

**LANGUAGE LEARNING STRATEGIES EMPLOYED BY  
UNDERGRADUATE STUDENTS OF FKIP AT TRIDINANTI  
UNIVERSITY IN LEARNING ENGLISH**

**A Thesis by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

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## DEDICATION AND MOTTO

I dedicated this thesis to myself and my parents. Thank you for all the prayers, support, effort, encouragement, and love that have been given to me. Now I have completed it. I am proud of myself, and hopefully this can be a source of pride for my parents.

## MOTTO

*“ The moment one definitely commits oneself, then providence moves too. Whatever you think you can do, or believe you can do, begin it. Action has magic, power, and grace.”*

*— Johan Wolfgang von Goethe*

Be confident in your abilities, don't compare your process with others. When you are sure then act according to your goals. Actions will produce results.

## SURAT PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang telah ditetapkan.

Apabila ternyata didalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta proses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, Oktober 2024  
Mahasiswa,



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Palembang, Oktober 2024

The Writer,

A handwritten signature in black ink, appearing to read 'Laila A.' with a stylized flourish underneath.

Laila Amalia

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## ABSTRACT

This study aimed to investigate which language learning strategies were mostly employed by the undergraduate students of FKIP at Tridinanti University, to find out which language learning strategies were mostly employed by undergraduate students of FKIP at Tridinanti University, to investigate which language learning strategies were mostly preferred by the English Education Department students, and to find out which language learning strategies were mostly preferred by the Indonesian Language and Literature Department students. 147 out of 169 students of the Faculty of Teacher Training and Education at Tridinanti University who participated in this study were selected using total sampling. Data collection was carried out by distributing online questionnaires via Google Form. The questionnaire was titled Strategy Inventory for Language Learning (SILL) version 7.0, which was adopted from Oxford (1990) consisting of 50 questions with 5 scales for each item. The results of this study indicated that most of the undergraduate students of FKIP at Tridinanti University mostly adopted metacognitive strategy and mostly adopted indirect strategies. Next, for English Education Department students and Indonesian Language and Literature Department students use metacognitive strategy as their strategy in learning English, but at different levels of frequency. This means that the English Education Department students mostly used the metacognitive strategy and for Indonesian Language and Literature Department indicated the students sometimes used the metacognitive strategy in learning English.

**Keywords:** language learning strategies, learning strategies, learning English



## ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi pembelajaran bahasa manakah yang paling banyak digunakan oleh mahasiswa S1 FKIP Universitas Tridinanti, untuk mengetahui strategi pembelajaran bahasa manakah yang paling banyak digunakan oleh mahasiswa S1 FKIP Universitas Tridinanti, untuk mengetahui strategi pembelajaran bahasa manakah yang paling banyak dipilih oleh mahasiswa Jurusan Pendidikan Bahasa Inggris, dan untuk mengetahui strategi pembelajaran bahasa manakah yang paling banyak disukai oleh mahasiswa Jurusan Bahasa dan Sastra Indonesia. Sebanyak 147 dari 169 mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Tridinanti yang mengikuti penelitian ini dipilih menggunakan total sampling. Pengumpulan data dilakukan dengan menyebarkan kuesioner online melalui Google Form. Kuesioner tersebut diberi judul *Strategy Inventory for Language Learning (SILL)* versi 7.0 yang diadopsi dari Oxford (1990) yang terdiri dari 50 pertanyaan dengan 5 skala untuk setiap itemnya. Hasil penelitian ini menunjukkan bahwa sebagian besar mahasiswa S1 FKIP Universitas Tridinanti sebagian besar menggunakan strategi metakognitif dan sebagian besar menggunakan strategi tidak langsung. Selanjutnya bagi mahasiswa Jurusan Pendidikan Bahasa Inggris dan mahasiswa Jurusan Bahasa dan Sastra Indonesia menggunakan strategi metakognitif sebagai strategi mereka dalam mempelajari bahasa Inggris, namun dengan tingkat frekuensi yang berbeda. Artinya mahasiswa Jurusan Pendidikan Bahasa Inggris sebagian besar menggunakan strategi metakognitif dan untuk Jurusan Bahasa dan Sastra Indonesia menunjukkan bahwa mahasiswa terkadang menggunakan strategi metakognitif dalam pembelajaran bahasa Inggris.

**Kata kunci:** strategi pembelajaran bahasa, strategi pembelajaran, pembelajaran bahasa Inggris

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Research

English is now widely recognized as an internal lingua franca. It is a common language or medium of communication between people whole are different mother tongues (Marlina & Xu, 2018, p.2). Rao (2019) also added that English is the first global lingua franca and it is the most widely used language in the world in international trade, diplomacy, mass entertainment, international telecommunications, and scientific publications as well as publishing newspapers and other books. In addition, in the current era of globalization, English is important to master, mastery of English is very important for students and the students are required to be able to compete with other nations.

In learning a foreign language, especially English we need language learning strategies as one of the supporting factors in learning a language. Language learning strategy (LLS) is one of the supporting or determining factors for student success in learning a language. According to Teng (2023), factors such as age, motivation, and learning strategies can influence learners' development in another language. Ghani (2003) defined language learning strategies as specific actions, behaviors, steps, or techniques that students frequently use to develop skills. Rose (2015, p. 421) stated that language learning strategies refer to the processes and actions deployed by the learners to learn language more effectively. In addition, Hardan (2013),

learners use learning strategies to learn a language more successfully. To some up, the language learning strategies are important for the students in learning a language, because the language learning strategies can facilitate the students' learning process easier.

