poor score(5.0%) using the responses of always and usually and also classified in high category,13 students who had a good score (65.0%), 6 students who had a poor score (30.0%) using the response sometimes and also classified in medium category, while 13students who had a poor score (65.0%), using the responses generally not and never and also classified in low category. But for a good score, there is no one of the students using low category.

Table 4.2 The result of cognitive strategy

Level	Score	Responses	Frequency		Percentage (%)	
			Good score	Poor Score	Good score	Poor Score
High	3.5-5.0	Always used	13	1	65.0	5.0
		Usually used				
Medium	2.5-3.4	Sometimes used	7	8	35.0	40.0
Low	1.0-2.4	Generally not	-	11	-	55.0

		used				
		Never or almost never used				
		Total	20	20	100.0	100.0

As shown in the table 4.2, there are 13 students who had a good score (65.0%), 1 students who had a poor score (5.0%) using the responses always and usually and also which are classified in high category, 7 students who had a good score (35.0%), 8 students who had a poor score (40.0%) using the response sometimes and also classified in medium category, while 11 students who had poor score (55.0%) using the responses generally not and never and also classified in low category. Meanwhile for a good score, there is no one students got low category in this strategies.

Table 4.3 The result of compensation strategy

Level	Score	Responses	Frequency		Percentage (%)	
			Good Score	Poor Score	Good Score	Poor Score
High	3.5-5.0	Always used	6	3	30.5	15.0
		Usually used				
Medium	2.5-3.4	Sometimes used	11	9	55.0	45.0
Low	1.0-2.4	Generally not used	3	8	15.0	40.0

		Never or almost never used				
		Total	20	20	100.0	100.0

Based on the description of the frequency of compensation strategies in the table 4.3, it reveals that 6 students who had a good score (30.0%), 3 students who had a poor score (15.0%) using the responses of 'always and usually and also are classified high category, 11 students who had a good score (55.0%), 9 students who had a poor score (45.0%) using the responses sometimes and also are classified medium category, while 3 students who had a good score (15.0%), 8 students who had a poor score (40.0%) using the responses generally not and never and also are classified low category.

Table 4.4 The result of metacognitive strategy

Level	Score	Responses	Frequency		Percentage (%)	
			Good Score	Poor Score	Good Score	Poor Score
High	3.5-5.0	Always used	11	2	55.0	10.0
		Usually used				
Medium	2.5-3.4	Sometimes used	8	6	40.0	30.0
Low	1.0-2.4	Generally not used	1	12	5.0	60.0
		Never or almost never used				

		Total	20	50	100.0	100.0
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The data in the table 4.4 shows the result of the frequency usage of metacognitive strategies that are used by 11 students who had a good score (55.0%), 2 students who had a poor score (10.0%) using the responses of always and usually and also classified in high category, 8 students who had a good score (40.0%), 6 students who had a poor score (30.0%) using the response sometimes and also classified in medium category. while 1 student who had a good score (5.0%), 12 students who had a poor score (60.0%) using the responses generally not and never and also classified in low category.

Table 4.5 The result of affective strategy

Level	Score	Responses	Frequency		Percentage (%)	
			Good Score	Poor Score	Good Score	Poor Score
High	3.5-5.0	Always used	6	1	30.0	5.0
		Usually used				
Medium	2.5-3.4	Sometimes used	12	11	60.0	55.0
Low	1.0-2.4	Generally not used	2	8	10.0	40.0
		Never used				
		Total	20	20	100.0	100.0

The table 4.5, reveals that the result of the frequency usage of affective strategies which are used by the students. It shows that there are 6 students who had a good score (30.0%), 1 students who had a poor score (5.0%) using the responses always and usually and also classified as high category, 12 students who had a good score (60.0%), 11 students who had a poor score (55.0%) using the response sometimes and also classified as medium category, while 2 students who had a good score (10.0%), 8 students who had a poor score (40.0%) using the responses generally not and never and also classified as low category.

Table 4.6 The result of social strategy

Level	Score	Responses	Frequency		Percentage (%)	
			Good Score	Poor Score	Good Score	Poor Score
High	3.5-5.0	Always used	13	3	65.0	15.0
		Usually used				
Medium	2.5-3.4	Sometimes used	6	6	30.0	30.0
Low	1.0-2.4	Generally not used	1	11	5.0	55.0
		Never used				
		Total	20	20	100.0	100.0

From the result in the table 4.6, it reveals that 13 students with a good score (65.0%), 3 students with a poor score (15.0%) using the

responses always and usually and also are classified high category, 6 students who had a good score (30.0%), 6 students who had a poor score (30.0%) using the responses sometimes and also are classified medium category, while 1 student who had a good score (5.0%), and 11 students who had a poor score (55.0%) using the responses generally not and never and also are classified low category.

