

**THE CORRELATION BETWEEN LANGUAGE LEARNING  
STRATEGIES AND ACADEMIC ACHIEVEMENT OF  
UNDERGRADUATE EFL STUDENTS OF  
UIN RADEN FATAH PALEMBANG**



**UNDERGRADUATE THESIS**

**This thesis was accepted as one of the requirements to get the title of  
Sarjana Pendidikan (S.Pd.)**

**by**

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**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF TARBIYAH**

**ISLAMIC STATE UNIVERSITY**

**RADEN FATAH PALEMBANG**

**2017**

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Kepada Yth.

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Setelah Kami Periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi yang berjudul **“THE CORRELATION BETWEEN LANGUAGE LEARNING STRATEGIES AND ACADEMIC ACHIEVEMENT OF UNDERGRADUATE EFL STUDENTS OF UIN RADEN FATAH PALEMBANG”** yang ditulis oleh **Abdul Ravik** telah dapat diajukan dalam siding munaqosah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikian dan terima kasih.

Wassalalmualaikum Wr. Wb.

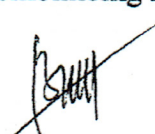
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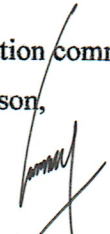
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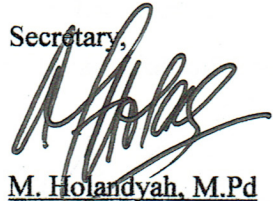
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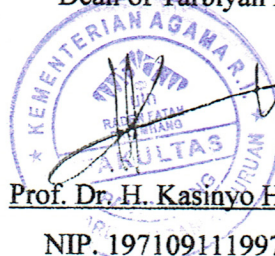
  
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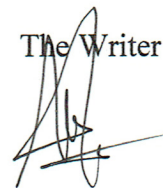
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1. All the data, information, interpretation, and conclusion presented in this thesis, except for those indicated by the sources, are the results of my observation, process, and thought with guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statements are made truthfully and if one day, there is evidence of forgery in the statement above, I am willing to accept the academic sanction of the cancellation my bachelor degree that I have received through this thesis.

Palembang, September 13<sup>th</sup>, 2017

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Abdul Ravik

NIM. 1320001

### **Dedication**

The researcher dedicated this thesis to his beloved family, especially his parents

**Gopar as the fantastic daddy in his world**

**Asni as the most powerful mom ever**

**Peri and Agun as kindness friends and brother**

### **Motto**

**Life is like riding bicycle. To keep it balance, you must keep moving.**

**"Albert Einstein"**

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This scientific paper is presented as one of the requirements for the degree of Strata I (S.Pd.) (undergraduate study) in English Education Study Program, Faculty of Tarbiyah, UIN Raden Fatah Palembang.

The writer realizes that there are many parties that contribute in this research either giving their help, guidance, motivation, support and pray so that this work could be finished successfully. The deepest appreciation is given by the writer toward their deeds. He really hopes that what you give to him will be rewarded by God. Furthermore, he also would like to express his great gratitude to his two advisors, Hj. Lenny Marzulina, M. Pd., and Beni Wijaya, M. Pd., for their encouragement in writing this thesis.

Moreover, the writer also would like to express his thanks and appreciation to all people who helped him in accomplishing his work, particularly to:

1. Hj. Lenny Marzulina, M.Pd., the Head of the Departmennt of English Education Study Program, Faculty of Tarbiyah, UIN Raden Fatah, Palembang.
2. Hollandiyah, M.Pd., the secretary of the Departmennt of English Education Study Program, Faculty of Tarbiyah, UIN Raden Fatah, Palembang.
3. All of the lecturers and staffs who always give knowledge and guidance to the writer, whose names cannot be mentioned one by one.

4. All of the participants in the research who have already spent their time in participating in the research.

The writer realizes that this thesis is far from being perfect. Therefore, he really appreciates all of the constructive suggestion to this work. Hopefully, this thesis will be a great contribution to the academic field.

Palembang, August , 2017

The Writer



Abdul Ravik



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Palembang, August , 2017

The Writer

Abdul Ravik

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## ABSTRACT

Many researchers believe that learning strategies give much benefits for students' achievement . In case, language learning strategies and academic achievement were correlated to find out the effect of independent variable to students' GPA. This research was conducted in UIN Fatah Patah Palembang in the academic year 2014-2016. The population of this research was 487 active EFL student. By using stratified sampling technique, there were 110 selected students who participated in this research. The data were gained by using SILL questionnaire and students' GPA. The first question of this research was answered, unfortunately the second and the third question can be touched. At last, language learning strategies and academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang did have any correlation.

**Keywords:** *Language learning strategies, academic achievement, and EFL students*

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# CHAPTER I

## INTRODUCTION

This chapter presents the following subheadings: (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

### **1.1. Background**

Human is a social creature who needs communication in life to accomplish their desire. In addition, human beings rely on language to bespeak themselves, interact with others, and absorb the world (Qui, 2014, p. 194). According to Chomsky, crude form of language is stored in human language, moreover language is the ability to comprehend and speak ideas (Nath, 2010. p. 4). However, it cannot be gained by human directly, but experience and stages of learning will lead them to obtain it. Chomsky (Nath, 2010, p. 5) defines that the creative nature is one of the essential aspects of human language. Moreover, every race, nation, and culture has their own way to communicate, on the other side of coin they have their own language which vary from another. Thus, language is very fundamental for human life. Furthermore, Bronya (2013) and Kilgour (1999) argue that there are three core things of language; languages are a passport to another world; it is a sign of respect and creates instants connections; and a lot of things are lost in translation. In addition, as global community an international language is needed such a tool of interaction that make the world becomes smaller. Nowadays, English has

been lingua franca to united the diversity (Jenkins, 2008; Majanen, 2008 & Seidlhofer, 2005, p. 339).

English is the one which dominates other languages (Kenneall, 2007). It connects many kinds of aspects for living creatures. In short, it spreads out one to other continents by colonializing which is happened in nineteen centuries (Broughton, Brumfit, Flavell, Hill & Pincas, 1980). Moreover, the community all over the world uses English as their vehicle for communication instead in some countries are used as *English as second language* and *English as foreign language*. English as foreign language (EFL), especially, is learned by society to understand the world. Even more, the learners intend to learn English because they want to visit England, to communicate with foreigner and to be able to read English in books and newspapers (Broughton, et al, 1980). In contrast, learning new language such as EFL is not easy because the student encounters many kinds of problem such as vocabulary, grammar, pronunciation, etc. (Khajloo, 2013, p. 56; Kannan, 2009, p. 2; Banks, T, 2008, p. 10 & Holesinska, 2006, p. 6) in order to facilitate pupils acquire second or foreign language, Oxford (1980) purposes strategies which is called *Language learning strategies*.

Learning strategies can abet learners to achieve a high level of success in learning another language (Thue, 2009, p. 2). In addition, some strategies are suitable reason for the effectiveness so that the learner is more active cognitively than a learner who is less strategically engaged in the assignment (Griffiths, 2003, p. 3). According to Oxford and Crookall

(as cited in Razak, Ismail, Aziz & Babikkoi, 2012, p. 241), learning strategies are steps taken by EFL students to aid the whole process of acquisition, storage, retrieval, or using linguistics information. In short, such strategies play crucial role in understanding another language as well as the skill that learners develop in learning a foreign or second language.

Learning strategies can also enable pupils to be more independent autonomous (Razatk, Ismail, Aziz & Babikkoi, 2012, p. 241). Even more, language learning strategies can improve student proficiency but it depends on how student adapts such strategies that work best for them. Learning a second or foreign language can be advanced and lifelong process. Therefore, the active participant is needed passing through motivation and encouragement and utilizes language learning strategies, which are such a tool and shortcut, to become independent and successful learners (Su, 2005, p. 45, and Chamot, 2004, p. 14). On the other side, in order to accommodate successful instruction, teachers need to absorb their students' individual variation and even they must be aware that their teaching style are suitable to their learners' strategies (Al-Hebaishi, 2012, p. 510; Fazeli, 2011, p. 1311 and lee, 2010). Moreover, Hajhashemi (2012, p. 421) support that it is very essential in which the students are aware of their strengths as well as their weaknesses. Therefore, they can anticipate or even can manipulate it to cover their weaknesses in order to reach the high steps of learning language.

Additionally, Ho (2011, p. 386) argues that the successful learners adapt a greater use of learning strategies to the learning task. Furthermore,



Ellis (2008, p. 708) who studied on good language learners shows five main aspects of successful language learning which are a concern for language form, a concern for communication, an active task approach, an awareness of the learning process, and a capacity to use strategies flexibly in accordance with task requirements. In short, successful learners or not will behave in such different ways and it will be influenced by aptitude, motivation, and opportunity. However, such strategies can be gained or adapted by unsuccessful language learners by learning those strategies, so that it will help them become better language learners (Derakhshan, Tamaskani, & Faribi, 2015, p. 613). Abhakorn (2008) supports that the training of such strategies should be given to the learner in order to engage them to be more independent and they can choose the strategies related to their specific task.

In contrast, teacher sometimes does not take into account students' misbehavior or dearth of success in class as signs of learning difficulties. Reis (2012, p. 85) supports that students whose learning difficulties do not know the way to take to study or to keep their attention in the class or even develop their own strategies to catch over the successful in learning. In fact, they are labeled as unsuccessful learners.

In addition, most of the students are not aware what language learning strategies relates to their learning and teaching process. They act just the way they are, without paying into such strategies which is very helpful for them. Simsek and Balaban (2010, p. 38) add that the students who adapt learning strategies will be more successful in the classroom

both participation or even assignment. Recently, many researchers have proven that language learning strategies can improve students and contribute to the teaching and learning process ((Mhammad & Hazarika, 2016, p. 105 & Khamkhien, 2010, p. 67). According to Oxford and Ellis (Gerami & Baighlou, 2011, p. 1567; Jhaish, 2009, p. 6; & Saricoban & Sarocaoglu, 2008, p. 172), learning strategies plays vital roles in term of language proficiency and academic achievement.

In this regard, academic achievement is one thing which becomes core of the result of learning process. Wijaya (2014, p. 1) defines that academic achievement take large portion in successful life. Moreover, there are two main factors that influence academic achievement such as motivation for learning and interested in the lessons (Erdogan, Bayram, & Deniz, 2008, p. 42). In addition, academic achievement in term of GPA is measured as a piece of information of students' achievement, then many employers consider GPA when hiring (Schwartz, 2014; and Ilalliher, 2011). Over time, it is a measure of success and progress.

On the other side, many students are not able to follow the instruction of the teacher and they sometimes do not have capability in learning language. For instance, their result of learning is low. furthermore, Hasan (2012) argues that GPA is not easy to reach for some students of university through various reasons such as ability, attendance, passion, and organization. Additionally, there are some factors which can influence students' achievement such as proclivity, motivation and personality (Azwar, 2008).

