

## Exploring Indonesian College Students Strategies in Learning English Language

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### Abstract

This study explored college students strategies in learning English language. Two questions were presented. The first question is what strategies are used by the students in learning English language and the second question is how do the students use strategies in learning English language. To answer the first question, 201 college students gave respond on Strategy Inventory For Language Learning (SILL) questionnaire. Then, to answer the last question, five students participated in think aloud protocol (TAP) sessions. The data analysis from SILL questionnaire showed that the students were medium user of strategies in learning English language. The strategies then ranked from social strategies, followed by metacognitive, cognitive, affective, compensation, and memory strategies at the latter position. Then, to find out how do the students use strategies in learning English language, think aloud protocol (TAP) sessions with inter rater reliability 0.858 presented that the students made use of three major strategies in learning English language, cognitive strategies, metacognitive strategies, and compensation strategies. These three strategies were used by the students in three different activities (understanding reading passage, dealing with unfamiliar words or phrases and self-awareness) as the study was limited to reading skills. In conclusion, the students made use of different strategies when doing particular task given to them. At this point, students in some ways have the ability to learn by themselves, that is by using strategies as lecturers cannot always facilitate students' learning, especially when lecturers teach large class.

*Keywords:* English language, English language learning, individual differences, language learning strategies, strategy in learning, psychology of language learner

## Introduction

The atmosphere of English language learning the Indonesian students had before taking higher education in college whether at home, their neighborhood and even previous schools haven't give the students much exposure for them to learn or practice English. As Saslow and Ascher (2005) pointed out that the language learning experience in an neighborhood which is surrounded by the English language is more effective by means of giving exposure and opportunities to practice with each other. However, it doesn't stop the college students to learn English. Instead, English language is encourage to be learned as part of higher education curriculum.

One of the reasons are, scientific literature which are important for their study mainly are written in English language. Besides, there are a lot of opportunities to enrich knowledge and life experience by communicating with people or specifically scholars from other countries by using English language. These reasons provide the students purposes to learn English as foreign language.

As stated above, to achieve the purpose, the students have to learn English as foreign language. In the progress of English language learning, one of the factors which has influence to be successful English language learner is individual differences.

Individual differences, as pointed out by Dörnyei (2005) is characteristics of individuals which showed them to be different from each other. One of the individual differences which is being the main focus of this study is learning strategies. Strategies or learning strategies or even language learning strategies could be in many forms which are useful to improve language learning by facilitating internalization, storage, retrieval or use of the new language. Brown (2000) even noted that learners use different strategies to solve or approach a problem. Language learning strategies are very promising and not many articles or journals have been published about language learning strategies specifically to Indonesian college students.

As a result, the purposes of this research are: (1) to find out the strategies that have been used by the college students in learning English language; and (2) to find out how the college students use strategies in learning English language. At this point, this study presented findings on what strategies have been used by college students and how they use it in learning English language.

## Literature Review

### *The Nature of Language Learning Strategies*

Language learning strategies, or any other terms such as learning strategies or even strategies was actually has been well defined by Oxford (1999) who use the term learning strategies and proposed its definition as "specific actions, behaviors, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language. These strategies can facilitate the internalization, storage, retrieval, or use of the new language" (p. 518).

The definition gave broad understanding not just about what the form of learning strategies can be but also provided the use of the learning strategies in developing skills in a second or foreign language by facilitating internalization, storage, retrieval or use of the new language.

Then, Brown (2000) defined strategies as "specific methods of approaching problems or task, modes of operation for achieving a particular end, planned design for controlling and

manipulating certain informations" (p. 113). The definition showed more specific form of strategies that exist which is used to achieve a specific purpose.

Referring to these two definitions, strategies or learning strategies or even language learning strategies could be in many forms which are useful to improve language learning by facilitating internalization, storage, retrieval or use of the new language. Brown (2000) also noted that learners use different strategies to solve or approach a problem.

#### ***Taxonomy of Language Learning Strategies***

Two taxonomies of language learning strategies are presented in this study (Present tense). First is by O'Malley and Chamot (1990) which classified language learning strategies into three categories, namely (1) cognitive strategies; (2) metacognitive strategies; and (3) social/affective strategies. Then, Oxford (1990) provides a more specific classification of language learning strategies, namely: (1) cognitive strategies; (2) memory strategies; (3) compensation strategies; (4) affective strategies; and (5) social strategies.