The general demographic data of the respondents. The results are shown based on the questionnaires as follows:

Table 4.7 Descriptive Statistics for students with good scores in the Use of LLS

Strategies	Mean	SD	Rank
Memory	3,32	0.58	4
Cognitive	3,71	0.50	1
Compensation	3.16	0.57	5
Metacognitive	3.57	0.59	3
Affective	3,13	0.74	6
Social	3.67	0.72	2

Based on the table 4.7, the most frequently used of six strategy categories by students with a good scores is cognitive strategy ($M=3.71$, $SD=0.50$), followed by social strategy as the second preferred strategy with an average mean score of ($M=3.67$, $SD=0.72$), metacognitive strategy ranked third in position ($M = 3.57$, $SD=0.59$), while memory strategy in

fourth place ($M = 3.33$ $SD=0.58$), compensation strategy as the fifth preferred ($M = 3.16$, $SD=0.57$) and affective strategy ranked in last position ($M=3.13$, $SD=0.74$).

Table 4.8 Descriptive Statistics for students with poor scores in the Used of LLS

Strategies	Mean	SD	Rank
Memory	2.12	0.84	6
Cognitive	2.40	0.66	4
Compensation	3.63	0.66	1
Metacognitive	2.38	0.74	5
Affective	2.43	0.66	3
Social	2.74	0.82	2

Based on the table 4.8, the most frequently used of six strategy categories by students who had a poor scores is compensation strategy ($M=3.63$, $SD=0.66$), followed by social strategy as the second preferred strategy with an average mean score of ($M =2.74$, $SD=0.82$), affective strategy ranked third in position ($M =2.43$, $SD=0.66$), cognitive strategy in fourth place ($M =2.40$, $SD=0.66$), metacognitive strategy ranked fifth in position ($M = 2.38$, $SD=0.74$) and memory strategy ranked in last position ($M=2.12$, $SD=0.84$) .

B. Discussions

1. Language Learning Strategy used by students with good and poor scores in SMAN 22 Makassar

a. Students with good score

Based on the findings, it was shown the most frequently used of strategies by students with good scores is high category. Then, the result in table 4.7, it indicates that cognitive strategy (M=3.71) become the most frequently used by students with good score, followed by social strategy (M=3.67), metacognitive strategy (M=3.57), memory strategy (M=3.32), compensation strategy (M=3.16), affective strategy (M=3.13).

Cognitive strategies were the most frequently used strategies by students with good score with the fact that the students of SMAN 22 Makassar is a non speaking English and learners have limited opportunity to learn English outside the classroom might trigger students to depend heavily on cognitive strategies that offer them enough opportunities to be active, initiative and responsible for their own learning. Lestari (2005) also found that compensation and cognitive strategies are the most frequently used by students. This result differs from what Oxford (1990) found in several studies in the past. He found that cognitive strategies were used limitedly and less frequently. The present study, however, found that cognitive strategies were used significantly by learners. This finding is supported by Cabaysa and Baetiong (2010) as well as Carson and

Longhini (Cohen 2010) showing that cognitive strategies were used more often by high school learners to improve their English speaking skills. In the present study, findings from individual cognitive strategies revealed strong preferences among learners to find ways to be better in English, find as many ways as possible to use English, pay attention when someone is speaking English, look for people to speak English and notice mistakes they made in English to improve.

Affective strategies are rated as the least frequently used strategies by students good scores. The reason that affective strategies were ranked as the least frequently used by students may consider learning a language as an academic or an intellectual process only. They may not be aware of the power of affective strategies such as increasing motivation, lowering anxiety and having positive attitudes in learning a foreign language and therefore, ranked them as the least favored strategies. Affective strategies were also the least frequently used ones. Though these strategies are very helpful for learners with difficulties the recent study shows that these strategies were not optimally used.

b. Students with poor scores

Based on the findings, the result on Table 4.8 it was shown that the compensation strategy (M=3.63) become the most frequently used by students with poor score, followed by social strategy (M=2.74), affective strategy (M=2.43), cognitive strategy (M=2.40), metacognitive strategy (M=2.38) and memory strategy (M=2.12).

The reasons why compensation strategy is the most frequently strategies used by students with poor score because compensation strategy could help learners comprehend or produce language despite their insufficient knowledge. It supports Huang's finding (2009) which showed that in improving learners' speaking skills, compensation strategies were mostly used.

In addition, in an EFL learning context, the lack of opportunity to learn language in real life situation. The nature of compensation strategies makes them suitable to be used in learning speaking. These strategies then, help the users to use all they have to overcome limitations to make the listeners receive the message they want to deliver.

Memory strategies are rated as the least frequently used by students with good score. The data were supported by Tam (2013) that memory strategies the least frequently used by students. In this research, it is possible that students were not familiar with some of the memory-related items such as using flashcards to remember new words, physically act out new English word and using rhymes to remember new words; therefore, they reported employing fewer memory strategies compared with other strategies. Another possible reasons for the infrequent use of memory strategies might be related to the teaching approaches in the EFL classrooms that have shifted from memorization, creative thinking and independent learning.