Based on the informal interview with the undergraduate EFL students of UIN Raden Fatah University, some of them were satisfied with their academic achievement, but some were not. Those who were satisfied say that they did not know what language learning strategies were, or even learning strategies can influence their learning result or not. On the other hand, a few of student knew about learning strategies but they could not explain such strategies in detail such as kinds of strategies, the function, the effect, and so on. Therefore, those who had low score seem like they did not know where they wanted to go about leaning strategies. In fact, they are going to be a teacher someday instead of another job. However, learning strategies are a crucial thing which needs to be learnt and also it can be taught to the student in order to improve their English skills.

Some research has been conducted related to the variables and the results are varied. Liu (2015) argues that there was strong correlation between language prociency and learning strategy. Chand (2014) reports that there was a weak correclation between learning strategy and academic language proficiency. However, Hajhashemi, Shakarami, Anderson, Amirkhiz, & zou, (2013) add that there was no significant relationship between the students' English language proficiency and their language learning strategies. Hence, it is critically essential to illuminate the correlation between language learning strategies of the students and their academic achievement, and to identify the best predictor of their learning so that it will contribute to their academic achievement.

## **1.2. Problems of the Study**

Based on the background, the research problems were formulated in the following questions:

1. Was there any significant correlation between students' language learning strategies and their academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang?
2. Was there any significant influence between students' language learning strategies and their academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang?
3. Which type of students' language learning strategies was the best predictor of their academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang?

## **1.3. Objectives of the Study**

In accordance with the problems above, the objectives of these studies are:

1. To find out if there was a significant correlation between students' language learning strategies and their academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.
2. To find out if there was a significant influence between students' language learning strategies and their academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.
3. To identify which type of students' language learning strategies was the best predictor of their academic achievement of undergraduate EFL students of UIN Raden Fatah Palembang.
- 4.

#### **1.4. Significance of the Study**

The study is hoped to give much significance for many parties in achieving success of teaching learning process. First, teachers will gain more knowledge how to transfer the material to the student by using some effective strategies and by knowing the students' language learning strategies. Moreover, the atmosphere of studying process will run as hoped through cooperation between teacher and student. Both of them should know their own roles so that learning will be fun and the target will be reached. Second, students should recognize many kinds of learning strategies which are very helpful to discover their own strength and to extent their own weaknesses in order to improve their English proficiency. In addition, it will affect their result of learning even though it just improves some points. Finally, this research will be beneficial for further research as reference and information in conducting another research related to language learning strategies and the result of this research can be compared as data to another research in order to find out the concrete data for those who want to conduct a research in language learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter describes (1) the definition of language learning strategies, (2) O'Malley, Chamot, Stewner-Manzares, Kupper, Robbin, Russo and Walker's classification, (3) Oxford's clasification, (4) academic achievement, (5) previous related studies, (6) hypothesis, (7) criteria for testing hypothesis, and (8) Research Setting.

#### **2.1. Definition of Language Learning Strategies**

Since language learning strategies are essential in achieving successful learning process. It shifts teacher center to learner center so that the learning process is more effective. There are some definitions which are purposed by some experts. Oxford (1990, p. 8) states that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed and more transferable to new situations. Based on Wenden (1991, p. 18), learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so. Scarcella and Oxford (1992, p. 63) argue learning strategies are specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task-used by students to enhance their own learning.

On the other side, Richards and Platt (1992, p. 209) assume learning strategies are intentional behavior and thoughts used by learners during learning so as to help them understand, learn, or remember new information. Ellis (1994, p. 530) speaks that this relates directly to language learning

strategies which are described as attempts to develop linguistic and sociolinguistic competence in the target language. In short, learning strategies are specific steps to assist learner to be more independent student so that they acquire language without much obstacles.

## **2.2. O'Malley, Chamot, Stewner-Manzares, Kupper, Robbin, Russo and Walker's Classification**

Classification is purposed in order to help learner easily understand what kind of LLSs are. O'Malley and his mates classify the strategies into three main categories (Hajhashemi, Shakarami, Anderson, Amirkhiz, & zou, 2013; Tam, 2013; Jhais, 2010; Griffiths, 2004; & Ghadessy, 1998):

### a. Metacognitive Strategy

Metacognitive strategy is a terminology which refers to the executive skills, strategies which require thinking about learning process will be going, planning for learning, monitoring and evaluating learning after learning process is over (Lai, 2011, p. 4: & Lv & Chen, 2010, p.136).

### b. Cognitive strategy

Cognitive strategy refers to learning steps which is taken by learners in order to understand the learning material itself. The most important cognitive strategies are repetition, elaboration, contextualization, auditory representation and transfer (Grossman, 2011, p. 21).

### c. Socio-affective Strategy

Socio-affective strategy refers to interaction which is built among learners in order to assist their learning. it deals with various tasks and it

forms such as questioning for reason, cooperation to solve a problem, rephrasing, and self-talk.

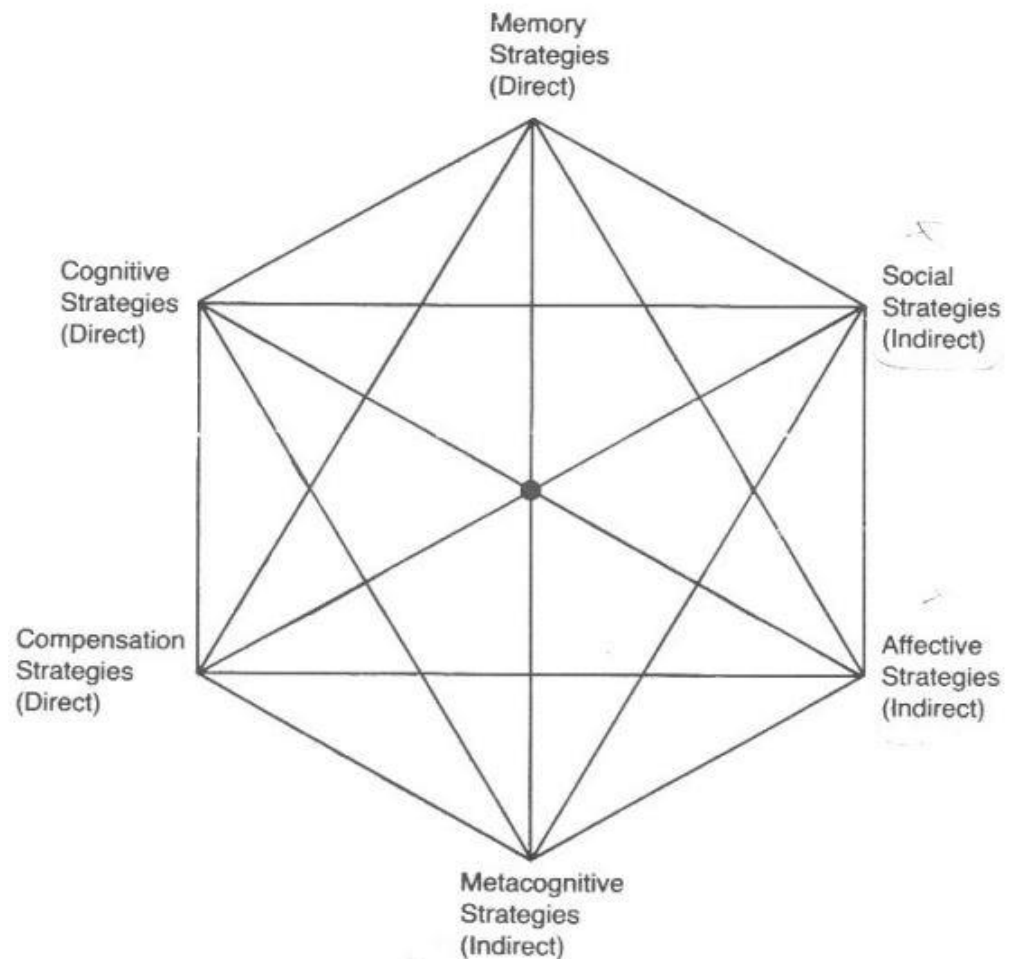
### **2.3. Oxford's Classification**

In the last few decades, many researchers and practitioners have attempted to define and explain language learning strategies. Even though some classifications and conceptualizations of language learning strategies have been stated by many researchers such as O'Malley, Chamot, Robin, etc. but Tam (2013, p. 6) argues that the most comprehensive classification has been proposed by Oxford which consists of direct and indirect strategies. Oxford (1990) considers that the aim of Language Learning Strategies is being oriented towards the development of communicative competence.

Additionally, language learning strategies are divided into two major classes. These two classes are subdivided into a total of six groups (memory, cognitive, compensation belong to direct class and metacognitive, affective, and social under the indirect class). Moreover, Direct and indirect strategies support each other and that each other strategy group is capable of connecting with and assisting every other strategy. The strategy system which is proposed by Oxford is more comprehensive and detailed and more systematic in linking individual strategies as well as strategy groups with each of the four language skills (Oxford, 1995, p. 14). It can be seen in the following *figure 1*.



Figure 1. interrelationship between direct and indirect strategies.



Source: (oxford, 1995, p. 14)

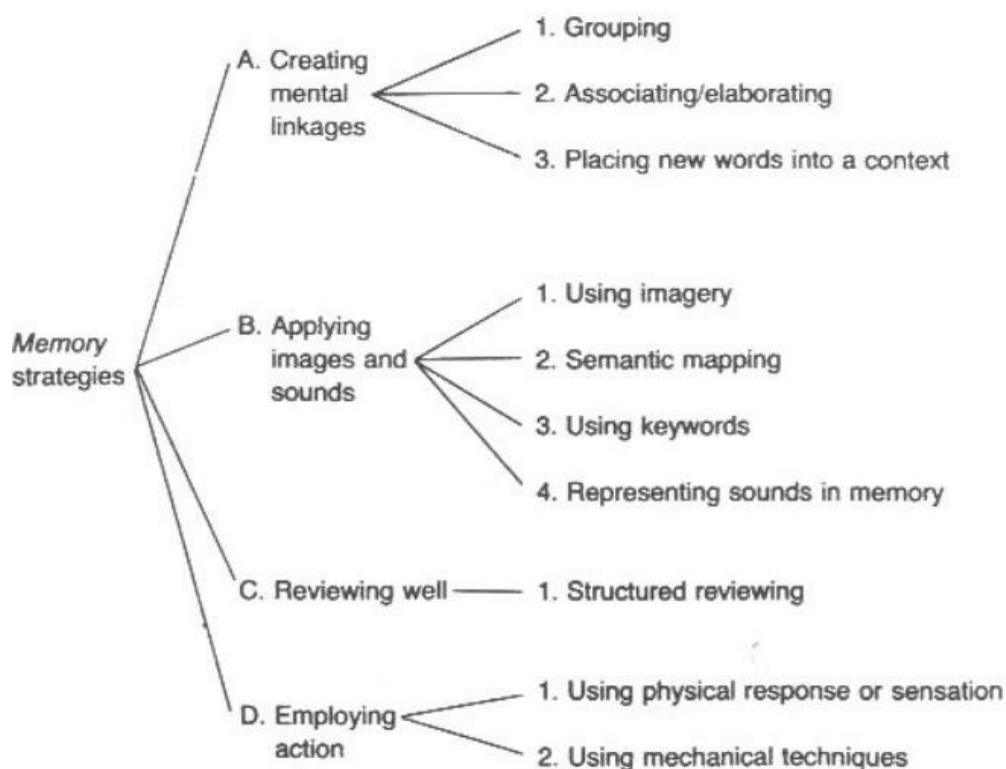
a. Direct Strategies

1) Memory Strategies

Memory strategies reflect very simple principles, such as arranging things in order, making associations, and reviewing. These principles all involve meaning. For the purpose of learning a new language, the arrangement and associations must be personally meaningful to the

learner, and the material to be reviewed must have significance. Memory strategies fall into four sets: creating mental linkages, applying images and sound, reviewing well, and employing actions.