Some research has found that language learning strategies have some benefits for the students in learning a language. Habok and Magyar (2018) found that students who employ strategies in learning a foreign language have a better chance to be more proficient language learners. They also believe that the students who use language learning strategies have a positive attitude toward language learning. In addition, language learning strategies can help students to improve their school achievement. Pebriani (2013), described that the use of language learning strategies helps the learners in terms of storage, understanding, and the use of information related with the target language. She also suggested it can help the students store information related to the target language. Storing the information related to students' prior knowledge, will assist the learners in building on what they already know, and from that, they create, construct, and reconstruct their prior knowledge as they learn from their past and integrate their present experiences and their perceptions of reality (Gee, 2012). The assumption is that when someone utilizes certain language learning strategies, it can help the students to memorize, remember and help the students in understanding the concepts and to compare the topic with the knowledge have known before. Macaro (2003) emphasized the cognitive aspect (storage) of using LLS by using specific thoughts and behaviors that

individuals use to help them understand, learn, or retain new information. In addition, Teng (2023) stated that language learning strategies could help L2 learners in individualized ways to address and deal with their own inner states and could help less successful language learners.

Moreover, from the description language previous elaboration of this research on language learning strategies, it gives impact the students' learning achievement. According to Irmawan (2018), the use of note-taking as a learning strategy could improve the students' reading comprehension. Next, Zakaria (2019) defined a positive correlation between the language learning strategies used and the student's performance in English subject focus on reading skills. In addition, Anthonysamy (2021) defined the use of metacognitive strategies and their impact on learning performance in online learning among university students. The results of this study revealed that all three strategies of metacognitive strategies (i.e. planning, monitoring, and regulating) are predictors of students' learning performance.

However, the absence of language learning strategies among the students negatively affect the students' process and results of language learning. Students who do not use strategies are not aware of using strategies and cannot organize the learning process well (Peacock & Ho, 2003). According to Teng (2023), the learners who fail to identify the appropriate strategies for the L2 task at hand may perform poorly, feel less confident, and experience significant anxiety. The students who do not use strategies in language learning can negatively affect language achievement (Ehrman & Oxford, 1995; Oxford et al., 1993, Psaltou-Joycey, 2003, Wharton, 2000).

In addition, Graham (2004) investigated the attitudes toward learning French of upper secondary English students and found that the less successful students did not seem to be aware of the potential role of learning strategies in improving their language performance. The results from those opinions are that language learning strategies can affect the students negatively for both sociology and learning results.

Therefore, in the previous paragraph, the researcher assumed that language learning strategy is one of key factors which help the students to be successful in learning a language. Further more, based on the observation and the interview with some students, the researcher found that this had some strategies in learning a language but they confused to mention the name of strategy they employed, thus the researcher intends to conduct a research entitled “Language Learning Strategies Employed by Undergraduate Students of FKIP at Tridinanti University in Learning English”.

## **1.2 The Problem of the Research**

### **1.2.1 Limitation of the Problem**

The scope of this research was limited at investigating language learning strategies employed by undergraduate Students of FKIP at Tridinanti University in learning English. Refers to language learning strategies the definition of language learning strategies is the processes and actions deployed by the learners to learn language more effectively.

### **1.2.2 Formulation of the Problem**

Based on the previous background, the researcher formulated some research questions as follows:

1. What were language learning strategies mostly employed by undergraduate students of FKIP at Tridinanti University in learning English?
2. Between direct and indirect language learning strategies, which were mostly employed by the undergraduate students of FKIP at Tridinanti University?
3. Which was language learning strategies mostly preferred by the undergraduate students of English Education Department and Indonesian Language and Literature Department at Tridinanti University?

### **1.3 Objective of the Research**

Based on the problems of the study above, the objectives of the study were as follows:

1. To investigate which language learning strategies were mostly employed by undergraduate students of FKIP at Tridinanti University in learning English.
2. To investigate which language learning strategies were mostly employed between direct and indirect strategies by undergraduate students of FKIP at Tridinanti University.

3. To investigate which language learning strategies were mostly preferred by the undergraduate students of English Education Department and Indonesian Language and Literature Department at Tridinati University.

#### **1.4 Significance of the Research**

After conducting this research, the researcher hoped that the result of the study could give available contribution for the following groups:

- a. The Teachers

The researcher expected that the result of the study would be useful for the teacher. It would inform the valuable knowledge to teachers as educators in apply in the language learning strategies in learning English. The teacher also could implement the methods or media of language learning strategies into the classroom.

- b. For Students

It is hoped that the result would help the students to understand the kinds of language learning strategy in learning English. The students also could raise their awereness about the importance of language learning strategies and to facilitate them in learning English.

- c. For Other Researchers

The researcher hoped that the result of the study could contribute feedback on different types of language learning strategies in learning English as a foreign language and support the other futher research.



## **1.5 Writing System**

In writing this research, it is divided into five chapters systematically writing as follows:

### **CHAPTER I Introduction**

This chapter describes a general overview of research carried out such as background of the research, limitation of the problem, formulation of the problem, objective of the research, significance of the research, and the systematic writing that explains it briefly the composition of each chapter in this research.

### **CHAPTER II Literature Review**

This chapter contains a theoretical study of literature review or reading materials used in this research, both of journals, books, the internet, and other sources.

### **CHAPTER III Methodology Of Research**

This chapter contains a description of the entire process carried out during the data collection. Including the process and collecting the data from the research results.

### **CHAPTER IV Research Findings**

This chapter contains the discussion and the results of the data collected. The results of the collected data analysed to obtain the final results and objectives of this research.

## **CHAPTER V Conclusion and Suggestions**

This chapter contains a description of the final research results and suggestions from researcher who considered to be able to provide input for other researchers.

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