# EVIDENCE-BASED LANGUAGE LEARNING STRATEGIES TO INCREASE STUDENTS' SUCCESS; INTERNATIONAL PERSPECTIVE FOR STAIN KEDIRI

Fathor Rasyid* dan Burhanudin Syaifulloh**

*Abstrak*

*Penelitian ini bertujuan untuk mengkaji pola strategi pembelajaran bahasa yang digunakan oleh mahasiswa Indonesia dan Malaysia, yakni apakah ada perbedaan yang signifikan dalam penggunaan strategi pembelajaran bahasa yang digunakan oleh mahasiswa jurusan bahasa Inggris dan mahasiswa jurusan non-Inggris, dan apakah ada perbedaan yang signifikan dalam penggunaan strategi pembelajaran bahasa antara mahasiswa Indonesia dan Malaysia. Studi ini bersifat deskriptif serta komparatif dalam arti bahwa ia mencoba untuk menemukan persamaan dan perbedaan antara bahasa Inggris yang digunakan sebagai bahasa kedua dan bahasa asing. Strategy Inventory for Language Learning (SILL) digunakan untuk menilai frekuensi penggunaan strategi pembelajaran bahasa. Subyek penelitian ini adalah mahasiswa jurusan bahasa Inggris dan mahasiswa jurusan non-Inggris STAIN Kediri. Subyek lain dari penelitian ini adalah mahasiswa yang belajar bahasa Inggris di University of Technology, Malaysia. Data dianalisis dengan menggunakan software SPSS (uji t sampel bebas). Hasil penelitian ini menunjukkan bahwa tidak ada perbedaan yang signifikan dalam penggunaan LLS antara mahasiswa jurusan bahasa Inggris dan mahasiswa jurusan non-Inggris. Selain itu, temuan menunjukkan bahwa tidak ada perbedaan yang signifikan dalam penggunaan LLS antara mahasiswa Indonesia dan Malaysia. Artinya, meskipun bahasa Inggris digunakan sebagai bahasa kedua di Malaysia, LLS yang digunakan oleh mahasiswa di Malaysia tidak berbeda secara signifikan dengan mahasiswa Indonesia di mana bahasa Inggris digunakan sebagai bahasa asing.*

*Kata Kunci: Strategi belajar bahasa, peserta didik, ESL, EFL,*

**Abstract**

The study intends to examine patterns of language learning strategies used by Indonesian and Malaysian university students, whether there is any significant difference in the richness of the use of language learning strategies employed by English department students and non-English department students, and whether there is any significant difference in the richness of the use of language learning strategies between Indonesian and Malaysian students. The study is descriptive in nature as well as comparative in the sense that it tries to find examine the similarities and differences between English as used as a second and a foreign language. The Strategy Inventory for Language Learning (SILL) was used to assess the frequency of use of language learning strategies. The subjects of the research are the English department students and non-English department students of State College for Islamic Studies (STAIN) Kediri. The other subjects of the study are students studying English at University of Technology, Malaysia. The data were analyzed using SPSS software (independent t test). The study reveals that there is no significant difference in the use of LLS between English department students and non-English department students. In addition, the findings shows that there is no significant difference in the use LLS between Indonesian and Malaysian university students. That is to say, even though English is used as a second language in Malaysia, the LLS employed by the students there is not significantly different from Indonesian university students in which English is used as a foreign language.

**Keywords:** Language learning strategies, good learners, ESL, EFL,

*Dosen STAIN Kediri
**Dosen STAIN Kediri

## I. INTRODUCTION

The learners of a second language who achieve satisfactory levels of proficiency and who are successful in language learning have their own special ways of doing it. These good learners can probably help us with both understanding more about the nature of language learning and facilitating language learning for our less successful learners. About three decades ago this was seriously brought up by two prominent scholars of the field of SLA: Stern[1] and Rubin[2]. They tried to show us how good language learners could teach us with the strategies, which they employed for language learning. That was the beginning of the tradition of research dealing with second language learning strategies. Since then, Cohen believes most of the research in the area of foreign language learning strategies has focused on the identification, description, and classification of useful learning strategies. Such research has identified valuable collections and classifications of good strategies for language learning.[3]

In recent years, there has also been a shift of emphasis from the identification and classification of learning strategies to their application in the language classroom. According to Cohen, explicit training in the use of a broad array of strategies for learning foreign language vocabulary and for grammar, reading, writing, listening, and speaking skills has become a prominent issue in SLA research. And training learners to be better at the learning and use of language has been growing. Chamot[4] claims that second language learning strategies are, therefore, significant at least for two reasons. The first reason is that they can provide some explanations for the variability of language learning outcomes and can reveal a lot about the processes involved in second language learning. The second reason is that these strategies can be used to help language learners learn better and to provide language teachers with new ways of helping their unsuccessful learners.