Figure 2. diagram of the strategy system showing of memory



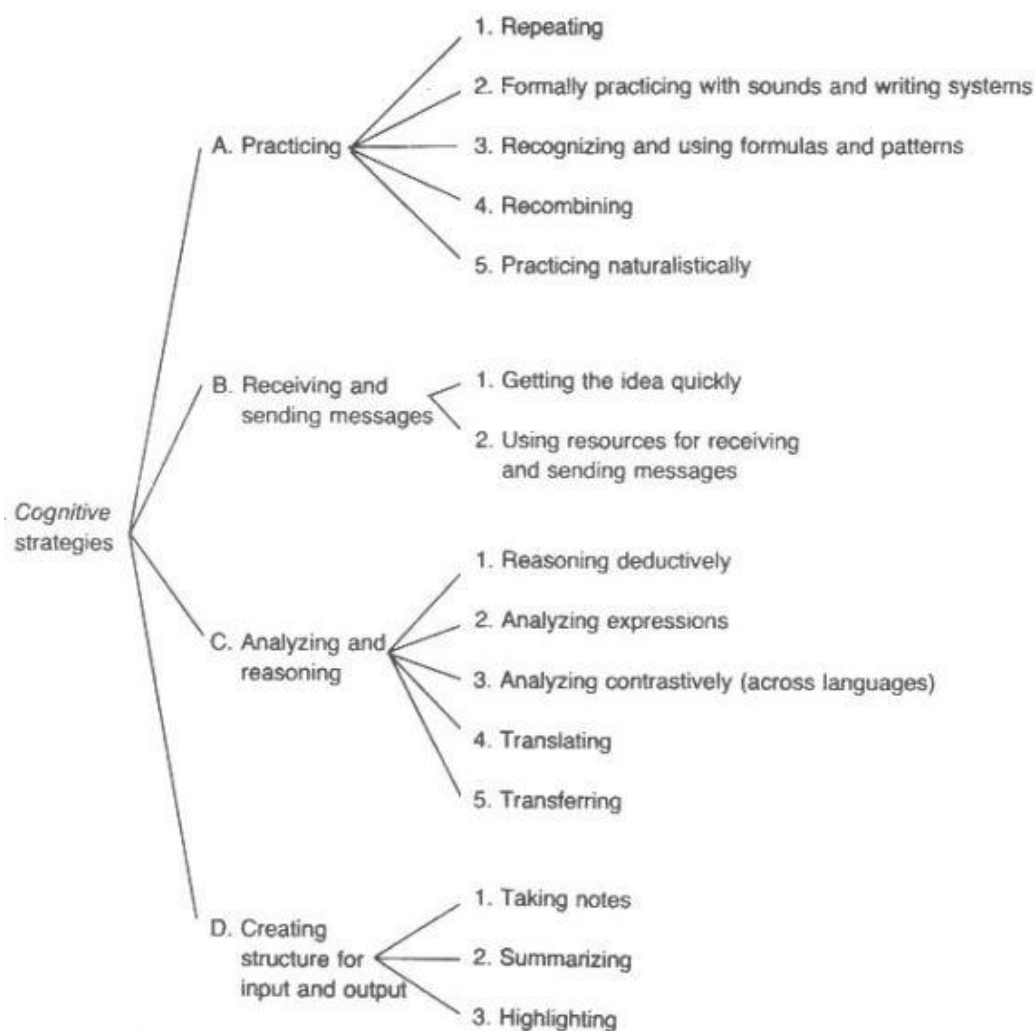
Source: (oxford, 1995, p. 39)

## 2) Cognitive Strategies

Cognitive strategies are essential in learning a new language. Such strategies are a varied a lot, ranging from repeating to analyzing expressions to summarizing. All their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies are typically found to be the most popular strategies with language learners. There are four sets of cognitive strategies which are practicing, receiving and sending

messages, analyzing and reasoning, and creating structure for input and output.

Figure 3. diagram of the strategy system showing of cognitive



Source: (oxford, 1995, p. 44).

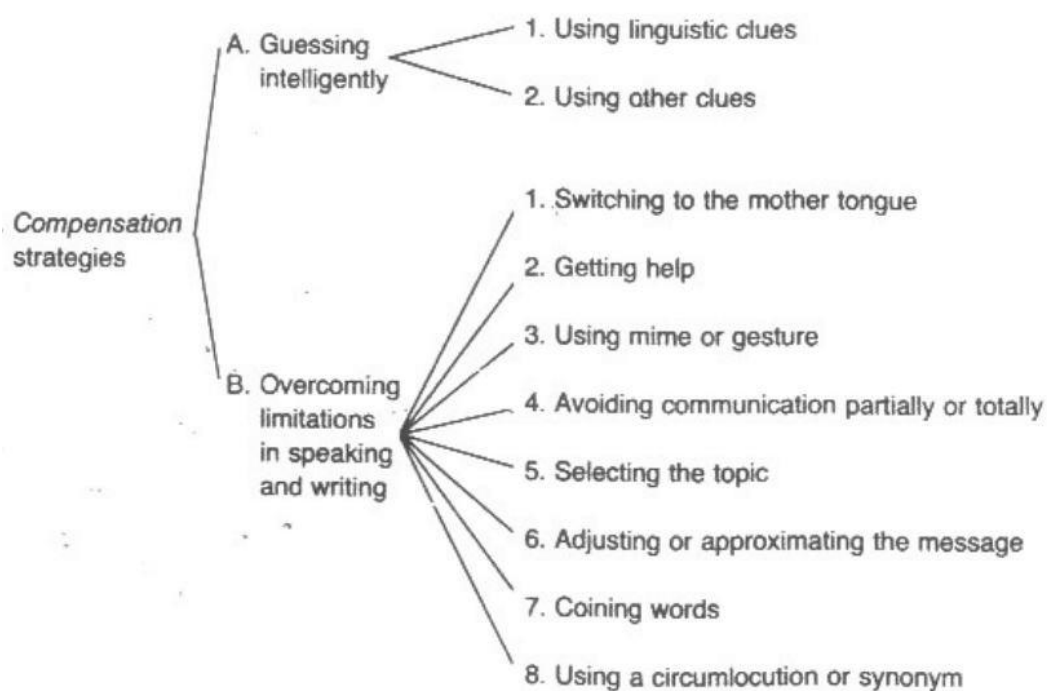
### 3) Compensation strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and of vocabulary. Compensation

occurs in understanding a new language but also in producing it. Additionally, Compensation strategies allow learners to produce spoken or written expression in the new language without complete knowledge.

There are two categories of compensation strategies such as guessing intelligently in listening and reading, and overcoming limitation in speaking and writing.

*Figure 4. diagram of the strategy system showing of Compensation*



Source: (oxford, 1995, p. 14).

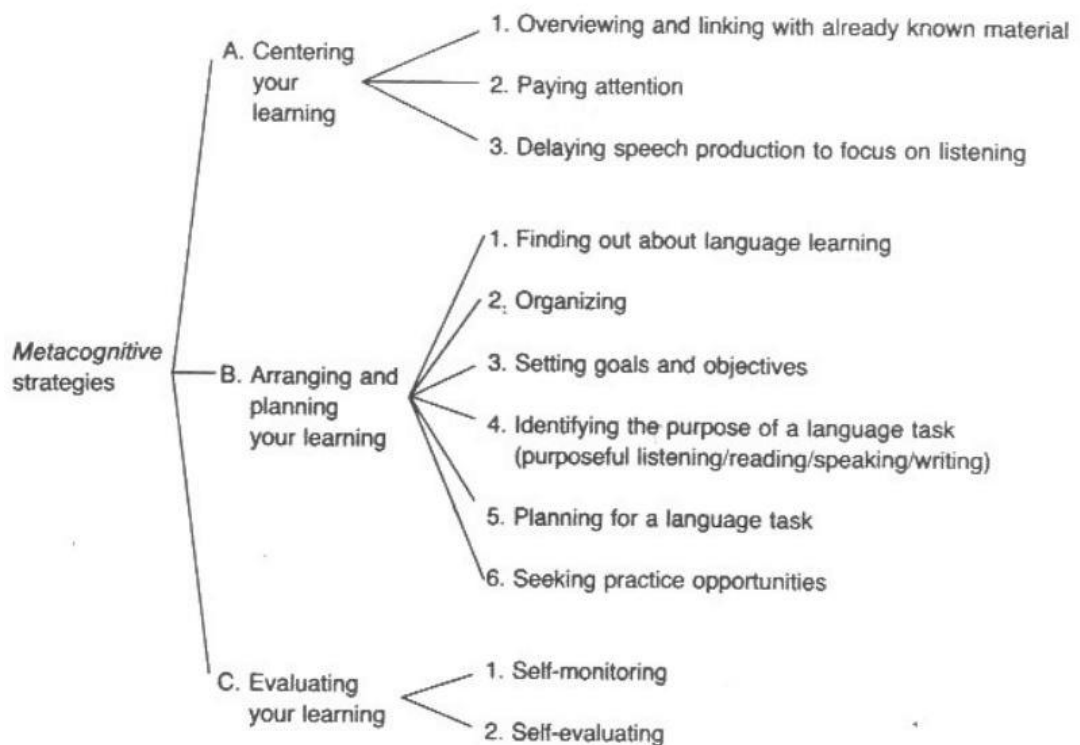
## b. Indirect Strategies

### 1) Metacognitive Strategies

Metacognitive strategies are actions which go beyond purely cognitive device and which provide a way for learners to coordinate

their own learning process (Benjamin, 2013). Metacognitive strategies are essential for successful language learning. moreover, the metacognitive strategy of seeking practice opportunities is especially important. learners who are seriously interested in learning a new language must take responsibility to seek as many practice opportunities as possible. Metacognitive strategies include three strategy sets which are centering your learning, arranging and planning your learning, and evaluating your learning.