The least frequently used strategies employed by the learners were memory strategies. It showed that in learning speaking, senior high school learners who in fact have experienced learning speaking for some years, go beyond memorizing in their learning. Out of six levels of learning proposed by Blom (1956), memorizing is the first level of learning. Thus, these learners investigated were not in the first level of learning. They had been able to move beyond the basic levels of memorization of vocabulary and grammar (Hong-Nam & Levell, 2006 as cited in Eslami, 2008). Meanwhile, Oxford (1990) states that the less frequently used memory strategies might be due to the fact that they simply do not use these strategies or are unaware of how often they employ the strategies.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the current study. Going further suggestions are also presented.

A. Conclusion

Based on the previous findings and discussions the researcher concluded that

1. The learning strategies used by the learners who had good score were cognitive strategies (M=3.71), followed by social strategy (M=3.67), and metacognitive strategy (M = 3.57), memory strategy (M = 3.32), compensation strategy (M =3.16) and affective strategy (M=3.13).
2. The learning strategies used by the learners who had poor score were compensation strategy (M=3.63), followed by social strategy (M=2.74), and affective strategy (M = 2.43), cognitive strategy (M =2.40), metacognitive strategy (M = 2.38) and memory strategy (M=2.16).

B. Suggestion

Based on the conclusion above, it is suggested that in language learning strategies in speaking are:

1. It is important to make learners aware of what they can do in learning, particularly in learning to speak English. Thus they can utilize various strategies to combine, choose, and sequence. By being familiar with lots of strategies, they can better search for suitable strategies to be used.
2. Though the use of language learning strategies is influenced by a variety of learners' factors, it is worth to note what successful learners have

done in their learning so that they can obtain good learning outcomes. By knowing what they do in learning speaking, learners can set priorities to try these strategies.

3. Teachers are suggested to be more aware of the presence of these strategies. Moreover they should help, facilitate, and guide students in the utilization of these strategies. Language learning strategies are able to be changed and modified by strategy training because these strategies are teachable.

Not only making learners aware of the strategies, teachers should also pay attention to learners' use of strategies. It is found that the higher achievers in speaking show harder attempt in learning. Hence, the frequency of strategy use is as much important as the choice itself. Therefore basically, increasing the frequency of strategies is indeed important.

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QUESTIONNAIRE

Nama :

Kelas :

Berilah tanda(√) pada pada salah satu kolom (selalu, sering, kadang-kadang, jarang, dan tidak pernah) sesuai dengan pengalaman anda.

No	Pernyataan	Tidak pernah (1)	Jarang (2)	Kadang-kadang (3)	Sering (4)	Selalu (5)
Memori						
1	Saya Menggunakan kata-kata Bahasa Inggris yang baru didalam sebuah kalimat sehingga saya bisa mengingatnya dan mempraktikkan berbicara.					
2	Saya menggunakan irama untuk mengingat kata-kata Bahasa Inggris yang baru.					
3	Saya sering melihat kembali pelajaran-pelajaran Bahasa Inggris.					
4	Saya mengucapkan atau menulis kata-kata Bahasa Inggris yang baru beberapa kali.					
Kognitif						
5	Saya mencoba untuk berbicara seperti pembicara asli dalam Bahasa Inggris.					

6	Saya Menggunakan kamus dalam berbahasa Inggris.					
7	Saya menggunakan kata-kata Bahasa Inggris yang saya tahu dalam cara yang berbeda.					
8	Saya memulai percakapan- percakapan dalam Bahasa Inggris.					
9	Saya menonton TV yang menampilkan pembicara berbahasa Inggris atau pergi menonton film yang berbahasa Inggris.					
10	Saya mencoba untuk menemukan pola/rumus dalam Bahasa Inggris.					
11	Saya memperhatikan ketika seseorang sedang berbicara Bahasa Inggris.					
Kompensasi						
12	Saya mencoba tidak menerjemahkan kata per kata.					
13	Ketika saya tidak bisa memikirkan sebuah kata selama percakapan Bahasa Inggris, saya menggunakan gerakan isyarat.					
14	Saya mengarang kata-kata baru jika saya tidak mengetahui salah satu kata yang benar dalam Bahasa Inggris.					
15	Jika saya tidak bisa					

	memikirkan sebuah kata dalam Bahasa Inggris, saya menggunakan sebuah kata/susunan kata-kata yang mempunyai makna yang sama.					
16	Ketika saya tidak bisa memikirkan sebuah kata selama percakapan Bahasa Inggris, saya menggunakan ungkapan bahas Indonesia.					
17	Saya menghindari situasi-situasi atau topik-topik tertentu selama percakapan Bahasa Inggris karena mereka terlalu sulit.					
18	Saya memilih topik-topik percakapan dalam Bahasa Inggris.					
19	Jika saya tidak bisa memikirkan kata-kata Bahasa Inggris untuk mengucapkan sebuah pesan, saya membuat ide yang lebih sederhana.					
Metakognitif						
20	Saya memberikan hadiah untuk diri saya ketika saya biasa menggunakan bahasa inggris dengan baik.					
21	Saya mencoba untuk menemukan bagaimana menjadi pelajar yang lebih baik dalam Bahasa Inggris.					
22	Saya mengatur					