Another reason for identifying learner strategies is that there is an intriguing reason to try to improve the characteristics of individual students as learners and to improve instructional techniques. It is this part that shares a special concern with the empowering the learners which also means a concern with empowering teachers to present alternative teaching strategies aimed at the individualization of instruction, caring for differentiation in the classroom through the enhancement of learning strategies that enable students to become independent and responsible learners. It is selfish to insist using one method in the hope of being applicable to everybody.

We can not define how to learn as the procedure by which learners obtain insights about the learning process and about themselves, effective learning strategies, and develop positive attitudes towards language and language learning. This process is generally acknowledged to lead to improved cognitive activity and a greater degree of control on the other part of the learner[5]. In fact, no educational objective is more important for students than learning how to learn, and how to function as independent, autonomous learners. In addition to providing the information and knowledge that students need in their lives, it is just as important for the school to give learners the opportunity to go on learning once the schooling period has finished.

Furthermore, learners usually have their own ideas about how 'best' to tackle learning as well as about the role of the teacher and their own

[1]Stern, H.H., "What can we learn from the good language learner?" Canadian Modern Language Review 31, 1975. Pp. 304–318.

[2]Rubin, J. "What the 'good language learner' can teach us". *TESOL Quarterly,* 9(1): 1975. Pp. 41-51.

[3]Cohen, A. *Language learning: Insights for learners, teachers, and researchers,* (New York; Newbury House, 1998).

[4]Chamot, A.U. "Language learning strategy instruction: Current issues and research". *Annual Review of applied Linguistics,* 25. 2005. Pp. 112-130.

[5]Oxford, R. L. *Language learning strategies: What every teacher should know,* (New York: Newbury House/Harper & Row, 1990).

role among others. These ideas can often make learning more difficult rather than facilitating it. Through preparation and assessment process, learners can recapture a given experience, examine their own understanding of it and contrast it with others[6]. In this sense, learning to learn does not merely mean following the teacher's instructions, but rather exploring and discovering new perspectives and possibilities, using one's own conceptions as a starting point.

As a matter of fact, learning strategies are present whenever we attempt to learn anything, but unfortunately, not all learners gain insights about these strategies and capture them. For this reason, awareness is essential for the learner, who should be made aware that good performance depends on appropriate strategies rather than luck or special ability. However, the teacher's role should not only be solely limited to awareness-raising, but also guide the students towards models of good thinking and the acquisition of qualities shown by successful learners, always within the context of the learners' own strategies. It is this capacity to examine situations, tasks and problems that determine the difference between a successful learning experience and an unsuccessful one.

Although most effective learners do not always use the most appropriate learning strategies and/or do not know how to employ them in most effective manner, it follows from this that language teachers need to address the question of *how* their students are learning, rather than merely *what* they are learning. Furthermore, it seems insufficient simply to advocate that students become more autonomous and self-directed in their learning, without giving them help and guidance in achieving that goal. Similarly, Benson commented that learning strategies are not sufficiently developed to cope with working independently from their teacher.[7]

It is inevitable to say that learners use different language learning strategies in performing the tasks and processing the new input they face. According to Fedderholdt, the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. Metacognitive strategies improve organization of learning time, self monitoring, and self evaluation. Cognitive strategies include the use of previous knowledge to help solve new language problems. Socioaffective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem. In short, developing skills in these areas— metacognitive, cognitive, and socioaffective— can help the language learners build up learners' independence and autonomy whereby he can take control of their own learning.[8]

Thus, the study was intended to examine the pattern of language learning strategies used by students of English as a second language as in Malaysia; the pattern of language learning strategies used by students of English as a foreign language as in Indonesia; if there is any significant difference in the richness of the use of language learning strategies employed by English department students and non-English department students; and if there is any significant difference in the richness of the use of language learning strategies employed by students of English as a second and foreign language?

## II. RESEARCH FINDING

### A. Language learning strategy defined

People do not understand everything when they are born, but have to learn everything so that they are able to understand. Take learning English for example; not everyone can understand it, but some non-native speakers can use the language very well. This is not only the case with English, but also other subjects.

[6]Raya, M. J. "Training Language Learners to learn. In Gewehr", Wolf (ed) *Aspects of Modern Language Teaching in Europe,* (New York: Routledge, 1998).

[7]Benson, P. "The philosophy and politics of learner autonomy". in Benson, Phil and Voler, Peter (eds) *Autonomy and Independence in Language Learning,* (London: Longman, 1997).

[8]Fedderholdt, Karen. "Using diaries to develop language learning strategies". On Internet communication division, Temasek polytechnic on Internet. 1997.

Therefore, during the learning process, one might find that some people can learn every subject or several subjects very quickly and well. On the other hand, some people have problems learning. Therefore, many researches try to find how learners go about learning something, what makes learners successful at learning something, and why some people are more effective at learning than others.