These two taxonomies are almost the same where cognitive strategies of O'Malley and Chamot (1990) are specified by Oxford (1990) into cognitive and memory strategies. Then, social/affective strategies of O'Malley and Chamot (1990) are considered standalone strategies in Oxford (1990), affective and social strategies. Meanwhile, metacognitive strategies are exist in both taxonomies, and compensation appeared only in Oxford (1990) taxonomy.

Regarding to these two taxonomies, Oxford (1990) taxonomy provides a clear cut of categories of language learning strategies.

#### ***Research on Language Learning Strategies***

There are many research have been conducted on language learning strategies especially related to English as foreign language (EFL). Some of them are mentioned below.

First, there are some studies which overview previous language learning strategies theories (Clouston, 1997; Griffiths, 2004; Lee, 2010) and resulted a very broad perspective on language learning strategies as the theories have been reviewed many times.

As a result, the development of language learning strategies theories have led many researchers to conduct more research on language learning strategies. That is why, many studies on language learning strategies are correlated to other aspects, such as foreign language teaching (Hismanoglu, 2000; Chamot, 2004), English language proficiency (Mingyuan, 2001; Azumi, 2008), gender (Tercanlioglu, 2004) and many more. Moreover, one classic topic that exist nowadays is language learning strategy preferences (Özmen, 2012).

These studies have inspired the researcher to find out language learning strategies preferences in Indonesian college students context. What makes this research different is that besides language learning strategy preferences, the research also focusing on how do the Indonesian college students use strategies in learning English language.

## **Method**

### ***Subjects***

201 first year students of College of Teacher Training and Education of Teachers Association of The Republic of Indonesia of Pontianak, West Borneo, Indonesia or known as STKIP-PGRI Pontianak, West Borneo, Indonesia who are taking English education study program as their area of interest gave respond through Strategy Inventory for Language Learning or known as SILL. Then, five college students were chosen purposively to join think aloud protocol sessions. There was no specific criteria used to choose the sample. In this case, the

college students were chosen from five different classes who have filled Strategy Inventory for Language Learning (SILL) questionnaire.

#### ***Techniques of Data Collection***

Two techniques were used to collect the data, Strategy Inventory for Language Learning (SILL) questionnaire and think aloud protocol or known as (TAP).

#### ***Strategy Inventory for Language Learning (SILL)***

SILL is well known by its use to identify language learning strategy preferences. Kazamia (2007) pointed out that SILL consist of 50 items which the items presenting language learning strategy and every respondents will be asked to respond to the SILL items by indicating how frequently they use those strategies by selecting one response out of five Likert scale options.

The SILL classified language learning strategies into six parts which use Oxford (1990) classification of language learning strategies (memory, cognitive, compensation, metacognitive, social and affective strategies).

Knowing that SILL has been used worldwide, a pilot test was conducted to check its reliability to 40 students who have the same characteristics with the sample. The data has been analyzed by using SPSS. or known as Statistical Package for the Social Sciences.

Based on the result of SPSS, the reliability coefficient Cronbach alpha was found to be .902, which showed that it was highly reliable.

#### ***Think Aloud Protocol (TAP)***

Think Aloud Protocol or known as TAP was used to provide how the students use strategies in learning English language. TAP is very commonly used to explore language learning strategies (Ohly, 2007).

Specifically, a reading task was given to the students. And while the students do the task, they should talk what they think to give insight of how students use strategies in learning English. Moreover, even though it seems that TAP will be focusing more to mental processes, to cover the entire language learning strategies that have been identified, the students were allowed to interact with other students and use both Indonesian or English language as long as it is beneficial for them while doing their task. The process was audio recorded. In addition, before the real TAP begin, a practice was conducted before to achieve better results

To make the data analysis reliable, two raters were invited to give judgment on TAP analysis. As a result, the inter rater reliability as evaluated by the kappa reliability test, was 0.858 with a standard error of 0.05.