*Figure 5. diagram of the strategy system showing of metacognitive*

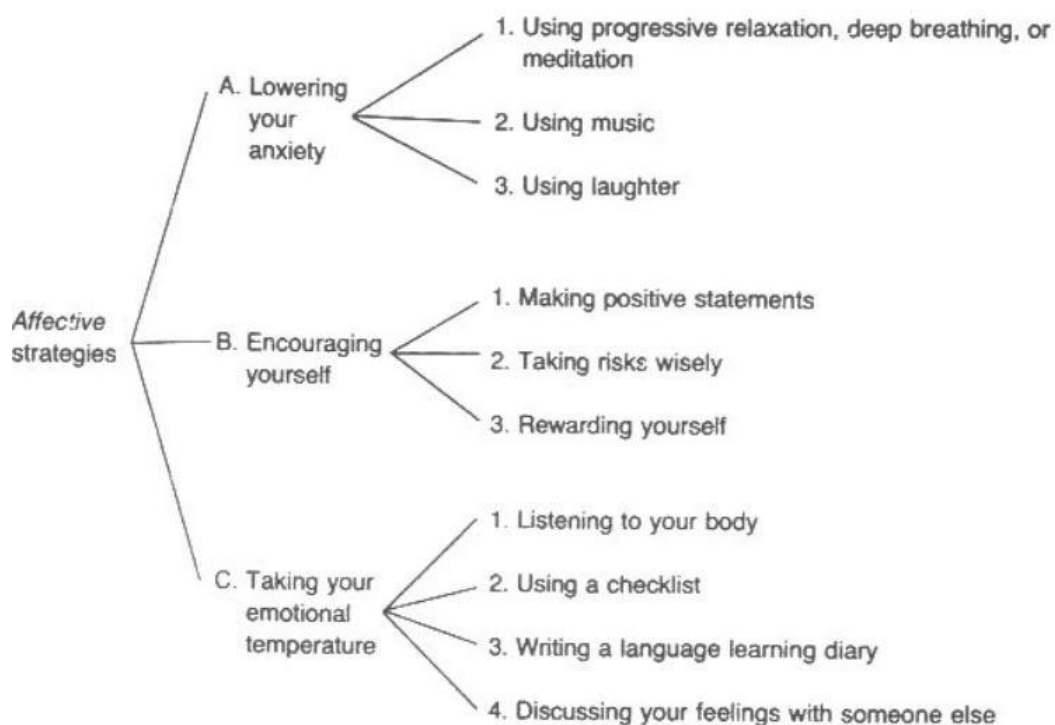


Source: (oxford, 1995, p. 137).

## 2) Affective Strategies

The term affective refers to emotions, attitude, motivations, values. Language learner can gain control over these factors through affective strategies. Affective strategies consist of three main sets which are lowering your anxiety, encouraging yourself, and taking your emotional temperature.

*Figure 6. diagram of the strategy system showing of affective*



*Source: (oxford, 1995, p. 141).*

## 3) Social Strategies

Language is a form of social behavior such as communication. Communication occurs between and among people. Learning a language involves other people, and appropriate social strategies are very important in this process. Three sets of social strategies are

included; asking question, cooperating with others, and empathizing with others.

Figure 7. diagram of the strategy system showing of social



Source: (oxford, 1995, p. 145).

## 2.4. Academic Achievement

Students' academic achievement refers to the grades obtained by students upon accomplishing the courses in their study. In the university, the students' academic achievement in each semester is represented by Grade Point Average (GPA). The academic grade scale for each course ranges from the lowest "F" to the highest "A", with corresponding grade point ranging from the lowest "0.00" to the highest "4.00". The total of the GPA for all semesters or the last semester the students belong to is called Cumulative GPA. To sum up, Cumulative GPA is the total score obtained for all the completed courses from the first semester to the last semester. The following is the table of students' academic achievement category in accordance with

Pedoman Akademik, Fakultas Tarbiyah dan Keguruan IAIN Raden Fatah Palembang, 2014)

Tabel 1. Students' Academic Achievement Category

No	Score Range	Category
1	4.00	Summa Cumlaude
2	3.51 – 3.99	Cumlaude
3	3.01 – 3.50	Very well
4	2.51 – 3.00	Good
5	2.00 – 2.50	Enough

*Source:* (Pedoman Akademik, Fakultas Tarbiyah dan Keguruan

IAIN Raden Fatah Palembang, 2014)

## 2.5. Previous Related Studies

Al-Hebaishi (2012), an assistant professor of Taibah University examined a study entitled Investigating the relationships between learning styles, strategies and the academic performance of Saudi English majors. This study aimed to identify the learning style and strategies preferences of female EFL majors at Taibah University as well as to investigate the relationship of learning styles and learning strategies to academic performance in the Methodology One Course. Data were collected from a sample of (88) participants. The result showed that a significant positive relationship was found between participants' use of learning strategies and their academic performance.

Muelas and Navarro (2014) examined a research entitled Learning Strategies and Academic Achievement. This study aimed to know how using



learning strategies by students improve their academic performance. The subject of the study was 30 students sample in first course of bachelor's degree belonging to Foment Foundation School in the city of Madrid, Spain. The results showed that there was a significant correlation between students' academic performance and learning strategies.

Additionally, Liu (2015) directed a study entitled *Use of Learning Strategies by EFL Learners: A Study of How It Relates to Language Proficiency and Learner Autonomy*. This study aimed to explore the association between the field of study, gender, language proficiency, and the use of learning strategies in an EFL educational setting. The participants of the present study included 150 university freshmen taking English classes in central Taiwan. The finding showed that there is a strong relation between language proficiency and learning strategy.

In contrast, Ghiasvand (2010) managed a study entitled *relationship between learning strategies and academic achievement; based on information processing approach*. This study aimed to compare learning strategies between under-achiever and upper-achiever students of 501 high school students in Qazvin Province from grade 1 to 3. Ninety subjects were selected by random multi-level cluster sampling method. The result told that there is no relationship between learning strategies and academic success.

Therefore, Hajhashemi, Shakarami, Anderson, Amirkhiz, and Zou (2013) conducted a study about *Relations between Language Learning Strategies, Language Proficiency and Multiple Intelligences*. The aim of this study was to investigate any possible relationship between ESL students' MI

profiles and their use of language learning strategies and hence their proficiency level, as measured by the MUET (Malaysian University English Test). The subject of this study was 30 Malaysian students. The finding showed that there is no significant relationship between the students' English language proficiency.

Last, it revealed that there was no significant relationship among metacognitive, affective and student's English achievement in English education study program in Palembang. The discovery was found by Nurul Fitriyah Almunawaroh in 2014 through her thesis with title the relationship among parents' socioeconomic status, language learning strategies, and English achievement of the undergraduate students of English Education Study Program in Palembang.

## **2.6. Hypothesis**

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H<sub>0</sub>: There is no significant correlation between students' language learning strategies and their academic achievement.  
H<sub>1</sub>: There is a significant correlation between students' language learning strategies and their academic achievement.
2. H<sub>0</sub>: There is no significant influence of students' language learning strategies over their academic achievement.  
H<sub>1</sub>: There is a significant influence of students' language learning strategies over their academic achievement.

3.  $H_0$ : There is no type of students' language learning strategies becoming the best predictor of their academic achievement.
- $H_1$ : There is a type of students' language learning strategies becoming the best predictor of their academic achievement.

### **2.7. Criteria for Testing Hypothesis**

To test the hypothesis above, the researcher will use these criterions;

1. If p- value is higher than 0.05 ( $p > 0.05$ ), the level of significance is 5%,  $H_0$  is accepted and  $H_a$  is rejected.
2. If p- value is less than 0.05 ( $p < 0.05$ ), the level of significance is 5%,  $H_0$  is rejected and  $H_a$  is accepted.

### **2.8. Research Setting**

The writer conducted his research at UIN Raden Fatah Palembang that was located on Jalan Prof. K.H. Zainal Abidin Fikri KM. 3.5, Pahlawan, Kemuning, Kota Palembang, Sumatera Selatan 30126. The present rector of UIN Raden Fatah Palembang is Prof. Drs. H. Sirozi, MA.Ph.D. The first vice chancellor is Dr. Ismail Sukardi, M.Ag. The second vice chancellor is Dr. Zainal Berlian, MM., DBA. The third vice chancellor is Dr. Rr. Rina Antasari, M.Hum.

#### **2.8.1. History of UIN Raden Fatah Palembang**

State Islamic Institute (IAIN) Raden Fatah Palembang was inaugurated on 13 November 1964. At the House of Representatives of South Sumatra Province. Based on Decree of the Minister of Religious Affairs No. 7 of 1964 dated October 22, 1964. The origins of IAIN Raden Fatah are closely related to the presence of Islamic higher

education institutions in South Sumatra with IAIN Sunan Kalijaga in Yogyakarta and IAIN Syarif Hidayatullah in Jakarta.

The embryo of IAIN was originally conceived by three scholars, namely K.H.A. Rashid Sidik, K.H. Husin Abdul Mu'in and K.H. Siddik Adim during the muktamar Ulama se Indonesia in Palembang in 1957. The idea received wide acceptance from both the government and participants of the conference.

On the last day of the congress, September 11, 1957, the inauguration of the establishment of the Faculty of Islamic Law and Community Knowledge, chaired by K.H. A. Gani Sindang Muchtar Effendi as Secretary. A year later, the foundation of the Islamic University of South Sumatra (Notary Deed No. 49 dated July 16, 1958), whose board consisted of Government Officials, clerics and public figures. In 1975 s.d in 1995 IAIN Raden Fatah has 5 Faculties, three Faculties in Palembang, namely Faculty of Sharia, Faculty of Tarbiyah and Faculty of Ushuluddin; and two Faculties in Bengkulu, namely Ushuluddin Faculty at Curup and Faculty of Sharia in Bengkulu. In line with government policy in the effort of institutional development of Islamic religious college, on 30 June 1997, each of the two Faculties was upgraded to State Islamic High School (STAIN), namely STAIN Curup and STAIN Bengkulu.

In the next development, IAIN Raden Fatah opened two new Faculty, the Faculty of Adab and the Faculty of Da'wah based on the Decree of the Minister of Religious Affairs No. 103 of 1998 dated

February 27, 1998. The embryo of Adab Faculty started from the opening and admission of the students of the Language and Literature Study Program Arabic and History of Islamic Culture in the Academic Year 1995/1996.

The establishment of the Graduate Program in 2000 confirmed IAIN Raden Fatah as an educational institution committed to the enlightenment of an academic society that always wanted to continue to draw and develop the multidisciplinary Islamic sciences. In addition, this university has nine faculties and one postgraduate program.

There are Faculty of Sharia and Law, Faculty of Ushuluddin and Islamic Thought, Faculty of Tarbiyah and Teacher Training, Faculty of Adab and Humanities, Faculty of Da'wa and Communication, Faculty of Economics and Islamic Business, Faculty of Science and Technology, Faculty of Social Science and Political Science, Faculty of Psychology and Postgraduate program.

### **2.8.2. Vision of UIN Raden Fatah Palembang**

“Being an International Standard, Nationalized, and Islamic Character”

### **2.8.3. Missions of UIN Raden Fatah Palembang**

1. Bore a scholar and academic community committed to quality, religious, and scholarship.

2. Develop Tri Dharma activities in line with the development of science and technology, relevant to the needs of the nation, and based on an integralistic tradition of Islamic scholarship.
3. Developing a universal, honest, objective, and responsible academic tradition.

