

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the findings from the questionnaires to identify the language learning strategies used by the students in Islamic secondary school. The participants are grade XII in an Islamic senior high school.

The findings of the research answer the research question, “What are language learning strategies used by grade XII students of an Islamic secondary school as an EFL learners?”. The findings of this survey are presented in descriptive statistics by measuring mean (M) and standard deviation (SD) in each item of strategy groups.

1.1 Research Findings

The participants of the study described statistically in table 8:

Table 8. Participant’s Gender

Gender	Frequency	Percentage
Male	60	42%
Female	83	58%
Total Participants	143	100%

The total number of participants who filled the questionnaire was 143 students. From the table, the distribution of female and male respondents is almost balance, which are 60 male students (42%), and 83 female students (58%).

The researcher presents the findings of language learning strategies in each strategy group: memory strategies (MEM), cognitive strategies (COG), compensation strategies (COM), metacognitive strategies (META), affective strategies (AFF), social strategies (SOC) as presented in Figure 2:

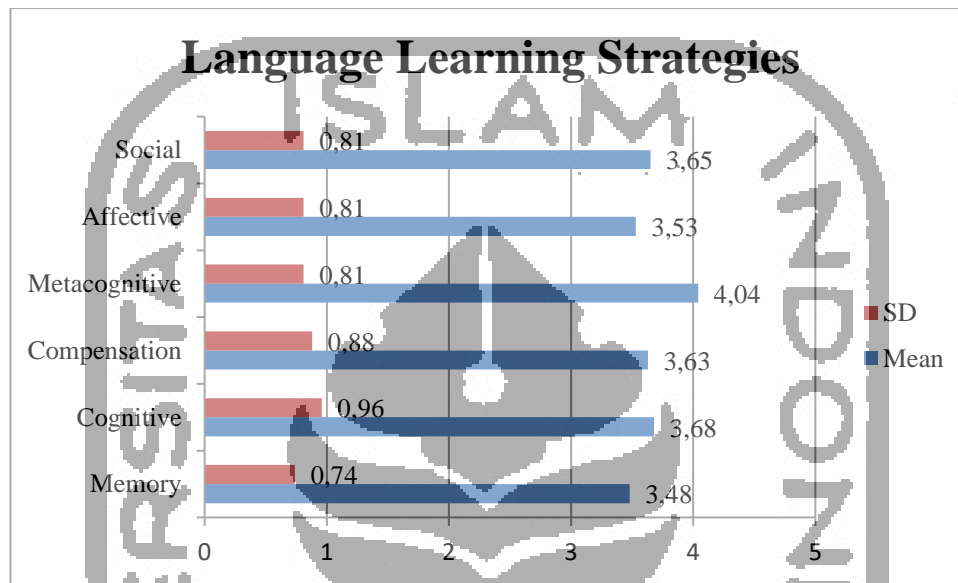


Figure 2. Chart of Language Learning Strategy Groups

Based on chart of language learning strategy groups, the 6 strategy groups sorted from the most frequently used by the student until the least frequently used by the students are as followed: 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 is (M= 3.53, SD= 0.81), the least is memory strategies (M= 3.48, SD= 0.74). To conclude, the highest strategy groups is metacognitive strategies (M = 4.04, SD = 0.81). The highest strategy group and the other four strategy groups are included in high usage category. Meanwhile, the lowest strategy group and the only strategy group which is included in medium usage category is memory strategies (M = 3.48, SD = 0.74).

After that, the findings of language learning strategies in Islamic secondary school are presented in two classes. The first is direct strategies that have 3 strategy groups in a survey of language learning strategies (Oxford, 1990) consist of memory strategies, cognitive strategies, and compensation strategies. In this result, the highest strategy groups in direct strategies is cognitive strategies ($M = 3.68$, $SD = 0.96$) than the other strategy groups. The lowest strategy groups result is memory strategies has the result ($M = 3.48$, $SD = 0.74$). Moreover, the result from the each strategy groups. The first as the high frequently (usually used) is cognitive strategies ($M = 3.68$, $SD = 0.96$), the second as the high frequently (usually used) is compensation strategies ($M = 3.63$, $SD = 0.88$) and the last as the medium frequently (sometimes used) is memory strategies ($M = 3.48$, $SD = 0.74$). The result from direct strategy is presented in Figure 3:

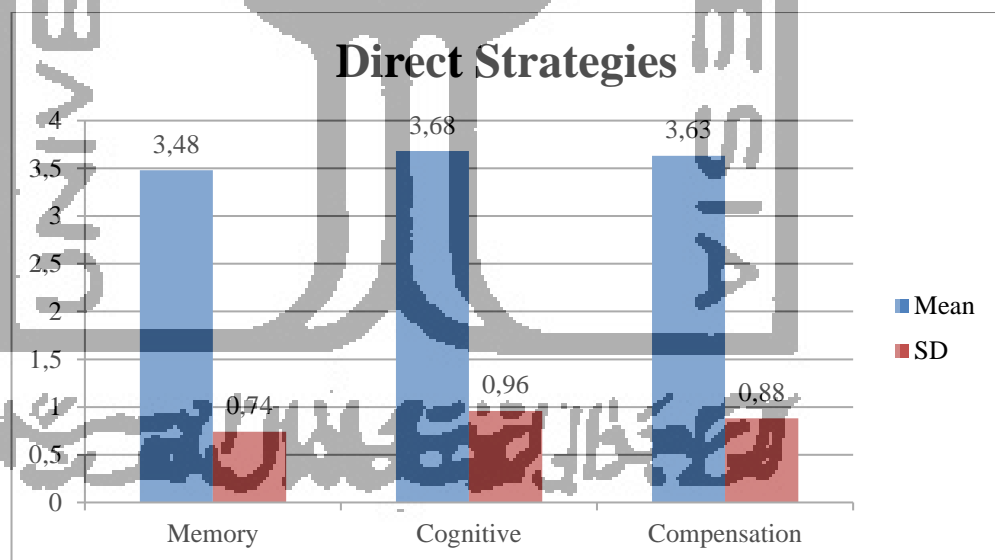


Figure 3. Chart of Strategy Groups Result in Direct Strategies

The second is indirect strategy groups. There are 3 strategy groups in a survey of language learning strategies (Oxford, 1990) consist of metacognitive

strategies, affective strategies, and social strategies. In this chart, the highest strategy groups result is metacognitive strategies (M= 4.04, SD = 0.81). The lowest strategy groups result is affective strategies that have the result (M = 3.53, SD = 0.81). Moreover, is the result from the each strategy groups. Indirect strategy classes show the first high frequently (usually used) is metacognitive strategies (M= 4.04, SD= 0.81), the second high frequently (usually used) is social strategies (M= 3.65, SD= 0.81) and the last high frequently (usually used) is affective strategies (M= 3.53, SD= 0.81) as presented in Figure 4 :

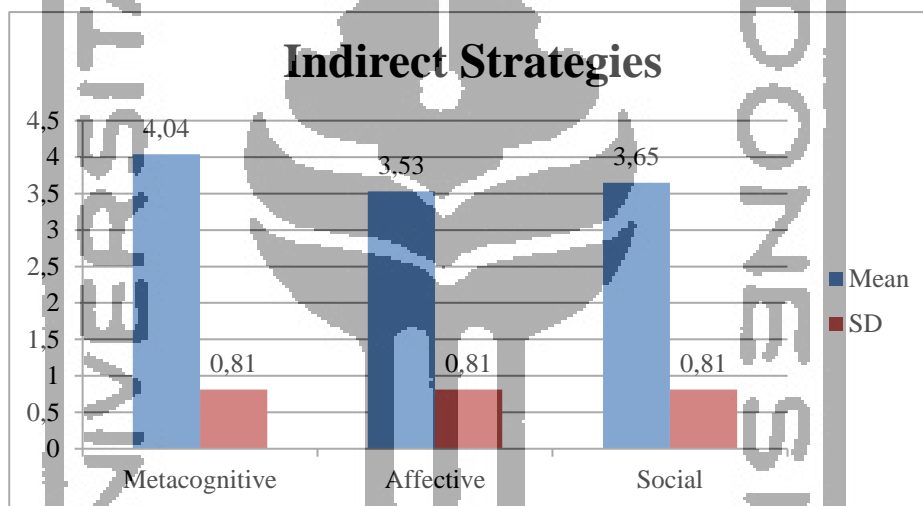


Figure 4. Chart of Strategy Groups Result in Indirect Strategies

The amount average from each class show direct strategies has (M= 3.59) and indirect strategies have (M=3.74). To conclude, the result presents the strategy classes that student most frequently used is indirect strategies than direct strategy class.