	perencanaan-perencanaaanku sehingga saya akan mempunyai cukup waktu untuk belajar Bahasa Inggris.					
23	Saya mencari kesempatan untuk membaca sebanyak mungkin dalam bahasa Inggris.					
24	Saya mempunyai tujuan yang jelas untuk meningkatkan kemampuan Bahasa Inggris.					
25	Isaya berfikir tentang kemajuanku dalam belajar Bahasa Inggris.					
Affektif						
26	Saya memberi pujian pada diri sendiri tatkala berhasil dalam belajar.					
27	Saya mencoba untuk bersantai sewaktu-waktu saya merasa takut dalam menggunakan Bahasa Inggris.					
28	Saya bahkan meyakinkan diriku dalam berbicara Bahasa Inggris ketika saya takut untuk membuat sebuah kesalahan.					
29	Saya memberi diriku sebuah penghargaan atau sesuatu yang menyenangkan ketika saya melakukannya dengan baik.					
30	Saya memperhatikan					

	jika saya tegang atau gugup ketika saya sedang belajar atau berbicara dalam Bahasa Inggris.					
31	Saya menulis perasaanku didalam sebuah buku harian pembelajarn Bahasa Inggris					
Sosial						
32	Saya mencari orang-orang yang saya bisa ajak untuk Berbicara Bahasa Inggris					
33	Saya meminta lawan bicara untuk mengulang Perkataannya.					
34	Saya meminta lawan bicara untuk berbicara agak lambat.					
35	Saya berbicara kepada orang lain tentang bagaimana perasaanku ketika saya belajar Bahasa Inggris.					
36	Saya meminta kepada pembicara Bahasa Inggris untuk memperbaiki ketika saya berbicara.					
37	Saya mempraktikan Bahasa Inggris dengan siswa yang lain.					
38	Saya meminta bantuan dari pembicara Bahasa Inggris.					
39	Saya mencoba untuk belajar tentang budaya dalam berbicara Bahasa					

	Inggris.					
40	Saya meminta bantuan dari penutur asli Bahasa Inggris					

g	3	2	2	4	4	3	3	4	4	3	4	4	5	5	4	4	3	4	3	3	2	2	4	4	4	3	3	3	3	4	1	5	4	3	2	3	4	3	4	2
g	2	3	5	2	5	2	4	2	5	2	5	5	5	4	4	5	3	5	2	1	5	3	2	5	3	4	5	3	1	3	1	5	4	4	2	5	5	4	3	3
g	3	1	3	4	5	5	3	3	2	2	5	3	4	3	2	4	4	4	3	2	3	4	3	4	4	4	4	3	4	1	4	4	4	2	3	3	4	2	2	
g	3	2	4	4	5	5	3	5	5	4	5	4	2	3	4	3	3	4	4	2	5	4	4	5	4	4	4	5	2	4	1	5	3	2	3	4	4	4	5	3