However, what exactly is meant by the term "learning strategy"? Broadly speaking, "to learn" is to know, to be able to retrieve easily, to be able to use; to acquire as one's own. A "learning strategy" is specific mental procedure for gathering, processing, associating, categorizing, rehearsing, and retrieving information. It is also useful to make a distinction between learning strategies and study skills, which are often held to be one and the same thing. Writing about learning strategies in the field of education in general place strategies at a higher level than skills, the former acting as "executive processes" that coordinate and apply skills. Thus learning strategies tend to be unobservable mental processes, while study skills are more overt techniques, such as keeping one's class notes in logical order. Referring specifically to language learning, Breem & Mann suggest that study skills are product oriented, learning strategies process oriented; study skills are often taught specifically to help students pass external examinations, while the aim of learning strategies is fundamentally one of self-examination and insight into and control over one's learning. Due to the importance of LLS, it is necessary that learners need to be given strategy training which will results in learner autonomy as the final goal of education.[9]

Furthermore, as Wenden says "Learning strategies are the various operations that learners use in order to make sense of their learning". She indicated that when students are involved in a learning task, they have several resources which they use in different ways to finish or solve the task, so this can be termed process of learning strategy. This explanation might be too abstract to understand, so it may be easier to say that learning strategy is learning skills, learning-to-learn skills, thinking skills, problem skills or, in other words the methods which learners use to intake, store, and retrieve during the learning process.[10]

Oxford defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p.8). They do not only aid language learning, but also the learning of other subjects such as maths, chemistry, etc. In other words, when learners start to learn something, they have the ability to respond to the particular learning situation and to manage their learning in an appropriate way. Thus, learning strategy is like footballers who use tactics in order to win a game, when they are in the stadium. Learners use learning strategies in order to learn something more successfully.[11]

Many researchers and experts have defined language learning strategies from different points of view. According to Wenden, language learning strategies can be defined from the aspect of language learning behaviours, such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learners' strategic knowledge of language learning, and the affective view, such as learners' motivation, attitude, etc. It is argued that three points of views can improve language learning.[12] O'Malley et al., were devoted to studying the use of learning

[9]Breem, M. P., and Mann, S. J,. " Shooting arrows at the sun: perspectives on a pedagogy for autonomy". in Benson, Phil and Voler, Peter (eds) *Autonomy and Independence in Language Learning,* (London: Longman, 1997), Pp. 1.

[10]Wenden, Anita. *Learner Strategies for Learner Autonomy,* (UK: Prentice Hall International Ltd, 1991), Pp. 7-8.

[11]Oxford, R. L. *Language learning strategies: What every teacher should know,* (New York: Newbury House/Harper & Row, 1990), Pp. 8.

[12]Wenden, A., "How to be a successful language learner: Insights and prescriptions from L2 learners". In: Wenden, A., Rubin, J. (Eds.), *Learner Strategies in Language Learning,* (Prentice/Hall International, Englewood Cliffs, 1987), Pp. 103–118.

strategies by ESL learners in the US. Based on their research, language learning strategies were divided into three main categories, metacognitive, cognitive, and social affective which refer to learners' planning their learning, thinking about the learning process, monitoring their own comprehension or production, and evaluating the outcomes of their own learning.[13]

Definitions of language learning strategies are also found in studies of good language learners. Researchers mentioned lots of various behaviors that they referred to globally as strategies; some managed to describe strategies more specifically. Learning strategies have been described as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information". It was argued that "learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information". Learning strategies were also illustrated as "special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (p. 1).[14]

Hence, learning strategies were seen as special ways of processing information that improve comprehension, learning, or retention of the information. Whereas prior descriptions of learning strategies paid more attention to products of learning and behaviors reflecting unobservable cognitive processes, definitions eventually provided clearer understanding of what learners think and do during language learning. Furthermore, it was stated that "learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through

the storage, retention, recall, and application of information about that language".[15]

## B. Language learning strategy classified

In most of the research studies done on language learning strategies, identifying what good learners do to learn a second or foreign language has been the main issue. In 1975 Rubin conducted a study in which the main focus was on the strategies of successful language learners. In her study she argues that, once identified, such strategies could be offered to less successful learners. Rubin classifies learning strategies according to processes which contribute either directly or indirectly to language learning. It is believed that reading and discussing the strategies of good language learners is a constructive preliminary activity which can help students to get aware of the concept of learner's strategies. Learning strategies that language learners employ in the process of learning a new language have been identified and described by the researchers.[16] Consequently, these strategies have been classified by many professional experts in the area of language learning. This progress not only helped categorize strategies and link them to a variety of cognitive processing phases during language learning, but also assisted in creating instructional frameworks.