#### ***Techniques of Data Analysis***

The result of SILL was analyzed to provide description of the data, in this case, frequency distribution of the language learning strategies that are more to less frequently used by the students in learning English language. Meanwhile, the data from TAP was analyzed qualitatively. After the students think aloud procedure have been audio recorded, the recording then transcribed to do a content analysis. There were two raters who gave their judgements on the transcriptions to find out the strategies and how do the strategies were used during the task given. Finally, the result from the transcript was summarized to describe how do the students use strategies in learning English language.

## Findings

### *The Analysis of Strategy Inventory For Language Learning Questionnaire Result*

There were 201 respondents who filled in the SILL questionnaire. From the data analysis, the overall average score ( $m= 3.25$ ) showed that the strategies used are at medium degree. Then, the strategies were ranked from the highest mean to the lowest mean. It showed that social strategies at the first rank with an average score of 3.53, followed by metacognitive strategies with average score of 3.46, then cognitive strategies with average score of 3.24 at the third rank, affective strategies with average score of 3.15 at the fourth rank, compensation strategies with average score of 3.06 at the fifth rank, and the latter position, memory strategies with average score of 3.04.

Below is the table which showed the summary of descriptive statistics regarding the result of the SILL questionnaire.

**Table 1. The Summary of Descriptive Statistics of The Result of SILL Questionnaire**

Strategies	Min	Max	Mean	Standard Deviation
Social	1	5	3.53	0.75
Metacognitive	1	5	3.46	0.68
Cognitive	1.79	4.50	3.24	0.52
Affective	1	4.83	3.15	0.69
Compensation	1	4.67	3.06	0.67
Memory	1.56	4.44	3.04	0.51
Overall Average Score			3.25	0.47

### *The Analysis of Think Aloud Protocol Results*

At this part, think aloud protocol has provided important data on how do the students used strategies in learning English language as the protocol was commonly used to explore language learning strategies (Ohly, 2007). To be specific, this study only use reading task which provided specific data related to strategies that can be used during reading.

There were two sessions in TAP. At the first session, the students were asked to get to know how to do think aloud protocol during reading task (1<sup>st</sup> reading task) and at the same time making sure that the tools (recording devices) are ready to use. After the students fully prepared, the actual think aloud protocol was conducted using different reading task (2<sup>nd</sup> reading task). In addition, the students were doing the think aloud protocol in the same classroom to make them more comfortable and they were allowed to use English or Indonesian language to help them providing rich data during the reading tasks.

After the think aloud protocol finished, the data which were recorded during the reading task were transcribed, then analyzed by two raters to provide reliable result of data analysis. The inter rater reliability as evaluated by the kappa reliability test, was 0.858 with a standard error of 0.05.

From the data analysis, it was found that in order to understand a reading task, the students were using five different strategies. First, translating the target language into Indonesian language as their first language was frequently used during the reading task. At this point, the students were able to use this strategy when they have sufficient vocabularies. For example:

A15: For young and old alike, a trip to the beach means relaxation *hmm untuk ahh anak muda atau orang tua yah ahhh liburan ke pantai itu diartikan sebagai relaksasi yah.*

A15: For young and old alike, a trip to the beach means relaxation *hmm* for *ahh* young or old man *yah ahhh* a vacation to beach in meaning as a relaxation *yah*.

Besides translating, it was also found that the students were also skimming the reading passage which followed by reading the passage carefully. This strategy was relevant with SILL questionnaire item number 18 which stated “I first skim an English passage (read over the passage quickly) then go back and read carefully.” For example:

A23: *Ok and a this stories ah the title is how to make a sand castle. Ok (silent reading).*

The third strategy to understand the reading passage was making a summary per each paragraph which relevant to SILL item number 23 which stated “I make summaries of information that I hear or read in English.” For example:

A23: *Aah in the second paragraph they are talking about step per step aah how to make a sand castle and then to to smooth off the top and side of the wall and tower.*

Then, the fourth strategy was retelling the reading passage by using one’s own words. For example:

A25: *Dan disini kita bisa memulai dengan digging up dan langkah-langkah seterusnya. Kita disini tidak hanya membuat satu castle but sixteenth-century sandcastle ehm dan disitu dipisah oleh suatu walls ehm setelah itu kamu sudah memiliki sixteenth-century sandcastle...*