APPENDIX 3 PROFILE OF STUDENTS WITH POOR SCORES

Kategori	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
P	1	3	2	2	2	2	2	3	5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	3	2	2	2	2	2	2	2	5		
p	3	2	3	2	3	5	4	2	2	3	2	3	3	2	3	4	2	4	3	3	2	4	3	2	3	3	2	3	2	3	2	3	4	2	3	4	2	3	4	2	3	3	5
p	2	1	3	3	3	4	2	3	2	4	5	1	2	1	1	3	1	3	2	1	5	4	4	5	5	1	1	3	2	2	1	3	3	4	4	4	5	3	4	5	1		
p	2	2	2	3	3	3	3	3	1	2	2	2	1	2	3	2	3	2	3	1	3	2	3	3	2	3	3	3	3	3	1	3	3	2	2	3	3	2	2	2	2		
p	2	1	2	3	3	2	3	2	3	2	3	3	1	2	2	4	3	2	1	1	4	3	2	2	2	3	3	3	3	3	4	1	3	3	2	2	3	2	2	2	2		
p	1	1	2	2	1	2	2	1	2	1	3	1	2	2	1	3	3	1	2	1	3	2	2	3	3	3	2	2	1	2	1	2	2	3	3	3	3	3	3	3	2		
p	2	3	3	3	2	4	5	3	2	2	3	3	3	3	3	5	4	3	3	1	1	1	3	3	3	4	5	3	4	5	1	3	2	3	4	5	3	4	3	1			
p	5	2	3	3	3	5	1	3	3	2	4	2	3	2	4	3	2	2	3	4	2	3	2	1	3	3	4	3	4	3	1	1	1	2	4	1	4	1	4	1	3	4	
p	5	4	5	3	1	2	1	4	3	1	4	3	5	1	3	3	3	2	2	2	5	1	2	2	2	4	2	3	1	2	1	4	2	1	2	4	3	2	2	2			
p	1	2	1	1	1	2	2	1	2	1	1	2	1	1	1	1	2	1	1	1	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1	2	1	2	2	1	2		
p	1	1	1	1	1	2	1	1	1	4	4	3	2	3	4	4	4	4	4	1	4	2	2	4	4	2	5	4	1	4	2	2	3	3	4	5	5	4	2	3			
p	1	1	1	1	1	1	1	1	1	2	2	2	2	2	3	3	3	2	3	1	1	2	3	2	1	2	3	2	1	3	5	5	5	5	5	5	5	5	5	3	3	5	
p	3	2	4	3	4	5	2	4	4	3	4	2	4	4	5	5	2	3	4	4	5	2	4	5	5	5	4	1	2	4	1	5	4	3	4	5	4	5	4	5	4	4	
p	1	1	1	1	1	2	1	1	1	4	4	3	2	3	4	4	4	4	4	1	4	2	2	4	4	2	5	4	1	4	2	2	3	3	4	5	5	4	2	3			
p	3	2	2	2	2	4	2	3	4	2	3	2	1	2	3	3	2	2	3	1	2	2	1	1	2	3	2	2	1	2	1	3	2	2	2	4	1	4	1	1			
p	1	1	2	2	2	1	1	2	1	1	3	1	1	4	1	4	5	1	1	1	2	1	2	2	1	2	1	1	1	1	2	1	1	1	1	2	1	1	1	2	2		
p	3	1	2	2	2	1	2	2	2	1	2	4	4	4	4	4	2	2	1	2	3	2	1	3	3	3	2	2	2	3	1	2	2	4	2	4	2	4	2	4	2	4	

p	2	2	3	3	3	3	2	3	4	2	4	2	2	2	2	5	3	2	4	3	4	2	2	2	3	3	3	3	2	3	1	4	2	2	1	3	1	4	2	3
p	2	3	3	3	2	2	2	2	2	2	4	3	3	3	4	5	3	2	4	1	3	2	2	4	3	2	5	5	2	5	1	1	1	4	1	4	3	2	1	3
p	2	1	2	1	2	3	3	1	2	1	4	2	3	1	2	5	3	2	3	1	3	1	2	1	2	4	3	2	3	3	1	2	3	4	1	2	1	1	2	2

APPENDIX 4. STRATEGIES USED BY STUDENTS WITH A GOOD SCORES

	memori							kognitif						
1	2	3	4	jmlh	rata2	5	6	7	8	9	10	11	jmlh	rata2
3	3	2	2	10	2.5	3	3	4	3	5	3	4	25	3.571429
5	3	3	3	14	3.5	4	4	3	5	5	5	4	30	4.285714
4	2	3	4	13	3.25	4	5	5	4	5	3	5	31	4.428571
3	3	3	4	13	3.25	2	4	3	2	5	2	4	22	3.142857
4	3	5	5	17	4.25	3	5	4	4	3	4	5	28	4
3	3	2	3	11	2.75	4	5	2	2	4	2	4	23	3.285714
3	2	3	4	12	3	4	5	4	2	4	2	4	25	3.571429
5	5	4	5	19	4.75	3	4	4	3	2	3	5	24	3.428571
4	5	4	4	17	4.25	4	3	3	4	3	4	3	24	3.428571
3	1	5	2	11	2.75	1	2	3	1	5	1	5	18	2.571429
3	5	2	3	13	3.25	5	3	5	3	5	4	5	30	4.285714
3	2	4	5	14	3.5	3	3	3	4	5	3	5	26	3.714286
3	3	3	4	13	3.25	4	4	3	3	2	3	5	24	3.428571
3	2	4	3	12	3	3	4	5	3	4	4	4	27	3.857143
4	4	4	3	15	3.75	4	3	3	3	4	3	4	24	3.428571
3	4	5	3	15	3.75	5	3	5	4	5	4	5	31	4.428571
3	2	2	4	11	2.75	4	3	3	4	4	3	4	25	3.571429
2	3	5	2	12	3	5	2	4	2	5	2	5	25	3.571429
3	1	3	4	11	2.75	5	5	3	3	2	2	5	25	3.571429
3	2	4	4	13	3.25	5	5	3	5	5	4	5	32	4.571429