#### **2.8.4. Goals of UIN Raden Fatah Palembang**

1. Provide greater access to education for the community, in order to increase the Higher Education Participation Rate.
2. Produce competitive human resources, professional, skilled, morality, and integrity.
3. Produce academic works that are useful for improving the quality of life of the community

This objective is in accordance with IAIN's principal duty stipulated in Government Regulation no. 33/1985, namely "to organize education and teaching above middle-level universities based on Indonesian culture and to scientifically educate people in the field of Islamic religious knowledge in accordance with applicable legislation."

The objectives are broken down into: (1) existential objectives, ie providing educational and Islamic teaching at the university level as well as becoming a center for deepening and developing Islamic religious knowledge. (2). The institutional objective of establishing a Muslim scholar who is an expert in Islamic religious sciences and other related sciences, who is pious and noble, capable and skilled and responsible for the welfare of people, nations and nations.

### **2.8.5. Vision of English Education Study Program**

Becoming a healthy and quality study program and able to produce a professional English education graduate, Islamic character, integrate, and have an international reputation in 2022.

### **2.8.6. Missions of English Education Study Program**

1. Organizing and developing a professional English education and quality.
2. Developing research science education and teaching English relevant to the needs of the community.
3. Preparing a bachelor of English education professional, Islamic character, and integrity, and have an international reputation.
4. Developing community service that is more proactive and participatory in accordance with competence and capacity related to English education.
5. Developing cooperation network or partnership with other institutions at home and abroad
6. Developing and maintaining values, and academic morale for quality control of English education study program

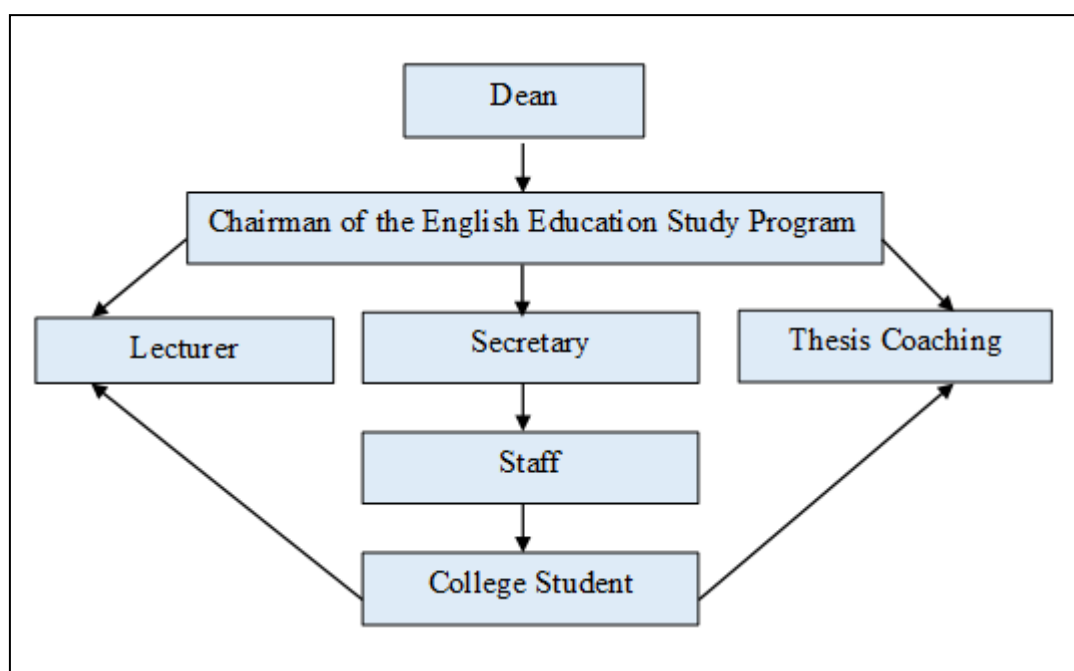
### **2.8.7. Goal of English Education Study Program**

Producing a bachelor of English education that is professional, has an Islamic character, and has integrity and has an international reputation that is able to answer the problems and needs of the community related to English education.

### 2.8.8. Permanent Lecturer Data of English Education Study Program

No	Lecturer Complete Name	Identity Number
1.	Dr. Dian Erlina, S.Pd., M.Hum	197301021999032001
2.	Dr. Dewi Warna, M.Pd	197407231999032002
3.	Drs. Herizal, M.A	1965102119940701001
4.	Renny Kurnia Sari, M.Pd	197907062008012015
5.	Dr. Annisa Astrid, M.Pd	198011232008012013
6.	Hj. Lenny Marzulina, M.Pd	197101312011012001
7.	M. Holandyah, M.Pd	197405072011011001
8.	Amalia Hasanah, M.Pd	197907312007012001
9.	Manalulaili, S.Pd, M.Ed	197204152003122003
10.	Roma Nur Asnita, M.Pd	197512312007102006
11.	Eka Sartika, M.Pd	140201100982/BLU
12.	Beni Wijaya, M.Pd	14020110982/BLU
13.	Nova Lingga Pitaloka, M.Pd	14020110992/BLU
14.	Winnie Agustia Riznanda, M.Pd	16050213311/BLU

### 2.8.9. Organizational Structure of English Education Study Program





## CHAPTER III

### METHODS AND PROCEDURES

This chapter describes (1) method of research, (2) research variables, (3) operational definitions, (4) population and sample, (5) data collection, (6) research instrument analysis, and (7) data analysis

#### 3.1. Method of Research

In conducting this research, the researcher used correlational research design in term of explanatory and prediction research design to find out the correlation between those variables and explain the result of the research. Frankel, Wallen, and Hyun (2012, p. 152) examine that correlational research designs provide an opportunity to predict scores and explain the relationship among variables. There is correlation coefficient, which is a measure of association between two variables, and it ranges between  $-1$  and  $1$ . If the two variables are in perfect linear relationship, the correlation coefficient will be either  $+1.00$  or  $-1.00$ . The sign depends on whether the variables are positively or negatively related. The correlation coefficient is  $0$  if there is no linear relationship between the variables. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. The meaning of a given correlation coefficient can be seen below based on Cohen & cresswel (2007, p. 347):

Tabel 2. Correlation Coefficient

Interval Coefficient	Level of Correlation
0.00 – 0.35	Very Weak
0.35 – 0.65	Weak
0.65 – 0.85	Strong
0.86 – 1.00	Very Strong

Source: (Cohen & cresswel, 2007, p. 347)

However, there were four steps in conducting this research. First, researcher distributed the questionnaire to find out the students' language learning strategies. Second, the researcher obtained the students' cumulative GPA as the data of their academic achievement. Then, SPSS 23 was used in order to find out the correlation between the variables based on the result of questionnaire and students' cumulative GPA, the influence, and the predictor of the variable(s). At the end, the researcher discussed the explanation and interpretation of the results. The research design is as follows:



X = Students' Language Learning Strategies

Y = Students' Academic Achievement

### 3.2. Research Variables

The easy way to think about variables is to arrange them as independent or dependent. Independent variables are those that the researcher chooses to study in order to assess their possible effect(s) on one

or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In commonsense terms, the dependent variable depends on what the independent variable does to it, how it affects it (Fraenkel, Wallen, & Hyun, 2012, p.80). The independent variable, in this research, is language learning strategies of EFL students of UIN Raden Fatah Palembang. In the other side, the dependent variable is the students' academic achievement.

### 3.3. Operational Definitions

In this research, the researcher provided some terms in order to avoid misunderstanding and misinterpretation of the readers. In addition, as stated previously, this research used *correlational research* design to correlate those variables, and explain and interpret the result.

Moreover, *students' language learning strategies* refer to specific action taken by learners in order to tackle problems in learning English. There were two kinds of language learning strategies which are direct and indirect strategies which have three sub-domain each. Students' learning strategies were identified from the questionnaire they answered. Below was the table of language learning strategies which is purposed by Oxford.

Tabel 3. Learning strategies

No	Direct Strategies	Indirect Strategies
1	Memory	Metacognitive
2	Cognitive	Affective
3	Compensation	Social

Source: (Language Learning Strategy: What every teacher should know. 1980)

In the other hand, *academic achievement* refers to students' cumulative GPA (Grade Point Average). It is the result of the students' study from all the courses they have taken starting from the first semester and their current semester. The following of category will be presented below:

Tabel 4. Students' Cumulative GPA Category

No	Score Range	Category
1	4.00	Summa Cumlaude
2	3.51 – 3.99	Cumlaude
3	3.01 – 3.50	Very well
4	2.51 – 3.00	Good
5	2.00 – 2.50	Enough

Source: (Pedoman Akademik, Fakultas Tarbiyah dan Keguruan IAIN Raden Fatah Palembang, 2014)

Finally, *undergraduate EFL students* refers to the undergraduate students whose major were English Education Program at UIN Raden Fatah Palembang.

### 3.4. Population and Sample

#### 3.4.1. Population

Population was a number of groups which have the same criteria (Fraenkel, Wallen & Hyun, 2012, p.91). The population of this study was all the active students of EFL student of UIN Raden Fatah Palembang in the academic year 2013-2016. It consisted of many classes which the numbers of students from each class were

different. The distribution of population of the study can be seen below.

Tabel 5. Distribution of Population

No	Semester	Number of Students
1	II	152
2	IV	128
3	VI	117
4	VIII	90
Total		487

*Source:* (Documentation of Administration Staff, 2016)

### 3.4.2. Sample

The stratified sampling method was used in order to take the sample. According to Fraenkel, Wallen & Hyun (2012, p.95), in stratified sampling, researcher divides the population on some characteristic. Cohen, Manion, and Morrison (2007, p. 112) add that the size of each group being determined either by the judgement of the researcher.

In this study, the students' language learning strategies and their academic achievement were correlated. Somehow, in order to know the students' academic achievement, a group of students who have already gotten the cumulative GPA was counted as the sample. Since the student of the second, fourth and sixth semester had already accepted their GPA so that they became the sample. In addition, the students who belong to PBI B 2016 were not to be

sample because of some reasons; they were full of schedules, they had many reasons to refuse researcher's demand, and they did not come to the class even though the appointment was already made. on the other side, the eighth semester students were going to focus on their thesis, and it indicated that they were not able to be sample. In short, it was quite hard for the researcher to collect the data from them.

As the result, there were 110 students (22,59 %). The distribution of the sample can be seen below.

Tabel 6. Distribution of Sample

No	Semester	Class	Number of the student
1	II	PBI A	10
		PBI C	10
		PBI D	10
2	IV	PBI A	10
		PBI B	10
		PBI C	10
		PBI D	10
3	VI	PBI A	10
		PBI B	10
		PBI C	10
		PBI D	10
<b>Jumlah</b>			<b>110</b>

### 3.5. Data Collection

The data of this research were collected by using questionnaire and students' cumulative GPA.