A25: *And here we could begin by digging up and all of the steps afterward. We do not only build a castle but sixteenth-century sandcastle ehm and it is separated by walls ehm after that you will have sixteenth-century sandcastle...*

The latter strategy was reading the passage without looking up every new word which relevant with the SILL questionnaire item number 27. At this point, the students were able to understand the reading passage without having looking every new words that came up in the passage. For example:

A35: *Making a sand castle is a favorite project of beach goers of all ages membuat istana pasir adalah kegiatan favorit dipantai untuk semua umur*

A35: *Making a sand castle is a favorite project of beach goers of all ages Building sand castle is a favorite activity for all ages.*

And, when the students found unfamiliar words or phrases, there were two different strategies that the students used. First, inferring known words to recognize unknown words from the passage and try to make sense. For example:

A35: *Whether swimming or surfing apakah berenang or surfing tossing a volleyball bermain volley ball or just snoozing in the sand bermain dipasir kali nih.*

A35: *Whether swimming or surfing whether swimming or surfing tossing a volleyball play volley ball or just snoozing in the sand maybe playing in the sand.*

Then, looking back or reread unfamiliar words or phrases to find its meaning was used when inferring known words didn’t help to understand the unfamiliar or unknown words or phrases. For example:

A15: *...ok ombak menyapu bersih semuanya full stop oh ya masih ada kata-kata yang meragukan.*

A15: *...ok waves wipe clean everything full stop oh ya there are still some doubtful words.*

Finally, self awareness was also used during reading where student giving comments to one’s own ability. For example:

A25: *Ya mungkin itu ajah sedikit penjelasan yang gak terlalu jelas.*

A25: *Ya probably that is all a bit explanation which is not too clear.*

As a result, from the examples provided, the data analysis showed that the students applied three major strategies to understand the reading passage, namely: (1) cognitive strategies (translating from the target language to the first language, inferring known words, skimming and making summary); (2) metacognitive strategies (retelling, look back unfamiliar words or phrases, and giving comments to one's own ability as self awareness); and (3) compensation strategies (reading English without looking up every new word).

## Discussion of The Study

### *Strategies That Are Used By The Students In Learning English Language*

Strategy Inventory for Language Learning or known as SILL questionnaire was used to find out strategies that are used by the students in learning English language. From the finding, the students were categorized as medium user of strategy with overall average score of 3.25. Meaning there was no outstanding strategy has been used by the students or in other words, the students were able to make a balance use for each categories of strategies.

However, judging from the mean score for each strategies, social strategies have important contributions in their English language learning. It showed that the students were likely to communicate with others that contribute to English language learning. This finding is inline with Alhaysony (2012) who discovered that social and skipping strategies are the most used strategy categories regarding to vocabulary learning.

Meanwhile, opposite finding was showed by Zhang (2001) who pointed out compensation strategies as the most used strategies in his study followed by metacognitive strategies. Then, Alhaisoni (2012) showed cognitive and metacognitive strategies as the most used strategies. Regarding to the findings of Zhang (2001) and Alhaisoni (2012), metacognitive strategies was ranked at the second position which is the same rank position in the present study. In this case, metacognitive strategies enable learners to control their own cognition by considering and connecting with prior knowledge, understanding, postponing speech production, managing, setting aims and objectives, preparing for a language assignment, seeking for chances of drills, self monitoring and evaluating (Zare, 2012).

Furthermore, Zhang (2001) and Alhaisoni (2012) findings are inline with the present study which pointed out memory strategies as the least strategies used by the students. But, Zhang (2001) and Alhaisoni (2012) also noted that besides memory strategies, affective strategies were also categorized as the least used strategies in which the present study showed the opposite finding. Affective strategies help learners to organize their feelings, motivation, and behaviors that are related to learning (Zare, 2012). In this study, the students try to relax whenever they feel afraid of using English.

### *How do the students use strategies in learning English language*

The finding from think aloud protocol showed that the students made use of different strategies in learning English language. There were three major strategies that are used by the students, namely: (1) cognitive strategies; (2) metacognitive strategies; and (3) compensation strategies which inline with Ohly (2007). However, Ohly (2007) pointed two strategies with different rank, that is, metacognitive and cognitive strategies.