	Affektif								sosial									
26	27	28	29	30	31	jmlh	rata2	32	33	34	35	36	37	38	39	40	jmlh	rata2
3	4	3	2	2	2	16	2.666667	2	3	2	4	4	3	5	4	3	30	3.333333
5	4	4	2	2	2	19	3.166667	4	5	3	5	5	5	5	5	5	42	4.666667
5	3	3	1	1	3	16	2.666667	5	5	5	3	5	3	5	3	4	38	4.222222
4	3	3	4	3	3	20	3.333333	4	5	5	3	4	3	5	4	5	38	4.222222
3	4	4	4	3	3	21	3.5	4	3	3	3	4	4	3	3	4	31	3.444444
5	5	5	5	5	3	28	4.666667	3	5	5	4	4	3	4	2	4	34	3.777778
4	2	4	2	3	1	16	2.666667	2	4	4	2	5	3	4	4	5	33	3.666667
5	3	4	1	3	3	19	3.166667	3	5	5	5	5	5	3	4	1	36	4
4	4	4	3	3	3	21	3.5	4	5	5	5	4	5	4	5	5	42	4.666667
2	1	1	1	1	1	7	1.166667	1	2	2	1	4	1	2	2	1	16	1.777778
3	4	3	2	3	1	16	2.666667	4	3	2	1	3	2	2	4	3	24	2.666667
2	2	4	3	2	1	14	2.333333	3	2	2	2	4	3	5	4	3	28	3.111111
5	2	3	5	5	5	25	4.166667	3	4	4	5	5	3	4	3	1	32	3.555556
4	4	4	3	5	2	22	3.666667	4	2	4	4	4	3	4	4	3	32	3.555556
3	2	3	3	4	2	17	2.833333	3	4	4	4	4	4	4	4	3	34	3.777778
5	3	5	5	5	1	24	4	5	5	5	5	5	5	5	5	5	45	5
3	3	3	3	4	1	17	2.833333	5	4	3	2	3	4	3	4	2	30	3.333333
4	5	3	1	3	1	17	2.833333	5	4	4	2	5	5	4	3	3	35	3.888889
4	4	4	3	4	1	20	3.333333	4	4	4	2	3	3	4	2	2	28	3.111111

4	4	5	2	4	1	20	3.333333	5	3	2	3	4	4	4	5	3	33	3.666667
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APPENDIX 5. STRATEGIES USED BY STUDENTS WITH A POOR SCORES

		memori						kognitif								
1	2	3	4	jumlah	rata2		5	6	7	8	9	10	11	jumlah	rata2	
1	3	2	2	8	2		2	2	2	3	5	2	2	18	2.571429	
3	2	3	2	10	2.5		3	5	4	2	2	3	2	21	3	
2	1	3	3	9	2.25		3	4	2	3	2	4	5	23	3.285714	
2	2	2	3	9	2.25		3	3	3	3	1	2	2	17	2.428571	
2	1	2	3	8	2		3	2	3	2	3	2	3	18	2.571429	
1	1	2	2	6	1.5		1	2	2	1	2	1	3	12	1.714286	
2	3	3	3	11	2.75		2	4	5	3	2	2	3	21	3	
5	2	3	3	13	3.25		3	5	1	3	3	2	4	21	3	
5	4	5	3	17	4.25		1	2	1	4	3	1	4	16	2.285714	
1	2	1	1	5	1.25		1	2	2	1	2	1	1	10	1.428571	
1	1	1	1	4	1		1	2	1	1	1	4	4	14	2	
1	1	1	1	4	1		1	1	1	1	1	2	2	9	1.285714	
3	2	4	3	12	3		4	5	2	4	4	3	4	26	3.714286	
1	1	1	1	4	1		1	2	1	1	1	4	4	14	2	
3	2	2	2	9	2.25		2	4	2	3	4	2	3	20	2.857143	
1	1	2	2	6	1.5		2	1	1	2	1	1	3	11	1.571429	
3	1	2	2	8	2		2	1	2	2	2	1	2	12	1.714286	
2	2	3	3	10	2.5		3	3	2	3	4	2	4	21	3	
2	3	3	3	11	2.75		2	2	2	2	2	2	4	16	2.285714	
2	1	2	1	6	1.5		2	3	3	1	2	1	4	16	2.285714	