Finally, the findings of language learning strategies in Islamic secondary school are presented in items category. The first items category is memory strategies which is presented in Figure 5:

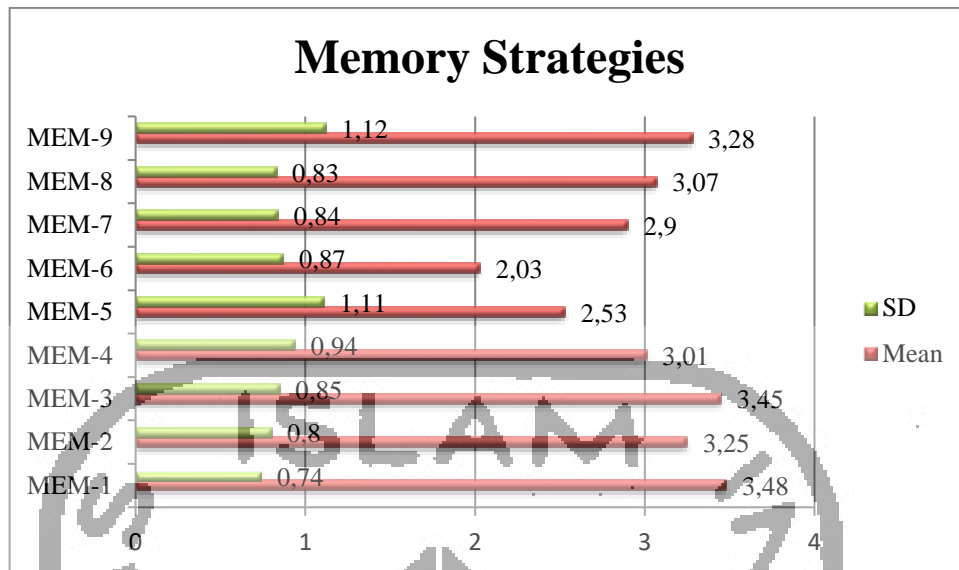


Figure 5. Mean and Standard Deviation of Memory Strategies

The chart shows that the highest mean in memory strategies is MEM-1 (M=3.48, SD=0.74) that is “*Saya memikirkan hubungan antara apa yang sudah saya ketahui dan hal-hal baru yang saya pelajari dalam Bahasa Inggris.*” Further, the lowest mean is MEM-6 that “*Saya menggunakan kartu flash (flashcards) untuk mengingat kata-kata Bahasa Inggris baru.*” (M=2.03, SD=0.87).

The second items category is cognitive strategies which is presented in Figure 6:



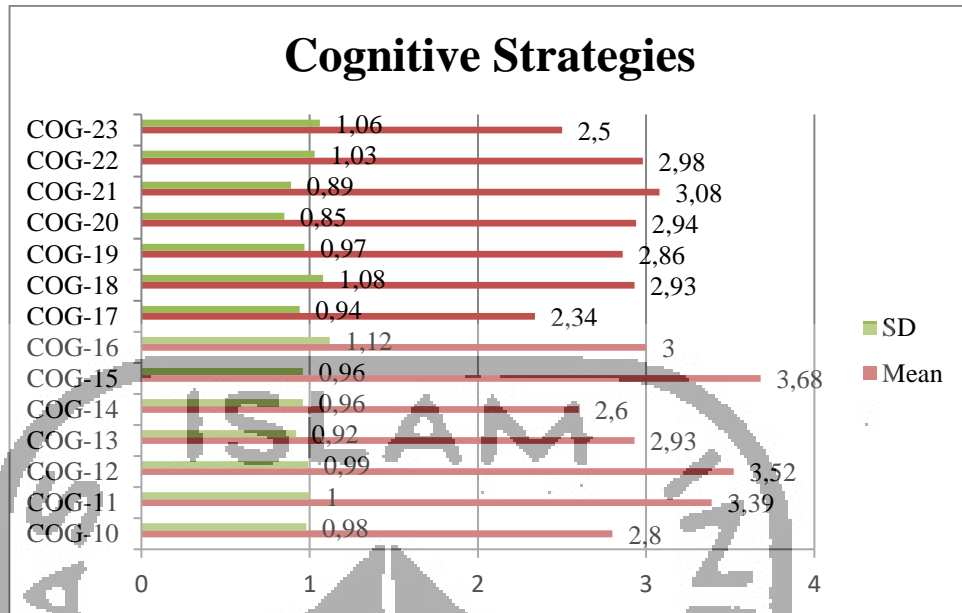


Figure 6. Mean and Standard Deviation of Cognitive Strategy

In the cognitive strategies, the highest mean is COG-15 that is “*Saya menonton acara TV berbahasa Inggris yang dituturkan dalam Bahasa Inggris atau menonton film yang dituturkan dalam Bahasa Inggris.*” (M=3.68, SD=0.74). Furthermore, the lowest mean is COG-17 that “*Saya menulis catatan, pesan, surat, atau laporan dalam Bahasa Inggris.*” (M=2.34, SD=0.94).

The third items category is compensation strategies which is presented in Figure 7:



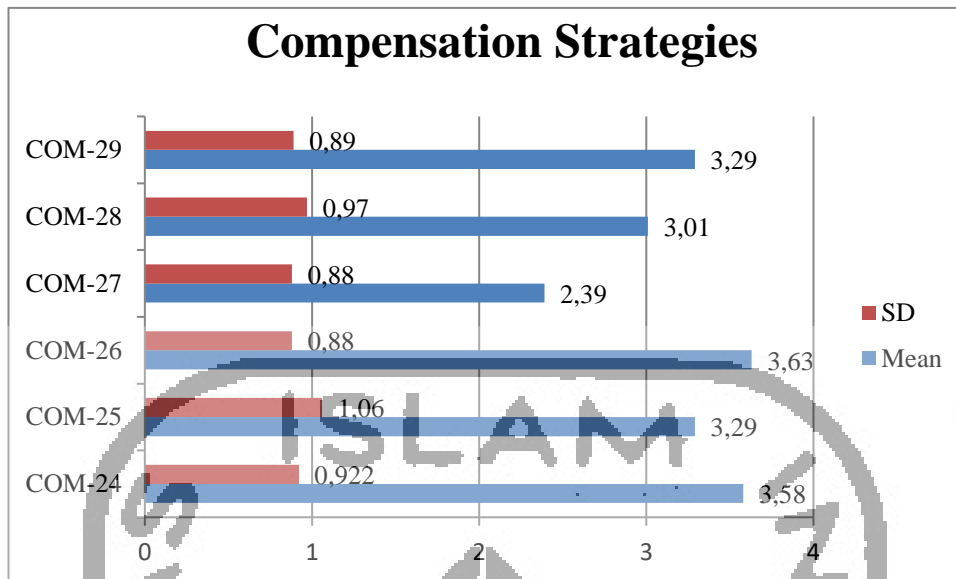


Figure 7. Mean and Standard Deviation of Compensation Strategy

The last strategy groups item from direct strategies is shows that the highest mean in compensation strategies is COM-26 “*Saya mencari alternatif kata baru jika saya tidak tahu Bahasa Inggris yang benar dari kata tertentu.*” (M=3.63, SD=0.88). Meanwhile, the lowest mean is COM-27 “*Saya membaca Bahasa Inggris tanpa mencari kata baru.*” (M=2.39, SD=0.88).

Hereafter, the item result from 3 strategy groups in indirect strategies are: metacognitive strategies, affective strategies, and social strategies.