#### 1.5.1. Questionnaire

Questionnaire was a self-report data-collection instrument that each research participant fills out as part of a research study (Johnson & Christensen, 2012, p.162). In a questionnaire, the subjects respond to the questions by writing or, more commonly, by marking an answer sheet. Advantages of questionnaires are that they can be mailed or given to large numbers of people at the same time (Fraenkel, Wallen& Hyun, 2012, p. 125).

To gain the data from the participants, the researcher distributed the *Strategy Inventory for Language Learning* questionnaire derived from Rebecca Oxford (1990) to find out the information related to students' learning strategies. There were 50 items consisting of 6 items for the sub-categories of language learning strategies. Each item of the questionnaire consisted of five options which were 1 = never or never true of me, 2 = generally not true of me, 3 = somewhat true of me, 4 = generally true of me, 5 = always or almost always true of me and then students responded in about 20 minutes. The following is the table of *Strategy Inventory for Language Learning* questionnaire specification.

Tabel 7. Learning Strategies Questionnaire

No	Learning Strategies	Items in the Questionnaire
1	Memory	1, 2, 3, 4, 5, 6, 7, 8, 9
2	Cognitive	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
3	Compensation	24, 25, 26, 27, 28, 29
4	Metacognitive	30, 31, 32, 33, 34, 35, 36, 37, 38
5	Affective	39, 40, 41, 42, 43, 44
6	Social	45, 46, 47, 48, 49, 50

### 1.5.2. Documentation

Documentation is material that provides official information or evidence or that serves as a record. In this study, Students' cumulative GPA were collected as the documentation of students' academic achievement result to get the data for this research. It is the result of their study toward all the courses that they have taken starting from the first semester to current semester. Students' cumulative GPA transcripts were obtained through English department of UIN Raden Fatah office.

### 3.6. Research Instrument Analysis

Fraenkel, Wallen, and Hyun (2012, p.147) state that validity and reliability are important to consider when it comes to the selection or design of the instruments a researcher intends to use. Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. In addition, Validity is based on the view that it is essentially a demonstration that a particular instrument in fact



measures what it purposes to measure (Cohen, Manion, & Morrison, 2007, p. 133), whether it represents the content, whether it is appropriate for the sample and whether it is comprehensive enough to collect all the information needed (Radhakrishna, 2007). Reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another.

### **3.6.1. Validity and Reliability of Questionnaire**

The Questionnaire of this study, Strategy Inventory for Language Learning, was ready-made. The validity and reliability of questionnaire was not taken into consideration. Oxford and Burry-Stock (1995) assert that the results of the studies regarding the reliability of the SILL have shown that it is a highly reliable instrument. Then, Cronbach alphas technique have been 0.94 using the Chinese translation with a sample of 590 Taiwanese University EFL learners (Oxford and Burry-Stock, 1995 p. 6). They also add that when the instrument is administered in its English version, though slightly lower, the reliabilities were still acceptable. Concerning the content validity of the inventory Oxford and Burry-Stock (1995) state that the content validity of the instrument was determined by professional judgment and it was found to be very high.

## **3.7. Data Analysis**

### **3.7.1. Pre-requisite Analysis**

It is essential to do pre-requisite test since the study is in the notion of parametric statistics, correlation and regression. Thus, before

analyzing the data, the researcher found out whether the data distribution between the variables were normal and linear or not.

#### **3.7.1.1. Normality Test**

A normality test is used to determine whether sample data has been drawn from a normally distributed population or not. It is conducted due to many parametric statistical methods, including Pearson correlation test and linear regression test, require that the dependent variable is approximately normally distributed (Lofgren, 2013). Therefore, the researcher applied Kolmogorov-Smirnov test by using SPSS 23. The data are distributed normally if the p-value is greater than 0.05 ( $p > 0.05$ ).

#### **3.7.1.2. Linierity Test**

The linearity test is conducted in order to recognize whether the correlation between the variables is linear or not. The test is established as the prerequisite test of linear regression test (Puriyatno, 2010, p. 73). Hence, test for linearity by using SPSS 23 was conducted in order to recognize whether the correlation of the variables is linear or not. Therefore, if the p- value (linearity) is less than 0.05 ( $p\text{-value} < 0.05$ ), the data correlation is linearly.

#### **3.7.2. Instruments Analysis**

Language learning strategies questionnaire was the only one instrument in this research which was used to gain information about

students' learning strategies. In this regard, the researcher analyzed the data from questionnaire to determine the students' learning strategies through some stages. First, the research classified the items based on the aspect. Second, the score from each item was calculated to find out the total score of the aspect. Then, the total score of each aspect was divided by the total item each aspect in order to find out the final score.

### **3.7.3. Students' Cumulative GPA Analysis**

Students' cumulative GPA as data of students' academic achievement were chosen in which the researcher need. It would be input as data for further process. Then, it was classified based on class in order to help researcher easily to process in the next steps.

### **3.7.4. Correlation Analysis**

The data obtained from the questionnaire and students' cumulative GPA were analyzed by using SPSS 23 in order to see the correlation and influence between each variable. The researcher applied Pearson- Product Moment Correlation Coefficient to find out the correlation between students' language learning strategies, as whole, and their academic achievement. This method also was used to establish the correlation between each type of students' learning strategies and their academic achievement.

### **3.7.5. Regression Analysis**

As matter of fact there was a probability of correlation, thus, in the study was conducted regression test in relation to see the

influence of students' learning strategies, as whole, and or each type of learning strategies to academic achievement of the students. The influence of the independent variable, language learning strategies, were gained by looking at the coefficient determination (*R Square*). For instance, if the number in *R Square* coulomb is .57, it means that independent variable influences or gives the contribution to the dependent variable 57%. Then, from the example, it can be concluded that the students' academic achievement contributed 57% to their learning strategies, and the rest 43% can be caused by another factor.

#### **3.7.6. Analysis of the Best Predictor**

Since, the learning strategies in the research consist of two main categories, direct and indirect strategies, and each of category consists of three categories. There was a probability that one strategy was more dominant than the others. Therefore, after finding the influence of the learning learning as whole, the researcher examined regression test again in order to see the influence of each type of language learning strategies to the students' academic achievement. This procedure was conducted in order to recognize what is the strategies which becomes the best predictor of academic achievement. The best predictor was seen from the coefficient determination (*R Square*) of each strategy. Then, the strategy which had the biggest *R Square* was considered as the best predictor of the academic achievement.

At the end, after all of the tests were conducted and the results were found, then, the descriptive analysis was administered in order to answer and explain why the result occurred.

## CHAPTER IV

### FINDING AND INTERPRETATION

This chapter presents (1) research finding, and (2) interpretation.

#### 4.1 Research Finding

##### 4.1.1 Pre-Requisite Analysis

The researcher conducted normality test to find out whether the data were normally distributed or not for the further analysis. Furthermore, from the result of Kolmogorov-Smirnov Test, it was illuminated that the data, both learning strategies and academic achievement, were distributed normally since the p-values were greater than 0.05 in which the value of LLS was .2, higher than .05 ( $.2 > .05$ ), and the value of GPA was .2, higher than .05 ( $.2 > .05$ ). Therefore, further analysis could be done. The normal Q-Q plot of each variable is illustrated in the following figures:

Figure 8. Distribution of Language Learning Strategies Data

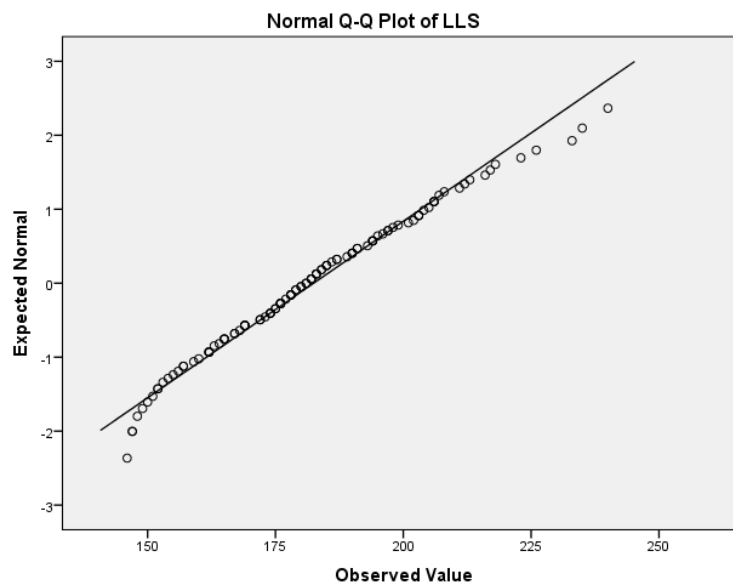
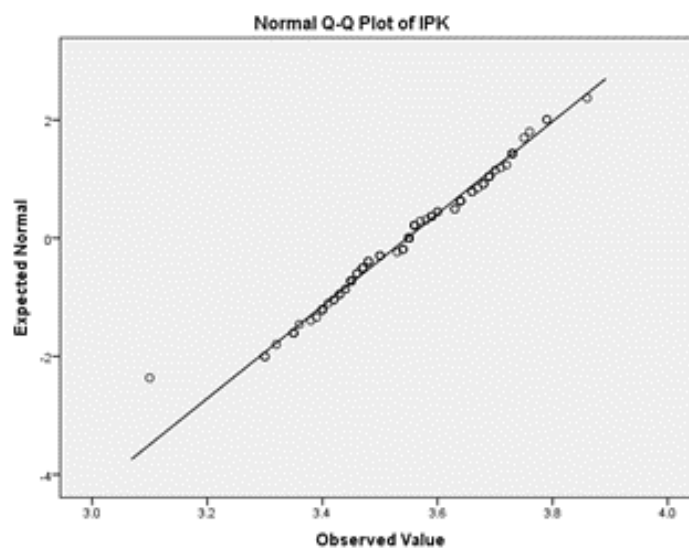


Figure 9. Distribution of Academic Achievement Data



## 4.1.2 Instrument Analysis

### 4.1.2.1 Result of Questionnaire

The result of the questionnaire revealed that the majority of students in high category preferred metacognitive strategy 85 (77,27%) among other strategies followed by social strategy 81 (73,63%), the third position was cognitive strategy 74 (68,18%), continued by compensation strategy 74 (67, 27), then affective strategy 65 (59,09%) and at last memory strategy 40 (36,36%). Meanwhile, memory strategy 66 (60%) dominated other strategies in medium category followed by affective strategy 42 (38,18%), cognitive strategy 35 (31,81%), compensation strategy 33 (30%) took the fourth position, then social strategy 27 (24,54%) and finally, metacognitive 23 (20,90%). In low strategy, memory strategy for the second time dominated with 4 (3,64%), compensation and affective got the same score by 3 (2,73%), the equal thing happened to

metacognitive and social strategy by 2 (2,73%) and unluckily, cognitive strategy got 0. The details are as followed.

