

LANGUAGE LEARNING STRATEGIES IN AN ISLAMIC SECONDARY SCHOOL: A SURVEY STUDY

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ABSTRACT

Islamic secondary school becomes one interesting subject to research language learning strategies because the use language to learn both Islamic values and scientific knowledge learning language such as English, Arabic, and Indonesia at the same time on the curriculum framework can be a challenge for each language development. This survey study aims to identify English as a foreign language (EFL) of language learning strategies used by the students in an Islamic senior high school. The participants of this research are 143 students in grade XII. The instrument used by this research is adapted from Oxford's questionnaire (1990) named Strategy Inventory of Language Learning Strategies (SILL) version 7.0 for EFL learners that has 50 items and translated into Indonesian Language. The finding of this research shows the highest strategy group is metacognitive strategy from indirect strategies and the lowest strategy group is memory strategies from direct strategies. The data merge from two classes and it will sort from the most frequently used by the student until least frequently used by the students: metacognitive strategies (M= 4.04, SD= 0.81), cognitive strategies (M= 3.68, SD= 0.96), social strategies (M= 3.65, SD= 0.81), compensation strategies (M= 3.63, SD= 0.88), affective strategies (M= 3.53, SD= 0.81), the least is memory strategies (M= 3.48, SD= 0.74).

Keywords: language learning strategies, Islamic secondary school