26	27	28	29	30	31	jumlah	rata2		32	33	34	35	36	37	38	39	40	jumlah	rata2
2	2	2	2	2	1	11	1.833333		2	3	2	2	2	2	2	2	5	22	2.444444
3	2	3	2	3	2	15	2.5		3	4	2	3	4	2	3	3	5	29	3.222222
1	1	3	2	2	1	10	1.666667		3	3	4	4	5	3	4	5	1	32	3.555556
3	3	3	3	3	1	16	2.666667		3	3	2	2	3	3	2	2	2	22	2.444444
3	3	3	3	4	1	17	2.833333		3	3	2	2	3	2	2	2	2	21	2.333333
3	2	2	1	2	1	11	1.833333		2	2	3	3	3	3	3	3	2	24	2.666667
4	5	3	4	5	1	22	3.666667		3	2	3	4	5	3	4	3	1	28	3.111111
3	4	3	4	3	1	18	3		1	1	2	4	1	4	1	3	4	21	2.333333
4	2	3	1	2	1	13	2.166667		4	2	1	2	4	3	2	2	2	22	2.444444
1	1	2	1	1	1	7	1.166667		1	1	1	2	1	2	2	1	2	13	1.444444
2	5	4	1	4	2	18	3		2	3	3	4	5	5	4	2	3	31	3.444444
2	3	2	1	3	5	16	2.666667		5	5	5	5	5	5	3	3	5	41	4.555556
5	4	1	2	4	1	17	2.833333		5	4	3	4	5	4	5	4	4	38	4.222222
2	5	4	1	4	2	18	3		2	3	3	4	5	5	4	2	3	31	3.444444
3	2	2	1	2	1	11	1.833333		3	2	2	2	4	1	4	1	1	20	2.222222
2	1	1	1	2	1	8	1.333333		1	1	1	2	1	1	1	2	2	12	1.333333
3	2	2	2	3	1	13	2.166667		2	2	4	2	4	2	4	2	4	26	2.888889
3	3	3	2	3	1	15	2.5		4	2	2	1	3	1	4	2	3	22	2.444444
2	5	5	2	5	1	20	3.333333		1	1	4	1	4	3	2	1	3	20	2.222222
4	3	2	3	3	1	16	2.666667		2	3	4	1	2	1	1	2	2	18	2

	kompetensi												metakognitif						
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12	13	14	15	16	17	18	19	jumlah	rata2		20	21	22	23	24	25	jumlah	rata2
2	2	2	2	2	2	2	2	16	2		2	2	2	2	2	2	12	2
3	3	2	3	4	2	4	3	24	3		3	2	4	3	2	3	17	2.833333
1	2	1	1	3	1	3	2	14	1.75		1	5	4	4	5	5	24	4
2	1	2	3	2	3	2	3	18	2.25		1	3	2	3	3	2	14	2.333333
3	1	2	2	4	3	2	1	18	2.25		1	4	3	2	2	2	14	2.333333
1	2	2	1	3	3	1	2	15	1.875		1	3	2	2	3	3	14	2.333333
3	3	3	3	5	4	3	3	27	3.375		1	1	1	3	3	3	12	2
2	3	2	4	3	2	2	3	21	2.625		4	2	3	2	1	3	15	2.5
3	5	1	3	3	3	2	2	22	2.75		2	5	1	2	2	2	14	2.333333
2	1	1	1	1	2	1	1	10	1.25		1	1	2	1	1	2	8	1.333333
3	2	3	4	4	4	4	4	28	3.5		1	4	2	2	4	4	17	2.833333
2	2	2	3	3	3	2	3	20	2.5		1	1	2	3	2	1	10	1.666667
2	4	4	5	5	2	3	4	29	3.625		4	5	2	4	5	5	25	4.166667
3	2	3	4	4	4	4	4	28	3.5		1	4	2	2	4	4	17	2.833333
2	1	2	3	3	2	2	3	18	2.25		1	2	2	1	1	2	9	1.5
1	1	4	1	4	5	1	1	18	2.25		1	2	1	2	2	1	9	1.5
4	4	4	4	4	2	2	1	25	3.125		2	3	2	1	3	3	14	2.333333
2	2	2	2	5	3	2	4	22	2.75		3	4	2	2	2	3	16	2.666667
3	3	3	4	5	3	2	4	27	3.375		1	3	2	2	4	3	15	2.5
2	3	1	2	5	3	2	3	21	2.625		1	3	1	2	1	2	10	1.666667

APPENDIX 6. Group statistics of Students with good scores in the use of LLS
Modified

		Statistics					
		memory	cognitive	compensasi	metacognitive	affective	social
N	Valid	20	20	20	20	20	20
	Missing	0	0	0	0	0	0
Mean		3.33	3.71	3.16	3.57	3.13	3.67
Std. Deviation		.585	.500	.573	.591	.743	.728
Range		2	2	2	2	4	3

memory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	5.0	5.0	5.0
	3	4	20.0	20.0	25.0
	3	3	15.0	15.0	40.0
	3	5	25.0	25.0	65.0
	4	2	10.0	10.0	75.0
	4	2	10.0	10.0	85.0
	4	2	10.0	10.0	95.0
	5	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

cognitive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	5.0	5.0	5.0
	3	1	5.0	5.0	10.0
	3	1	5.0	5.0	15.0
	3	4	20.0	20.0	35.0
	4	5	25.0	25.0	60.0
	4	1	5.0	5.0	65.0
	4	1	5.0	5.0	70.0
	4	1	5.0	5.0	75.0