Nonetheless, most of these attempts to categorize language learning strategies reflect relatively the same categorizations of language learning strategies without any fundamental changes. They developed their own taxonomies of strategies according to their research findings by applying different methods of data collection. For that reason, it might not be appropriate to compare them and assess their influence on teaching and learning process. But, studying them possibly will help both language teachers and language learners to understand language learning strategies

---

[13]O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Kupper, L.J. & Russo, R.P. "Learning strategies used by beginning and intermediate ESL students". *Language Learning,* 35(1): 21-46. 1985.

[14]O'Malley, J. M. & Chamot, A. U. *Learning strategies in second language acquisition*, (Cambridge: Cambridge University Press, 1990), Pp. 209.

[15]Cohen, A. *Language learning: Insights for learners, teachers, and researchers*, (New York; Newbury House, 1998), Pp. 4.

[16]Rubin, J. "What the 'good language learner' can teach us". *TESOL Quarterly,* 9(1): 41-51. 1975.

and different methods which are involved in strategy use.

## C. Language learning strategy researched

There has been an increasing interest toward language learning and language learners since 1970s with the emergence of cognitive revolution, and since then great attention has been paid to language learning strategies. The pattern shifted from behaviorism to cognitive science in psychology and education. Research led to efforts to explain the cognitive processes in all aspects of learning, including language learning. Initial studies of language learning focused on describing externally observable behaviors of language learners, followed by attempts to label strategic behaviors and ultimately to categorize those strategic behaviors and link them to language proficiency.

There are many research studies that have been conducted by teachers as well as educational observers on language learning strategies. Abraham and Vann conducted a research on strategies used by two language learners; one successful learner and the other is unsuccessful. They identified any strategies used by the successful learner and ones used by the unsuccessful one. the study indicated that the unsuccessful learners are similar to successful learners in their repertoire of strategies. The unsuccessful learners still appear to be active strategy users, but they often failed to apply strategies appropriately to the task at hand. Apparently, they lacked of certain necessary higher-order processes, what are often called metacognitive strategies or self-regulatory skills, which would enable them to assess the task and bring to bear the necessary strategies for its completion.[17]

Oxford's and Nyikos' research can contribute to an important and necessary transformation: changing language learning classrooms into stimulating places where use of communicatively-oriented strategies—for both learning and teaching—will be commonplace. The change may lie not so much in the application of a given method or approach, or in the use of a given textbook, but in promoting a conscious awareness and use of workable strategies within the confines of the foreign language classrooms. This change will not be easy; it will involve modifying attitudes and behaviours of learners and teachers alike. Nevertheless, this transformation is essential if students are to obtain the greatest possible benefit from language instruction.[18]

It is apparent that there are many things that we do not know about individual students, yet there are things that we know about them. In relation to this, Oxford and Crookall list some points on what we know about our students as follow:[19]

1. Language learners at all level use strategies.
2. The learner is an active and involves participant in the language learning process.
3. Some/most learners are relatively unaware of the strategies they use and do not take advantage of the full range of available strategies.
4. More proficient learners appear to use a wider range of strategies in a greater number of situations, but the relationship between strategy use and proficiency is complex.
5. Students at higher course levels tend to use strategies somewhat different from students at lower course levels.
6. Different kinds of strategies often work together for optimal results.
7. It is possible and generally advisable to teach learning strategies through completely informed training, in which learners are taught how and why to use, transfer and evaluate strategies.

---

[17]Abraham, G. R. and Vann, J, R. "Strategies of two language learners: a case study". In Wenden, A., and Rubin, J. (Eds.). *Learner strategies in Language Learning.* Englewood Cliffs, (NJ: Prentice Hall, 1987).

[18]Oxford, R and Nyikos, M. "Variables affecting choice of language learning strategies by university students" *Modern Language Journal.* (3) 291—300. 1989.

[19]Oxford, R and Crookall, David. "Research on language learning strategies: methods, findings, and instructional issues" in *Modern Language Journal.* (4) 404—419. 1989.

8. LLS training typically is the most effective when integrated into regular class activities.

From the research findings and other related research findings as well the review of the related literature, it is obvious that the reason for identifying existing learner strategies is to capitalize on those strategies which the learner already uses. He has undoubtedly spent a considerable number of years practicing them, and probably become competent in using them. This holds true even if the particular strategy could not be considered to be the most potentially efficient one. Understanding existing strategies is equally important for suggesting refinements or extensions. In any case, the development of learning strategies should be based on whatever recourses the learner brings to the learning situation. Awareness of this existing foundation is of course as important to the learner as it is to the teacher. Learner strategy development is the training, which needs to be provided to encourage learning autonomy.