Tabel 8. Distribution of Students' Language Learning Strategies

No	LLS	Category	Frequency	percentage
1	Memory	High	40	36,36
		Medium	66	60
		Low	4	3,64
2	Cognitive	High	75	68,18
		Medium	35	31,81
		Low	0	0
3	Compensation	High	74	67,27
		Medium	33	30
		Low	3	2,73
4	Metacognitive	High	85	77,27
		Medium	23	20,90
		Low	2	2,73
5	Affective	High	65	59,09
		Medium	42	38,18
		Low	3	2,73
6	social	High	81	73,63
		Medium	27	24,54
		Low	2	2,73



#### 4.1.2.2 The Result of Academic Achievement

The result of academic achievement showed that 67 (67,90%) out of 110 students were in the cumlaude category and 43 (39,10%) out of 110 students were in the very well category. Last but not least, there was no one categorized as good or enough.

Table 9. Distribution of Academic Achievement

No	Score Range	Category	Frequency	Percentage
1	4.00	Summa Cumlaude	0	0
2	3.51 – 3.99	Cumlaude	67	60,90
3	3.01 – 3.50	Very well	43	39, 10
4	2.51 – 3.00	Good	0	0
5	2.00 – 2.50	Enough	0	0
<b>Total</b>			<b>110</b>	<b>100</b>

#### 4.1.3 Hypothesis Testing

Due to the first problem in the research which aim was to seek the significant correlation between students' language learning strategies and their academic achievement, the researcher used Pearson Product Moment Correlation Coefficient to reveal the answer of the first question. Moreover, based on the correlational analysis which can be seen in the Table 10, it was revealed that the correlational coefficient of the test was  $-0.005$  in which based on Johnson and Christensen (2014, p. 340), the level of correlation was very weak and the correlation was in the negative

direction since the correlation coefficient almost reached zero point. Hence it also could be inferred that approximately there was no correlation between the variables. Moreover, from the statistical analysis, it was also unveiled that the p-value was .102 which was greater than .005 ( $.102 > .005$ ). Therefore, these scores explicitly indicated that it was insufficient to reject the null hypothesis that is in the other words, there was no significant correlation between students' language learning strategies and their academic achievement.

Tabel 10. The Correlation Between Students' Language Learning Strategies and Their Academic Achievement

#### Correlations

		Total_LL S	GPA
Total_LLS	Pearson Correlation	1	.157
	Sig. (2-tailed)		.102
	N	110	110
GPA	Pearson Correlation	.157	1
	Sig. (2-tailed)	.102	
	N	110	110

Additionally, because there was no significant correlation between language learning strategies (total) and the academic achievement, each

strategy of students' language learning was analyzed and correlated with the academic achievement by the same formula, Pearson Product Moment Correlation Coefficient. Still, the same results were obtained, there were no any significant correlation among the memory, cognitive, compensation, metacognitive, affective and social strategy and their academic achievement.

Therefore, since the data provided that there was no significant correlation between the variables, the further analysis was not conducted in the term of finding the significant influence between the variables and the style which might be the best predictor of writing achievement. In the other words, the second and third problems were automatically eliminated.

## **4.2 Interpretation**

In 2013, it revealed that there was significant correlation between students' language learning strategies and their academic performance in term of Grade Point of Average (GPA). This research was conducted at English Department of UNTIRTA (Universitas Sultan Ajen Tirtayasa) Serang, Banten Province, by Dina Rachmawati. In the next year, the relationship between emotional intelligence and language learning strategies use was conducted by Zafari and Biria. The result of their research revealed that the emotional intelligence was significantly correlated with language learning strategies.

Abedini, Rahimi, and Zare-ee (2011, P. 1033) stated that one of the crucial thing that influenced students' score was belief. When students believed that learning the grammar, vocabulary, and translation were the most important parts of learning a language and felt overwhelmingly that

improving the proficiency in that language involves a lot of memorization, they would be unlikely to seek or create opportunities to use or practice the language skills functionally by trying to find better and more feasible methods of improving it. This result supports Horwitz's (1987) argument that certain students' beliefs would likely restrict the range of language learning strategy used.

However, academic achievement of this research was the total score of the student that they faced through semester. It means that, the score was not from all English subject. In case, the score either influenced the strategy choice or not it depended on the subject. This finding was in line to Zahedi and Dorrیمانesh in 2008. They explicated that there was no statistically significant correlation between the use of metacognitive learning strategy (MLS) and academic success of the participants. The data were gained by helping of the 36 TEFL M.A. student in Iran. In addition, the effect of the relationship between learning and teaching strategies on academic achievement was conducted by Saricoban and Saicaoglu in 2008. The result revealed that there was no significant relationship between variables.

Zahedi and Dorrیمانesh (2008, P. 170) supported that more successful language learners do not always use strategies more frequently but they are more aware of their needs and use strategies more efficiently. In addition, Hurd (2001) stated that if the learners want to complete a studying process successfully, they have to preserve their motivation and develop a series of strategies that will enable them to work on their own. As the matter of fact, if the strategies were provided with high and perfect instruction.

But, any kinds of strategies will be useless for student if they are not aware it and it will not contribute to the results of their study.

Moreover, the grade level of the participant might cause the incorrelation between variables. This result was similar to Vethaqi in 2011. Ghiasvand (2010, P. 1036) added that three educational levels in present study were in the same developmental stage and it was one reason for the finding.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter draws the conclusion and suggestion which is laid from all of the description, explanation and discussion from all of the previous chapters.

#### **5.1 CONCLUSIONS**

Regarding some experts, language learning strategies can help students in achieving succes in learning English. Hopeless, due to the result of the research was the finding indicated that the null hypothesis was accepted while the alternative hypothesis was rejected as the correlation coefficient was  $-.005$  and the p-value was  $.102$  which was greater than  $.05$  ( $.102 > .05$ ). It can be implied that there was no significant correlation between students' language learning strategies and academic achievement of EFL students at UIN Raden Fatah Palembang. The result also indicates that students who have high score will not be guaranteed to utilize such strategies to help them getting a higher score as well as unsuccessful learners.

#### **5.2 SUGGESTIONS**

As stated that language learning strategies do not affect students' academic achievement. Such factors may play their roles regarding the result, such as the use of learning strategies in requiring the language, their learning styles and their personalities related to learning proccess. Hence, those factors or other factors might happen will impact students' result. Even though, in this research the correlation between those variables is not found. Hopully, the further research will investigate deeper about the variables or other variables in relation.

Since language learning strategies can be taught to the learner. It is really hoped that the teachers and other parties which is involved can introduce language learning strategies to support or to create an comfortable atmosphere for learning as the purpose of learning strategies its self. In addition, the teachers should pay their attention to unsuccessful learner in order to motivate them to be engaged in the classroom. So that, the purpose of education will be achieved.

Additionally, the main character of education is the students. In fact, the students should realize how the important language learning strategies are for their education. Then, the student should recognize what learning strategies which are appopriate to them then utilize it as tool to increase their ability in gaining language. But, the most important thing is that their volition to empower such strategies.

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## Appendix A

### Normality Test

#### One-Sample Kolmogorov-Smirnov Test

		Total LLS	IPK
N		110	110
Normal Parameters <sup>a,b</sup>	Mean	182.09	3.5474
	Std. Deviation	20.790	.12804
Most Extreme Differences	Absolute	.063	.072
	Positive	.063	.070
	Negative	-.041	-.072
Test Statistic		.063	.072
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>	.200 <sup>c,d</sup>

## Appendix B

### Correlation between LLS (Total) and GPA

#### Correlations

		Total_LLS	GPA
Total_LLS	Pearson Correlation	1	.157
	Sig. (2-tailed)		.102
	N	110	110
GPA	Pearson Correlation	.157	1
	Sig. (2-tailed)	.102	
	N	110	110

## Appendix C

### Correlation between LLS (Each) and GPA

		Correlations						
		GPA	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
GPA	Pearson Correlation	1	.148	.114	.082	.099	.116	.140
	Sig. (2-tailed)		.122	.238	.393	.303	.228	.145
	N	110	110	110	110	110	110	110
Memory	Pearson Correlation	.148	1	.591**	.302**	.449**	.488**	.486**
	Sig. (2-tailed)	.122		.000	.001	.000	.000	.000
	N	110	110	110	110	110	110	110
Cognitive	Pearson Correlation	.114	.591**	1	.462**	.611**	.431**	.441**
	Sig. (2-tailed)	.238	.000		.000	.000	.000	.000
	N	110	110	110	110	110	110	110
Compensation	Pearson Correlation	.082	.302**	.462**	1	.255**	.295**	.149
	Sig. (2-tailed)	.393	.001	.000		.007	.002	.120
	N	110	110	110	110	110	110	110
Metacognitive	Pearson Correlation	.099	.449**	.611**	.255**	1	.503**	.602**
	Sig. (2-tailed)	.303	.000	.000	.007		.000	.000
	N	110	110	110	110	110	110	110
Affective	Pearson Correlation	.116	.488**	.431**	.295**	.503**	1	.482**
	Sig. (2-tailed)	.228	.000	.000	.002	.000		.000
	N	110	110	110	110	110	110	110
Social	Pearson Correlation	.140	.486**	.441**	.149	.602**	.482**	1
	Sig. (2-tailed)	.145	.000	.000	.120	.000	.000	
	N	110	110	110	110	110	110	110

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## **Appendix D**

**Strategy Inventory for Language Learning (SILL)**  
**Version for Speakers of Other Languages Learning English**  
**Version 7.0 (ESL/EFL)**  
**Oxford, 1989**

### **Direction:**

This form of the **STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)** is for students of English as a second or foreign language. You will find statement about learning English. Please read each statement and tell HOW TRUE THE STATEMENT IS.

1. Never or almost never true
2. Usually not true
3. Somewhat true
4. Usually true
5. Always or almost always true

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 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 no right or wrong answer to these statement. Put your answers on the separate worksheet. Please make no mark on the items. Work as quickly as you can without being careless. This usually take about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.