	4	2	10.0	10.0	85.0
	4	2	10.0	10.0	95.0
	5	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

compensasi

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	2	10.0	10.0
	2	1	5.0	15.0
	3	2	10.0	25.0
	3	1	5.0	30.0
	3	1	5.0	35.0
	3	4	20.0	55.0
Valid	3	3	15.0	70.0
	4	1	5.0	75.0
	4	1	5.0	80.0
	4	2	10.0	90.0
	4	1	5.0	95.0
	4	1	5.0	100.0
	Total	20	100.0	100.0

metacognitive

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	1	5.0	5.0
	3	1	5.0	10.0
	3	1	5.0	15.0
	3	3	15.0	30.0
Valid	3	3	15.0	45.0
	4	2	10.0	55.0
	4	2	10.0	65.0
	4	2	10.0	75.0
	4	2	10.0	85.0
	4	1	5.0	90.0

5	1	5.0	5.0	95.0
5	1	5.0	5.0	100.0
Total	20	100.0	100.0	

affective

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	5.0	5.0	5.0
2	1	5.0	5.0	10.0
3	4	20.0	20.0	30.0
3	3	15.0	15.0	45.0
3	2	10.0	10.0	55.0
3	3	15.0	15.0	70.0
4	2	10.0	10.0	80.0
4	1	5.0	5.0	85.0
4	1	5.0	5.0	90.0
4	1	5.0	5.0	95.0
5	1	5.0	5.0	100.0
Total	20	100.0	100.0	

social

	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	5.0	5.0	5.0
3	1	5.0	5.0	10.0
3	2	10.0	10.0	20.0
3	2	10.0	10.0	30.0
3	1	5.0	5.0	35.0
4	2	10.0	10.0	45.0
4	2	10.0	10.0	55.0
4	2	10.0	10.0	65.0
4	1	5.0	5.0	70.0
4	1	5.0	5.0	75.0
4	2	10.0	10.0	85.0
5	2	10.0	10.0	95.0

5	1	5.0	5.0	100.0
Total	20	100.0	100.0	

APPENDIX 7. Group statistics of Students with poor scores in the use of LLS
Modified

		Statistics					
		memory	cognitive	compensasi	metacognitive	affective	social
N	Valid	20	20	20	20	20	20
	Missing	0	0	0	0	0	0
Mean		2.13	2.40	2.63	2.38	2.43	2.74
Std. Deviation		.841	.665	.660	.744	.665	.826
Range		3	2	2	3	3	3

		memory			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	15.0	15.0	15.0
	1	1	5.0	5.0	20.0
	2	3	15.0	15.0	35.0
	2	3	15.0	15.0	50.0
	2	3	15.0	15.0	65.0
	3	2	10.0	10.0	75.0
	3	2	10.0	10.0	85.0
	3	1	5.0	5.0	90.0
	3	1	5.0	5.0	95.0
	4	1	5.0	5.0	100.0
Total		20	100.0	100.0	

		cognitive			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	5.0	5.0	5.0
	1	1	5.0	5.0	10.0
	2	1	5.0	5.0	15.0
	2	2	10.0	10.0	25.0
	2	2	10.0	10.0	35.0
	2	3	15.0	15.0	50.0

2	1	5.0	5.0	55.0
3	2	10.0	10.0	65.0
3	1	5.0	5.0	70.0
3	4	20.0	20.0	90.0
3	1	5.0	5.0	95.0
4	1	5.0	5.0	100.0
Total	20	100.0	100.0	

compensasi

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	5.0	5.0	5.0
2	1	5.0	5.0	10.0
2	1	5.0	5.0	15.0
2	1	5.0	5.0	20.0
2	4	20.0	20.0	40.0
3	1	5.0	5.0	45.0
3	2	10.0	10.0	55.0
3	2	10.0	10.0	65.0
3	1	5.0	5.0	70.0
3	1	5.0	5.0	75.0
3	2	10.0	10.0	85.0
4	2	10.0	10.0	95.0
4	1	5.0	5.0	100.0
Total	20	100.0	100.0	

metacognitive

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	5.0	5.0	5.0
2	2	10.0	10.0	15.0
2	2	10.0	10.0	25.0
2	2	10.0	10.0	35.0
2	5	25.0	25.0	60.0
3	2	10.0	10.0	70.0

	3	1	5.0	5.0	75.0
	3	3	15.0	15.0	90.0
	4	1	5.0	5.0	95.0
	4	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

affective

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	1	5.0	5.0
	1	1	5.0	10.0
	2	1	5.0	15.0
	2	3	15.0	30.0
	2	2	10.0	40.0
Valid	3	2	10.0	50.0
	3	3	15.0	65.0
	3	2	10.0	75.0
	3	3	15.0	90.0
	3	1	5.0	95.0
	4	1	5.0	100.0
	Total	20	100.0	100.0

social

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	1	5.0	5.0
	1	1	5.0	10.0
	2	1	5.0	15.0
	2	2	10.0	25.0
Valid	2	2	10.0	35.0
	2	4	20.0	55.0
	3	1	5.0	60.0
	3	1	5.0	65.0
	3	1	5.0	70.0
	3	1	5.0	75.0

3	2	10.0	10.0	85.0
4	1	5.0	5.0	90.0
4	1	5.0	5.0	95.0
5	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Appendix 8. Research Documentation