## D. The Good Language Learner

Many of the initial studies on language learning strategies were aimed at defining the "Good" language learner. As the knowledge of second language acquisition increased during the 1970s, teachers and researchers concluded that no single method of language teaching and research findings would mark the start of universal success in teaching a second language. It was realized that certain learners seemed to be successful regardless of methods or teaching techniques. "Certain people appeared to be endowed with abilities to succeed; others lacked those abilities".[20] Observations and research studies led researchers to describe "good" language learners in terms of personal characteristics, styles, and strategies. They believe that good language learners:
1. Find their own way, taking responsibility for their own learning,

---

[20]Brown, D. H. *Principles of language learning & teaching.* (5th Eds.), (Pearson: Longman, 2007), Pp. 132.

2. Organize information about language,
3. Are creative, and try to feel the language by experimenting its grammar and words,
4. Create opportunities for practice in using the language inside and outside the classroom,
5. Learn to live with uncertainty by not getting confused and by continuing to talk or listen without understanding every word,
6. Use memory strategies to bring back what has been learned,
7. Make errors work for them and not against them,
8. Use linguistic knowledge, including knowledge of the first language, in learning a second language
9. Use contextual cues to help them in comprehension,
10. Learn to make intelligent guesses,
11. Learn chunks of language as wholes and formalized routines to help them perform "beyond their competence",
12. Learn to use certain tricks to keep conversations going,
13. Learn certain production strategies to fill in gaps in their own competence,
14. Learn different styles of speech and writing and learn to vary their language regarding the formality of the situation.

Several researches that have been conducted to identify the characteristics of good learners have been done. These researchers defined these characteristics through tests of language attitude, achievement in classes, identification by teachers, and learning strategies. Based on my personal experience as a language learner, a language teacher, I can identify nine most prominent characteristics of a good language learner as the followings.
1. The good language learner is a willing and accurate guesser.
2. The good language learner has a strong drive to communicate, or to learn from communication.
3. The good language learner thinks in English.

4. The good language learner monitors his own utterances as well others' utterances.
5. The good language learner is autonomous.
6. The good language learner finds a style of learning that suits him or her.
7. The good language learner is actively involved in language learning process as well as creating language situation himself.
8. The good language learner knows his own problems and weaknesses and does something to overcome them.
9. The good language learner never stops learning and practicing or using the language.

## E. The Key Factor of Success: Students (LLS)

If learning is to take place, it must involve the collaboration of two people; they are a teacher and a student. The teacher cannot do it all alone, and most students find difficulties of doing it all alone overwhelming. It is totally true that many foreign language learners are able to acquire facility in social language use through exposure to the new language in communicative context by the natural second language acquisition. However, teachers find out that students' competence in English is still not sufficient to participate successfully in the mainstream curriculum. Then, in trying to develop the students' communicative and academic competence, EFL teachers may wonder why some of their students seem to learn rather easily, while others apparently find learning English fraught with difficulties.[21]

The above mentioned fact may probably be the reason why, in the last two decades, research in the field of Teaching English as a Foreign Language has shifted its focus from the teacher to the learner. Instead of investigating the presumed effective teaching techniques, researchers have become much more interested in describing how the students learn and measuring how the strategies they employ affect their achievement.[22] Furthermore, teachers really realize that students are, among other factors, the most significant factor in the success of language learning.

It is absolutely true then that learners 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 of language learning. In other words, language learning strategies give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, and remember new input presented in the language classroom.

## F. Factors Influencing the Choice of Learning Strategies

Many factors influence students using language learning strategies: age, sex, attitude, motivation, aptitude, learning stage, task requirements, teacher expectation, learning styles, individual differences, motivation, cultural differences, beliefs about language learning, and language proficiency. As the aim of investigating language learning strategies is to produce more effective learning, it has to focus on research into the relationship between using language learning strategies and language learning results.

Studies have shown significant gender differences between males and female language learners in which females have demonstrated to use more and wider range of strategies than males[23] Moreover, many research studies have explored the relationship between learning strategies and learners' proficiency in which the findings have indicated that more proficient

---

[21]Chamot, Ann Uhl. "The role of learning strategies in second language acquisition". In Breem, M. P (ed) *learner contribution to language learning: new directions in research,* (England: Pearson Education Limited, 2001).

[22]Hismanoglu, Murat. "Language learning strategies in foreign language learning and teaching". http:iteslj.org/ Articles/Hismanoglu.html. 19/07/2005.

[23]Zare, P. "An Investigation into Language Learning Strategy Use and Gender among Iranian Undergraduate Language Learners". *World Applied Sciences Journal.* 11 (10): 1238-1247. 2010.

language learners use a greater variety and often a greater number of learning strategies.[24] Motivation is another influential variable which has been widely examined with respect to its relationship with learning strategies. Findings have demonstrated that learners with high motivation use a significantly greater range of learning strategies than less motivated students.