Those strategies as mentioned above were used by the students for different purposes. There were three activities that the students did during the think aloud protocol sessions.

The first activity the students did was to understand the reading passage given. In order to do that, the students use three different strategies. The very frequently used by the students was

translation which belong to cognitive strategy when they have sufficient vocabularies. It means that, "the students had understood the text correctly when they put it into their L1" (Kern, 1994, p. 44). And, when the students have limited knowledge in vocabulary, they made use of compensation strategy, that is, reading without looking up every new word. Skimming and summarizing which belong to metacognitive strategy were also used by the students when they can deal with the complexity of the reading passage given.

The second activity which the students did in the think aloud protocol was when they found unfamiliar words or phrases. At this point, the students use two strategies. First, the students made use of cognitive strategy by inferring known words to find the meaning of unfamiliar words or phrases. By reading known words, they could infer the meaning of the unknown word or phrases. And, when it took too long for them to do that, they kept continue their reading, and use a metacognitive strategy, that is, looking back or reread the unfamiliar words or phrases once to find its meaning.

The last activity was self awareness. At the end of the reading, the student gave comment to one's own ability. It showed that the student being aware of one's competence.

It should be noted that the result from think aloud protocol in this study is not just about strategies that the students use in the practice as what Ohly (2007) did, but also showed how do the students use strategies in learning English language.

However, the finding from think aloud protocol was limited to reading skills which could not facilitate every strategy that has been analyzed through SILL questionnaire, such as social strategies. Even though, the students were allowed to interact with other students, the students were not doing any contact to each other. Then, the researcher also could not identify any affective strategy which involved emotional feeling in their English language learning as think aloud protocol or think aloud method was designed to know more about cognitive processes (Someren, Barnard, Sandberg, 1994).

Moreover, the study only involved first year students of College of Teacher Training and Education of Teachers Association of The Republic of Indonesia of Pontianak or known as STKIP-PGRI Pontianak which located in West Borneo, Indonesia. That's why, the result of study shouldn't be generalized because even though the findings were promising, we need to put in mind that every student have their own characteristics, including their strategies and how do they use these strategies in learning English language.

## Conclusion

This descriptive case study was conducted to find out what strategies that are used by the college students and how do they use strategies in learning English. The sample was the first year students of STKIP-PGRI Pontianak. Two instruments were used to collect the data from the sample.

The first instrument was strategy inventory of language learning or known as SILL questionnaire. The data analysis of SILL questionnaire presented that the overall average score ( $m= 3.25$ ) showed that the strategies used are at medium degree. Then, it was found that social strategies at the first rank, followed by metacognitive strategies, cognitive strategies, affective strategies, compensation strategies and the latter position, memory strategies.

However, this finding didn't show how do they use strategies in learning English language. As a result, a think aloud protocol or known as TAP would provide the necessary data to find out how do the students use strategies in learning English language. From the findings, the students made use of three different strategies (cognitive, metacognitive and compensation

strategies) in three different activities (understanding reading passage, dealing with unfamiliar words or phrases and self-awareness) as the study was limited to reading skills which could not facilitate every strategy that have been analyzed through SILL questionnaire.

At this point, students in some ways have the ability to learn by themselves as lecturers have very limited ability to teach, especially when lecturers deal with large classes. Yang (2007) mentioned that effective strategy use can determine students success (p. 50). It means that, by providing language learning strategy training will activate students' autonomous learning in which will be beneficial for the students in learning English language and the students will not depend to lecturers where nowadays learning should be students centered instead of teacher centered.

The first thing to do in language learning strategy training, especially in Indonesian classroom setting which in this case students are very dependent to lecturer is by developing students awareness of strategies through examples. By giving examples, it will enable them to understand things that they usually do in learning English are actually could be said as strategies.

After the students aware of their language learning strategies, the lecturers should proceed the training by introducing more strategies that could be used in learning English language. For example, based on the think aloud protocol, the students made use of translation. By giving them understanding that besides translation, there are other strategies that could be used which basically depends on the skills of the students have.