The first items category is metacognitive strategies which is presented in Figure 8:

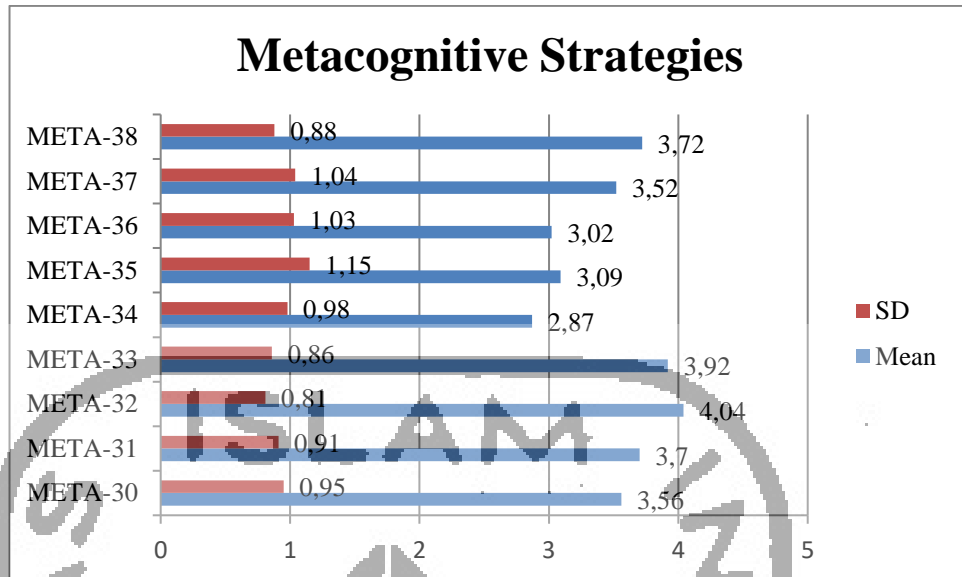


Figure 8. Mean and Standard Deviation of Metacognitive Strategy

Based on the chart shows that the highest mean in metacognitive strategies is META-32 that is “*Saya memperhatikan ketika seseorang berbicara Bahasa Inggris.*” (M=4.04, SD=0.81). Further, the lowest mean is META-34 that “*Saya merencanakan jadwal saya sehingga saya akan memiliki cukup waktu untuk belajar Bahasa Inggris.*” (M=2.87, SD=0.98)

The second items category is affective strategies which is presented in Figure 9:



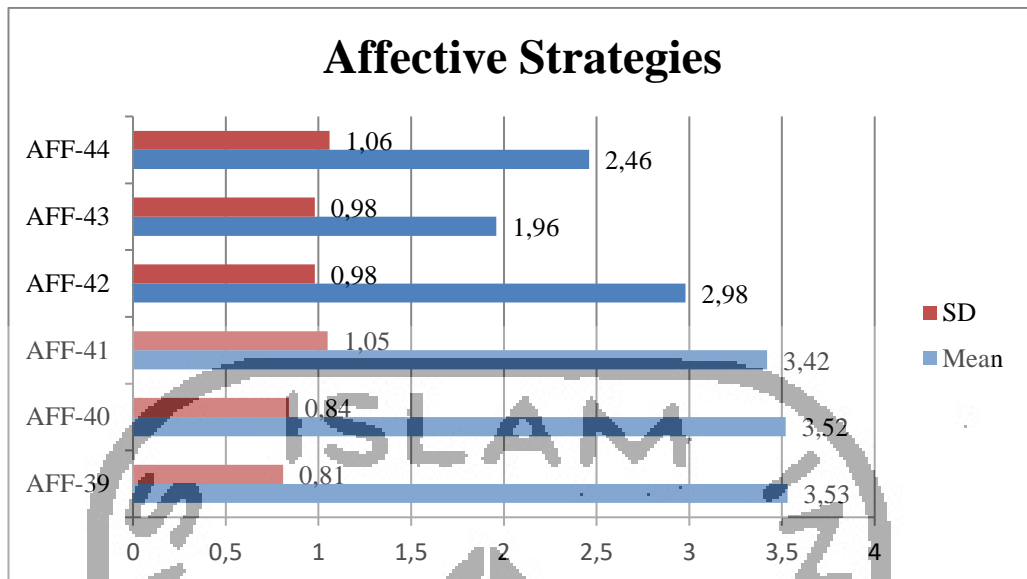


Figure 9. Mean and Standard Deviation of Affective Strategies Item

The affective strategies item result shows that the highest mean in affective strategies is AFF-39 “*Saya berusaha tetap tenang ketika saya merasa ragu menggunakan Bahasa Inggris.*” (M=3.53, SD=0.81). Further, the lowest mean is AFF-43 that “*Saya menuliskan perasaan saya dalam buku harian pembelajaran bahasa.*” (M=1.96, SD=0.98).