Moreover, learning styles of language learners play a crucial role in choice of language learning strategies. It has been argued that learning styles and learning strategies of an individual learner can work cooperatively with a given instructional methodology.[25] If a harmony exists between these factors, the learner will perform well, feel confident, and experience low anxiety. Studies in the area have shown that an individual's learning style preferences influence the type of learning strategies that they use. For instance, extroverts have demonstrated strong preference for social strategies, while introverts use metacognitive strategies more frequently. Learners who favor group study are shown to use social and interactive strategies, such as working with peers or requesting clarification.

The findings of research studies in the area of language learning strategies provide a greater understanding of strategy use among EFL/ESL learners and support language instructors and curriculum developers to improve their approaches toward teaching and learning goals. These findings also strengthen the fact that strategy use is a complex phenomenon that interacts with a number of variables. These variables have influences on the use of overall strategies, strategy categories, and individual strategies in different ways. So, to obtain a clear idea of learners' patterns of strategy use, it is important to take all these aspects into consideration.[26]

Cultural background (sometimes referred to as ethnicity or nationality) has been linked to use and choice of language learning strategies. Politzer found that Hispanics used more social, interactive strategies, while Asian groups educated in traditionally didactic settings chose memorization strategies.[27] Wharton found that bilingual Asian students learning a third language (English) favored social strategies more than any other types. Culturally-specific strategy use may be a by-product of instructional approaches favored by specific cultural groups as opposed to inherent predispositions based on nationality or ethnicity of the individual. For instance, students educated in the environments of lecture- and textbook-centered teaching approach(es) may use different strategies compared to students trained in student-centered contexts. Because language is so culturally situated, it is difficult to parse out whether differences between groups are a result of differences in instructional delivery, socio-cultural elements, or other culturally specific factors.[28]

**Pattern of Malaysian university students in the use of LLS**



The figure above indicates the picture differences among Malaysian University students. They are simply classified into two: engineering and non-engineering students. It seems that, from the lines, there is no outstanding difference between engineering and non-engineering students in the use of
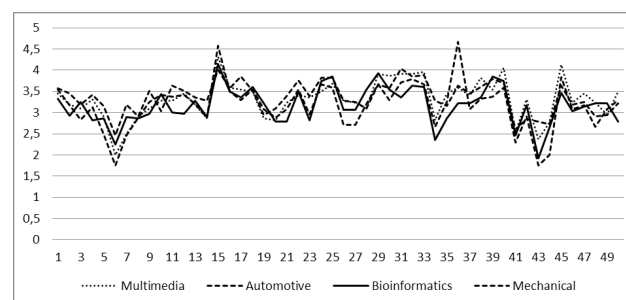
[24]Rahimi, M., Riazi, A., & Saif S. "An investigation into the factors affecting the use of language learning strategies by Persian EFL learners". *CJAL,* 11(2): 31-60. 2008.

[25]Oxford, R. L. *Language learning styles and strategies: An overview.* Learning Styles & Strategies/Oxford, GALA, 1-25. 2003.

[26]Rahimi, M., Riazi, A., & Saif S. "An investigation into the factors affecting the use of language learning strategies by Persian EFL learners". *CJAL,* 11(2): 31-60. 2008.

[27]Politzer, R., "An exploratory study of self-reported language learning behaviors and their relation to achievement". *Studies in Second Language Acquisition* 6, 54–65. 1983.

[28]Wharton, G., "Language learning strategy use of bilingual foreign language learners in Singapore". *Language Learning* 50 (2), 203–243. 2000.

LLS. The uses of LLS among them are clustered between 2.5 to 4.

## Pattern of Indonesian university students in the use of LLS


........ IA  —— 2A  ----- English
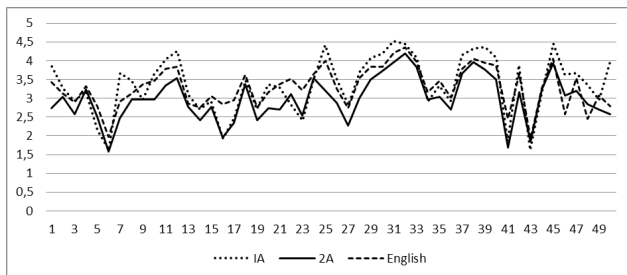
The figure above shows the comparison between the first two best of non English department of STAIN Kediri and English department students. From Figure 2, it seems that the use of LLS between non English department and English department of STAIN Kediri is about the same.
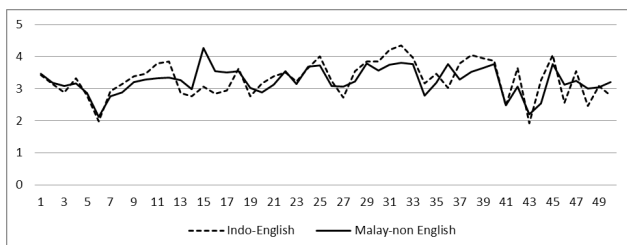
of the two groups (Indonesian English students and Malaysian non English students) range around 2 to 4.5.