The last step is practice. Giving students time to practice strategies that they have learned will help them to improve their strategy use. After practice, lecturers should provide necessary feedback which will indicate whether the students have applied effective strategy or not. Also, by giving feedback, the students could find their weaknesses in applying a strategy and try another strategy which is suitable to them.

In conclusion, the study provided valuable information about the preferences of language learning strategies and how do the students use strategies. However, the finding was very limited to a specific private college students, and without considering any affective factor which might have influence in language learning strategy use. Future study could be conducted by involving more sample which will provide rich data on language learning strategy preferences and use, then considering affective factors such as gender, motivation or even students achievement.

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### Appendix

#### Strategy Inventory for Language Learning

Version for Speakers of Other Languages Learning English

##### Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. You will find statements about learning English. Please read each statement. Write the response (1, 2, 3, 4, or 5) that tells HOW TRUE OF YOU THE STATEMENT IS on the line beside the number of the statement.

**1. Never or almost never true of me**

**2. Usually not true of me**

**3. Somewhat true of me**

**4. Usually true of me**

**5. Always or almost always true of me**

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Work as quickly as you can without being careless. This usually takes 20-30 minutes to complete. If you have any questions, please ask.

##### Part A (memory)

\_\_\_\_\_ 1. I think of the relationship between what I already know and new things I learn in English.

\_\_\_\_\_ 2. I use new English words in a sentence so I can remember them.

\_\_\_\_\_ 3. I connect the sound of a new English word and an image or picture of the new word to help me remember the word.

\_\_\_\_\_ 4. I remember a new English word by making a mental picture of a situation in which the word might be used.

\_\_\_\_\_ 5. I use rhymes to remember new English words.

\_\_\_\_\_ 6. I use flashcards to remember new English words.

\_\_\_\_\_ 7. I physically act out English words.

\_\_\_\_\_ 8. I review English lessons often.

\_\_\_\_\_ 9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

\_\_\_\_\_ **Total A**

\_\_\_\_\_ **Average ( total divided by 9)**

**Part B (cognitive)**

- \_\_\_\_\_ 10. I say or write new English words several times.  
 \_\_\_\_\_ 11. I try to talk like native speakers.  
 \_\_\_\_\_ 12. I practice the sounds of English.  
 \_\_\_\_\_ 13. I use the English words I know in different ways.  
 \_\_\_\_\_ 14. I start conversations in English.  
 \_\_\_\_\_ 15. I watch English language TV shows spoken in English or go to movies spoken in English.  
 \_\_\_\_\_ 16. I read for pleasure in English.  
 \_\_\_\_\_ 17. I write notes, messages, letters, or reports in English.  
 \_\_\_\_\_ 18. I first skim an English passage (read over the passage quickly) then go back and read carefully.  
 \_\_\_\_\_ 19. I look for words in my own language that are similar to new words in English.  
 \_\_\_\_\_ 20. I try to find patterns in English.  
 \_\_\_\_\_ 21. I find the meaning of an English word by dividing it into parts that I understand.  
 \_\_\_\_\_ 22. I try not to translate word-for-word.  
 \_\_\_\_\_ 23. I make summaries of information that I hear or read in English.  
 \_\_\_\_\_ **Total B**  
 \_\_\_\_\_ **Average ( total divided by 14)**

**Part C (compensation)**

- \_\_\_\_\_ 24. To understand unfamiliar English words, I make guesses.  
 \_\_\_\_\_ 25. When I cannot think of a word during a conversation in English, I use gestures.  
 \_\_\_\_\_ 26. I make up new words if I do not know the right ones in English.  
 \_\_\_\_\_ 27. I read English without looking up every new word.  
 \_\_\_\_\_ 28. I try to guess what the other person will say next in English.  
 \_\_\_\_\_ 29. If I cannot think of an English word, I use a word or phrase that means the same thing.  
 \_\_\_\_\_ **Total C**  
 \_\_\_\_\_ **Average ( total divided by 6)**