The third items category is cognitive strategies which is presented in Figure 10:



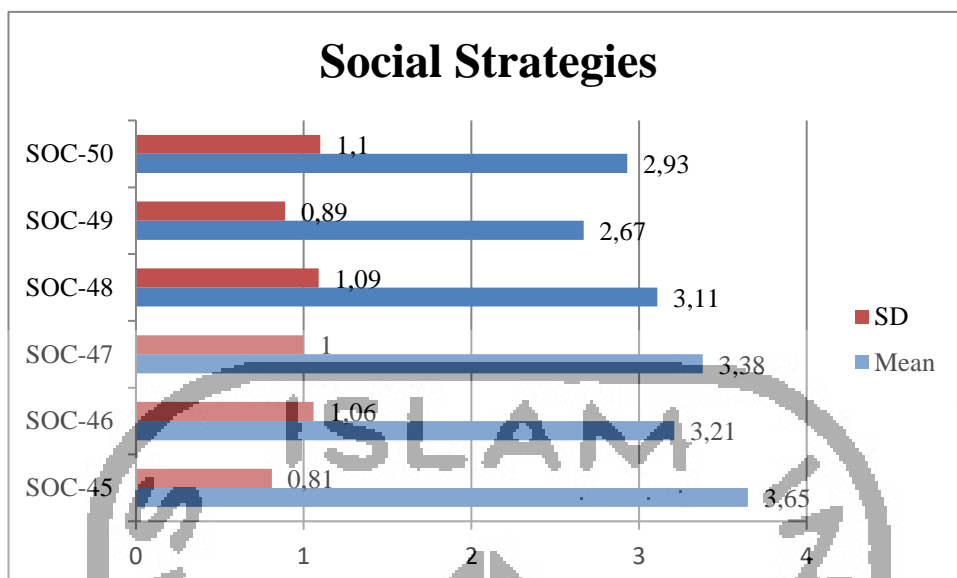


Figure 10. Mean and Standard Deviation of Social Strategies Item

The last strategy groups item result in indirect strategies is social strategies that has the highest mean in SOC-45 that is “*Jika saya tidak memahami sesuatu dalam Bahasa Inggris, saya meminta lawan bicara untuk memperlambat atau mengulang perkataannya.*” (M=3.65, SD=0.81). Further, the lowest mean is SOC-49 that “*Saya mengajukan pertanyaan dalam Bahasa Inggris.*” (M=2.67, SD=0.89).

4.2 Discussion

Based on all the data, the result shows that metacognitive is the most frequently used by the students and memory strategies is the least frequently used by the students. There is some research from senior high school of EFL context, that Chen (2014) explains metacognitive strategies is the number two highest frequently used in that research and memory strategies is the least frequently used before social strategies. Further is from Zhou (2010) find that metacognitive is number three most frequently used by the students in China and memory strategies is the least frequently used before social strategies. Zhou (2010) also explains that

the students prefer used direct strategies whereas this research explains that indirect strategies are most frequently used by the students.

Furthermore, there is some research about language learning strategies in Indonesia which have similar finding but in different educational context. Mistar (2001) and Hapsari (2019) research in tertiary education and have a similar finding that metacognitive strategies are the most frequently used by the students. Meanwhile, Mattarima & Hamdan (2011) and Alfian (2016) have research in secondary education and have the similar result that metacognitive as the most frequently used by the students in the senior high school context.

The similar finding from Islamic secondary education also comes from the relevant studies of this research. Fresiska (2013) found that metacognitive is the most frequently used. Moreover, Indrayani (2018) has a different result than social strategies are the most frequently used by the students and similar result of least frequently used by the students is memory strategies in Islamic senior high school.