## Overall significant difference between Indonesian and Malaysian university students in the use of LLS

After analyzing the data using independent t test as shown in the table below, it was found out that since the significance value of the test is greater than 0.05, we can safely conclude there is no significant difference in the use LLS between Indonesian and Malaysian university students. That is to say, even though English is used as a second language in Malaysia, the LLS employed by the students there is not significantly different from Indonesian university students in which English is used as a foreign language.

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Indo Vs Maly NonEnglish | Equal variances assumed | 7.433 | .007 | -1.258 | 134 | .211 | -.10862 | .08634 | -.27939 | .06214 |
| | Equal variances not assumed | | | -1.166 | 84.556 | .247 | -.10862 | .09313 | -.29381 | .07656 |

## Comparison between Indonesian and of Malaysian university students in the use of LLS


----- Indo-English  —— Malay-non English

As shown by the figure above, it seems that the use of LLS among Indonesian English department students and Malaysian non English students (mechanical and non mechanical) is about the same. The use of LLS

## III. CONCLUSION

One of the very recent areas of investigation in the field of SLA is the area of second language learning strategies. The major assumption of this tradition of research is that the study of LLS and training language learners for better uses of learning strategies contribute to the solution of some of the major conceptual and practical problems of the field. Research on language learning strategies is still in its infancy. Naturally, there are still many problems unresolved. The major problems are terminological and classificatory. Language

learning strategies have been defined and classified differently causing some conflict and confusion.

The findings of the study reveal that there is no significant difference in the use of LLS between English department students and non-English department students. Furthermore, it reveals that there is no significant difference in the use LLS between Indonesian and Malaysian university students. That is to say, even though English is used as a second language in Malaysia, the LLS employed by the students there is not significantly different from Indonesian university students in which English is used as a foreign language. This insignificant difference can be attributed to factors affecting the choice of LLS. In addition, the status of English (ESL and EFL) may also contribute to the choice of LLS. However, the quality and intensity between English and non English students are not different statistically. Also, the ESL and EFL settings do not contribute to the quality and intensity of LLS.

Implications for EFL/ESL Instruction

From the research findings and other related research findings as well the review of the related literature, it is obvious that the reason for identifying existing learner strategies is to capitalize on those strategies which the learner already uses. He has undoubtedly spent a considerable number of years practicing them, and probably become competent in using them. This holds true even if the particular strategy could not be considered to be the most potentially efficient one. Understanding existing strategies is equally important for suggesting refinements or extensions. In any case, the development of learning strategies should be based on whatever recourses the learner brings to the learning situation. Awareness of this existing foundation is of course as important to the learner as it is to the teacher. Learner strategy development is the training, which needs to be provided to encourage learning autonomy.

Another reason for identifying learner strategies is that there is an intriguing reason to try to improve the characteristics of individual students as learners and to improve instructional techniques. It is this part that shares a special concern with the empowering the learners which also means a concern with empowering teachers to present alternative teaching strategies aimed at the individualization of instruction, caring for differentiation in the classroom through the enhancement of learning strategies that enable students to become independent and responsible learners. It is selfish to insist using one method in the hope of being applicable to everybody.

We can not define how to learn as the procedure by which learners obtain insights about the learning process and about themselves, effective learning strategies, and develop positive attitudes towards language and language learning. This process is generally acknowledged to lead to improved cognitive activity and a greater degree of control on the other part of the learner.[29] In fact, no educational objective is more important for students than learning how to learn, and how to function as independent, autonomous learners. In addition to providing the information and knowledge that students need in their lives, it is just as important for the school to give learners the opportunity to go on learning once the schooling period has finished.

Furthermore, learners usually have their own ideas about how 'best' to tackle learning as well as about the role of the teacher and their own role among others. These ideas can often make learning more difficult rather than facilitating it. Through preparation and assessment process, learners can recapture a given experience, examine their own understanding of it and contrast it with others.[30] In this sense, learning to learn does not merely

---

[29]Oxford, R. L. *Language learning strategies: What every teacher should know,* (New York: Newbury House/Harper & Row, 1990).

[30]Raya, M. J. "Training Language Learners to learn. In Gewehr, Wolf (ed) *Aspects of Modern Language Teaching in Europe,* (New York: Routledge, 1998).

mean following the teacher's instructions, but rather exploring and discovering new perspectives and possibilities, using one's own conceptions as a starting point.