**LANGUAGE LEARNING STRATEGIES QUESTIONNAIRES**  
**STRATEGY INVENTORY FOR LANGUAGE LEARNING**

**Version 7.0 (ESL/EFL)**

**R. Oxford, 1989**

- 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

<b>NO</b>	<b>Statement PART A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	I think of relationships 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 word to help 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 new English words					
8.	I review English lesson often					
9.	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign					
<b>NO</b>	<b>Statements Part B</b>					
10.	I say or write new English word several times					
11.	I try to talk like native English speakers					
12.	I practice the sounds of English					
13.	I use the English words I know in different ways					

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

<b>NO</b>	<b>Statement PART A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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, message, 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 pattern in English					
21.	I find the meaning of an English word by dividing it into part 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					
<b>No</b>	<b>Statement Part C</b>					
24.	To understand unfamiliar English words, I make guesses					
25.	When I can't 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 can't think of an English word, I use a word or phrase that means the same thing					

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

No	Statement Part D	1	2	3	4	5
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					
No	Statement Part E					
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					

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

No	Statement Part F	1	2	3	4	5
45.	If I do not understand something in English, I ask the other person to slow down or say it again					
46.	I ask English speakers to correct me when I talk					
47.	I practice English with other student					
48.	I ask for help from English speakers					
49.	I ask questions in English					
50.	I try to learn about the culture of English speakers					

### The score of Language Learning Strategies and Academic Achievement

Kelas	Nama	Me	Cog	Com	Met	Affec	Soc	IPK
-------	------	----	-----	-----	-----	-------	-----	-----

		m		p	a			
PBI 1/2016	anisah	3,33	3,57	3,83	4,22	3,67	4,00	3,55
	aria khotimah	3,89	4,00	4,00	4,56	3,50	4,33	3,73
	devi ratnasari	3,56	4,14	4,50	3,00	3,67	2,83	3,64
	diana mayang	4,44	4,29	4,33	4,33	4,17	4,50	3,55
	dwi sherli astuti	4,00	3,64	2,67	4,56	4,33	4,33	3,64
	ega armelia	4,00	3,57	2,67	4,11	3,17	3,83	3,55
	elga okta marliyanti	3,78	3,07	2,00	4,67	3,33	4,33	3,64
	elsa nurhayani	2,89	3,50	3,50	3,78	3,17	2,67	3,55
	elsa saputri	3,22	4,21	3,83	4,00	3,00	3,00	3,64
	Dera Rahmah	3,22	3,43	3,83	3,78	3,50	3,50	3,27
PBI 3/2016	diah yulianti	2,78	3,79	4,17	4,22	2,33	3,17	3,91
	nanda nadya	3,44	3,21	3,67	3,67	3,83	3,67	3,84
	nova	3,89	3,57	2,67	3,33	3,00	3,83	3,55
	nur baiti rahayu	3,78	3,64	3,83	4,00	3,83	4,00	3,55
	nuria farahdina	4,00	3,86	3,67	4,00	4,50	4,00	3,82
	nyiyayu riia	3,89	2,79	3,00	3,22	3,83	4,17	3,64
	ongki n	3,56	3,50	3,50	3,44	3,33	3,83	3,73
	pepino julianti	3,89	4,21	4,67	4,00	4,17	4,00	3,45
	putri pertiwi	3,44	2,86	3,33	3,33	3,50	3,83	3,73
	ramadhani	4,44	4,86	4,50	5,00	4,17	5,00	3,91
PBI 4/2016	rima putri	2,89	3,64	2,83	3,89	3,33	3,33	3,55
	rumiah	2,78	2,79	3,67	2,33	3,00	3,50	3,82
	shesky moundy	3,00	3,50	3,83	4,22	3,50	3,50	3,64
	siti nurhasanah	3,56	3,71	4,17	4,22	3,67	3,50	3,91

	tirsa nursahara	2,89	3,93	3,67	5,00	2,83	4,6 7	3,73
	titania ceustiana	3,56	3,93	3,83	3,22	3,17	3,3 3	3,73
	tri jumaria	3,00	3,14	4,33	4,22	3,50	3,6 7	3,45
	tri nursah	2,11	2,86	3,33	3,44	2,50	4,1 7	3,27
	uivha dwi	2,78	3,57	4,00	4,00	2,50	4,1 7	3,55
	umi halimah	3,11	3,64	3,33	2,44	2,50	2,6 7	2,00
PBI 1/2015	andini	2,78	3,57	3,83	3,44	2,83	3,5 0	3,81
	ayu putri masito	4,22	3,71	4,17	4,67	4,17	4,8 3	3,71
	ayu wandira	3,22	3,93	3,33	4,44	3,67	4,0 0	3,28
	Devi meyzahra	3,22	3,79	3,67	4,00	3,50	4,0 0	3,69
	Emilia kontesa	3,44	4,00	4,00	3,89	3,67	4,8 3	3,21
	pitria aisyah	3,00	3,07	3,33	3,56	3,33	3,3 3	3,63
	Robiyah	3,33	3,14	3,33	3,33	2,67	3,6 7	3,09
	Sri utami	3,67	3,64	4,33	3,89	4,00	4,3 3	3,18
	suci ramadhanti	4,22	4,00	4,00	4,67	4,67	4,1 7	3,31
	Syida nabila	3,22	4,00	3,33	4,44	3,67	4,0 0	3,79
PBI 2/2015	ade melliza	3,33	3,64	4,50	4,44	4,00	5,3 3	3,12
	ayu pramita	3,22	3,43	2,67	3,44	3,50	4,0 0	3,00
	ayu septi lestari	3,33	3,07	2,83	4,33	4,33	4,1 7	3,24
	deria triska	3,89	4,64	4,50	4,00	3,50	3,8 3	3,00
	devi oktaviani	3,67	3,86	4,67	4,56	3,83	3,8 3	3,59
	elis solihat	3,56	4,00	4,50	4,89	3,83	4,0 0	3,56
	Hasnatul aini	3,89	4,07	4,33	4,22	4,00	4,3 3	3,54
	hayatun nupus	3,78	3,86	4,17	4,00	4,00	3,5 0	3,46
	jihad abie sultan	2,33	3,14	3,17	3,22	3,17	2,5	3,38

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	rika reskina	3,78	4,21	3,67	4,67	3,67	4,00	3,66
PBI 3/2015	enjelia siti	2,78	3,29	2,83	4,33	4,00	3,67	3,26
	febria rabeca	3,44	3,79	2,83	3,78	2,83	4,33	3,66
	hanny transicka	3,22	4,50	4,83	4,56	5,00	4,33	3,79
	indah putri	2,78	3,86	3,50	3,89	2,83	2,67	3,56
	intan puspita	3,11	4,07	2,33	3,89	3,83	5,00	3,00
	jesica triane	4,89	3,93	4,00	4,11	4,00	4,67	3,82
	m nurhidayat	3,67	4,57	4,83	4,89	5,00	4,33	3,76
	maratul fitri	3,22	4,07	4,00	3,44	3,00	3,33	3,66
	nur halimah	3,11	3,29	3,83	4,00	3,17	3,67	3,59
	nurul hikmah	3,22	3,43	3,50	4,00	4,00	3,33	3,57
	PBI 4/2015	Agnis diah rivanti	3,56	3,71	3,33	4,11	2,50	4,33
alfin febriansyah		3,56	3,57	3,50	4,22	2,83	3,83	3,50
depi apriani		2,89	3,50	3,50	4,11	3,33	3,67	3,35
sinta		2,44	3,50	2,00	3,56	3,17	3,83	3,04
sundari		3,44	2,86	3,50	3,33	2,50	2,67	3,69
tiara putri		3,33	3,86	3,33	3,89	3,50	3,67	3,22
tien mustika		4,33	4,57	3,50	4,22	3,17	4,00	3,68
uliza mahadewi		3,11	4,14	3,33	4,11	3,67	4,83	3,35
walia anggraini		3,11	3,43	3,00	3,11	3,50	2,83	3,16
windi andriani		2,89	3,93	4,17	4,44	3,67	4,33	3,68
PBI 1/2014	abdul aziz	3,22	3,36	4,00	3,00	3,00	2,83	3,35
	abu madian	3,22	3,21	4,17	2,78	3,00	3,33	3,48
	achmad reinaldi	2,89	3,00	4,33	2,78	2,67	2,67	3,17

	Adit Fitrah	2,78	3,36	3,33	3,56	2,83	3,6 7	2,78
	Agy Augiano	3,00	3,07	3,67	3,78	3,17	3,6 7	3,45
	Anggi Mada Leka	3,44	4,21	4,17	4,22	3,33	4,0 0	3,29
	aulia almira	2,56	3,43	3,50	3,44	2,50	1,6 7	3,42
	Bela Agustina	4,00	3,57	2,83	3,56	3,17	3,0 0	3,31
	Dewi mira Mareta	3,56	4,14	4,33	4,33	4,50	4,0 0	3,28
	Dedi irawan	3,11	3,71	3,67	3,89	3,33	3,8 3	3,59
PBI 2/2014	Eka Barahma	2,89	3,64	4,50	3,67	3,17	2,1 7	3,69
	emilia permatasari	4,56	4,71	4,67	4,89	4,50	4,5 0	3,42
	Fasang Umey	3,22	3,64	3,17	3,78	3,50	3,6 7	3,25
	Feni hariani	3,22	4,00	3,67	4,44	2,33	3,8 3	3,43
	Haniah mahani	4,89	4,86	4,83	4,89	4,83	4,3 3	3,58
	ikrar hesa	2,89	3,93	3,50	4,22	3,50	3,8 3	3,67
	indah deyana	4,22	4,00	3,83	4,22	3,83	4,1 7	3,70
	indah marwiyah	3,00	3,57	4,17	4,33	3,83	3,6 7	3,40
	Iski Vitaloka	2,89	3,36	3,67	4,00	3,50	3,6 7	3,32
	Jaya sriyana	2,56	3,07	4,17	3,56	3,67	4,0 0	3,38
PBI 3/2014	monifitri yani	2,89	3,50	2,67	3,56	3,17	3,6 7	3,32
	Nisa Nurjana	2,78	3,07	2,83	3,67	2,83	3,3 3	3,15
	Nur habibah	3,78	4,07	4,33	3,67	3,50	3,8 3	3,36
	nurjannati	2,22	3,00	3,83	3,33	3,33	3,5 0	3,29
	Pebriadi	2,89	2,86	4,50	2,89	1,83	3,1 7	3,47
	Puji lestari	4,22	4,00	3,83	4,00	2,50	3,6 7	3,13
	rendo alesta	2,78	3,14	3,33	2,78	4,33	2,8 3	3,72
	restu amaliah	4,33	4,57	3,83	4,67	4,50	4,6	3,40



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	Rika damayanti	3,89	3,64	4,17	4,22	4,00	4,17	3,86
	Rizki indriyani	3,56	3,50	3,50	3,89	4,00	3,50	2,86
PBI 4/2014	roy mardiansyah	3,33	3,86	3,00	4,33	3,67	4,33	3,47
	Septa rosalina	3,56	3,21	3,83	4,22	3,83	4,00	3,05
	Shella Merliani	3,44	4,43	4,17	4,67	3,83	4,17	3,14
	siti fatimah	3,33	3,43	4,00	3,44	4,17	4,50	3,32
	suci ulin	2,67	2,86	3,17	3,67	3,00	3,33	3,48
	syarifatul aini	2,89	3,00	3,00	3,00	3,33	3,17	3,60
	Tatiana	3,33	3,57	3,50	4,22	4,00	3,33	3,39
	tria septi	2,78	3,00	3,00	3,89	3,67	2,83	3,47
	uci fitriani	2,89	2,79	2,67	3,56	2,67	3,00	3,30
	widya nopikasaru	2,78	3,29	3,00	4,00	3,50	3,17	2,81
		min	2,11	2,79	2,00	2,33	1,83	1,67
	max	4,89	4,86	4,83	5,00	5,00	5,33	3,91
	mean	3,35	3,65	3,67	3,92	3,49	3,76	3,46