**Part D (metacognitive)**

- \_\_\_\_\_ 30. I try to find as many ways as I can to use my English.  
 \_\_\_\_\_ 31. I notice my English mistakes and use that information to help me do better.  
 \_\_\_\_\_ 32. I pay attention when someone is speaking English.  
 \_\_\_\_\_ 33. I try to find out how to be a better learner of English.  
 \_\_\_\_\_ 34. I plan my schedule so I will have enough time to study English.  
 \_\_\_\_\_ 35. I look for people I can talk to in English.  
 \_\_\_\_\_ 36. I look for opportunities to read as much as possible in English.  
 \_\_\_\_\_ 37. I have clear goals for improving my English skills.  
 \_\_\_\_\_ 38. I think about my progress in learning English.  
 \_\_\_\_\_ **Total D**  
 \_\_\_\_\_ **Average ( total divided by 9)**

**Part E (affective)**

- \_\_\_\_\_ 39. I try to relax whenever I feel afraid of using English.  
 \_\_\_\_\_ 40. I encourage myself to speak English even when I am afraid of making a mistake.  
 \_\_\_\_\_ 41. I give myself a reward or treat when I do well in English.  
 \_\_\_\_\_ 42. I notice if I am tense or nervous when I am studying or using English.  
 \_\_\_\_\_ 43. I write down my feelings in a language learning diary.  
 \_\_\_\_\_ 44. I talk to someone else about how I feel when I am learning English.  
 \_\_\_\_\_ **Total E**  
 \_\_\_\_\_ **Average ( total divided by 6)**

**Part F (social)**

- \_\_\_\_\_ 45. If I do not understand something in English, I ask the other person to slow down or to say it again.
- \_\_\_\_\_ 46. I ask English speakers to correct me when I talk.
- \_\_\_\_\_ 47. I practice English with other students.
- \_\_\_\_\_ 48. I ask for help from English speakers.
- \_\_\_\_\_ 49. I ask questions in English.
- \_\_\_\_\_ 50. I try to learn about the culture of the English speakers.
- \_\_\_\_\_ **Total F**
- \_\_\_\_\_ **Average ( total divided by 6)**
- \_\_\_\_\_ **Overall Total**
- \_\_\_\_\_ Average Total ( overall total divided by 50)

☺ **Thanks for your cooperation** ☺

**Reading Passage for Think Aloud Protocol (TAP)**

**Date** :  
**Name** :  
**NIM** :  
**Class** :

**Training Session Sample Essay.**

**My Holiday in Bali**

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkees. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Saharani (2010)

**Reading Text for Think Aloud Protocol Real Session**

**Date** :  
**Name** :  
**NIM** :  
**Class** :  
**TAP Code** :

**How to Make a Sand Castle**

For young and old alike, a trip to the beach means relaxation, adventure, and a temporary escape from the worries and responsibilities of ordinary life. Whether swimming or surfing, tossing a volleyball or just snoozing in the sand, a visit to the beach means fun. The only equipment you need is a twelve-inch deep pail, a small plastic shovel, and plenty of moist sand.

Making a sandcastle is a favorite project of beach-goers of all ages. Begin by digging up a large amount of sand (enough to fill at least six pails) and arranging it in a pile. Then, scoop the sand into your pail, patting it down and leveling it off at the rim as you do. You can now construct the towers of your castle by placing one pailful of sand after another face down on the area of the beach that you have staked out for yourself. Make four towers, placing each mound twelve inches apart in a square. This done, you are ready to build the walls that connect the towers. Scoop up the sand along the perimeter of the fortress and arrange a wall six inches high and twelve inches long between each pair of towers in the square. By scooping up the sand in this fashion, you will not only create the walls of the castle, but you will also be digging out the moat that surrounds it. Now, with a steady hand, cut a one-inch square block out of every other inch along the circumference of each tower. Your spatula will come in handy here. Of course, before doing this, you should use the spatula to smooth off the tops and sides of the walls and towers.

You have now completed your very own sixteenth-century sandcastle. Though it may not last for centuries or even until the end of the afternoon, you can still take pride in your handicraft. Do make sure, however, that you have chosen a fairly isolated spot in which to work; otherwise, your masterpiece may be trampled by beach bums and children. Also, make a note on the high tides so that you have enough time to build your fortress before the ocean arrives to wash it all away.

Nordquist (n.d)