As a matter of fact, learning strategies are present whenever we attempt to learn anything, but unfortunately, not all learners gain insights about these strategies and capture them. For this reason, awareness is essential for the learner, who should be made aware that good performance depends on appropriate strategies rather than luck or special ability. However, the teacher's role should not only be solely limited to awareness-raising, but also guide the students towards models of good thinking and the acquisition of qualities shown by successful learners, always within the context of the learners' own strategies. It is this capacity to examine situations, tasks and problems that determine the difference between a successful learning experience and an unsuccessful one.

Although most effective learners do not always use the most appropriate learning strategies and/or do not know how to employ them in most effective manner, it follows from this that language teachers need to address the question of *how* their students are learning, rather than merely *what* they are learning. Furthermore, it seems insufficient simply to advocate that students become more autonomous and self-directed in their learning, without giving them help and guidance in achieving that goal.

## REFERENCES

Abraham, G. R. and Vann, J, R. "Strategies of two language learners: a case study". In Wenden, A., and Rubin, J. (Eds.). *Learner strategies in Language Learning.* Englewood Cliffs, NJ: Prentice Hall. 1987.

Benson, P. "The philosophy and politics of learner autonomy". in Benson, Phil and Voler, Peter (eds) *Autonomy and Independence in Language Learning.* London: Longman. 1997.

Breem, M. P., and Mann, S. J,. "Shooting arrows at the sun: perspectives on a pedagogy for autonomy". in Benson, Phil and Voler, Peter (eds) *Autonomy and Independence in Language Learning.* London: Longman. 1997.

Brown, D. H. *Principles of language learning & teaching.* (5th Eds.). Pearson: Longman. 2007.

Chamot, A.U. "Language learning strategy instruction: Current issues and research". *Annual Review of applied Linguistics,* 25: 112-130. 2005.

Chamot, Ann Uhl. "The role of learning strategies in second language acquisition". In Breem, M. P (ed) *learner contribution to language learning: new directions in research.* England: Pearson Education Limited. 2001.

Cohen, A. *Language learning: Insights for learners, teachers, and researchers.* New York. Newbury House. 1998.

Fedderholdt, Karen. "Using diaries to develop language learning strategies". On Internet communication division, Temasek polytechnic on Internet. 1997.

Hismanoglu, Murat. "Language learning strategies in foreign language learning and teaching". http:iteslj.org/Articles/Hismanoglu.html. 19/07/2005.

O'Malley, J. M. & Chamot, A. U. *Learning strategies in second language acquisition.* Cambridge: Cambridge University Press. 1990.

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Kupper, L.J. & Russo, R.P. Learning strategies used by beginning and intermediate ESL students. *Language Learning,* 35(1): 21-46. 1985.

Oxford, R and Crookall, David. "Research on language learning strategies: methods, findings, and instructional issues" in *Modern Language Journal.* (4) 404—419. 1989.

Oxford, R and Nyikos, M. "Variables affecting choice of language learning strategies by university students" *Modern Language Journal.* (3) 291—300. 1989.

Oxford, R. L. *Language learning strategies: What every teacher should know.* New York: Newbury House/Harper & Row. 1990.

Oxford, R. L. *Language learning styles and strategies: An overview.* Learning Styles & Strategies/Oxford, GALA, 1-25. 2003.

Politzer, R., "An exploratory study of self-reported language learning behaviors and their relation to achievement". *Studies in Second Language Acquisition* 6, 54–65. 1983.

Rahimi, M., Riazi, A., & Saif S. "An investigation into the factors affecting the use of language learning strategies by Persian EFL learners". *CJAL,* 11(2): 31-60. 2008.

Raya, M. J. "Training Language Learners to learn". In Gewehr, Wolf (ed) *Aspects of Modern Language Teaching in Europe.* New York: Routledge. 1998.

Raya, M. J. "Training Language Learners to learn". In Gewehr, Wolf (ed) *Aspects of Modern Language Teaching in Europe.* New York: Routledge. 1998.

Rubin, J. What the "Good language learner" can teach us. *TESOL Quarterly,* 9(1): 41-51. 1975.

Stern, H.H. What can we learn from the good language learner? *Canadian Modern Language Review*, 31: 304-318. 1975.

Wenden, A., "How to be a successful language learner: Insights and prescriptions from L2 learners". In: Wenden, A., Rubin, J. (Eds.), *Learner Strategies in Language Learning.* Prentice/Hall International, Englewood Cliffs, NJ, pp. 103–118. 1987.

Wenden, Anita. *Learner Strategies for Learner Autonomy.* UK: Prentice Hall International Ltd. 1991.

Wharton, G., "Language learning strategy use of bilingual foreign language learners in Singapore". *Language Learning* 50 (2), 203–243. 2000.

Zare, P. "An Investigation into Language Learning Strategy Use and Gender among Iranian Undergraduate Language Learners". *World Applied Sciences Journal.* 11 (10): 1238-1247. 2010.