THE CORRELATION BETWEEN LANGUAGE LEARNING STRATEGIES WITH STUDENTS' PROFICIENCY

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ABSTRACT Nowadays, people in Indonesia begin to improve their English ability by learning English both in school and informal institution. Because learning English is different from learning our mother tongue which are completely different in their spelling, pronunciation, and grammar, people have to learn words with strategies to make it easier. Because of that reason, the researcher is interested to investigate the degree of the use of language learning strategies and to find out whether there are any correlation between six categories of language learning strategies used by the students of the first grade at acceleration class of SMA Negeri 5 Malang and their English proficiency.

The approach of this study is quantitative related with statistical approach. The population of this research were 60 students on ten grades at acceleration program, senior high school 5, Malang. The data about the strategies that the students used were obtained from Strategy Inventory for Language Learning (SILL) questionnaire completed by the students and their school grade report of the first semester.

The result shows that the use of overall language learning strategies falls into medium level. Specifically, the students prefer to use social strategies as the most frequently used, followed by memory, cognitive, affective, metacognitive and compensation strategies. A positive sufficient correlation is found between metacognitive strategies and English proficiency. This sufficient correlation can be examined by looking at the context since English is used as the foreign language in Indonesia. In sum, the students of the first grade at acceleration class are the moderate users of overall language learning strategies. Metacognitive strategies are found as the strategies that correlate with students' proficiency. Therefore, the teachers of acceleration class should introduce and promote more about the metacognitive strategies to their students in order to increase English proficiency. The researcher also suggest for the readers, especially learners to apply metacognitive strategies because it can improve language skill.

Keywords – Language Learning Strategies

Background of the Study

Learning English is different from learning mother tongue. It brings something new, especially for beginners. They have to learn words which are completely different in their spelling, pronunciation and in some cases the learners have difficulties in mastering the complicated grammar. So, to make it easier, learning strategies are needed to improve students' language skill. Oxford (1990, p.1) says that effective language learner strategies enable students successfully improve academic proficiency. Based on the previous definition, it can be identified that language learning strategies refer to the method that learners used to assist their progress in developing the second or foreign language skills. So, there must be a correlation between language learning strategies and language proficiency.

Therefore, it is necessary to make people aware of various learning strategies

which are useful in learning English as early as possible since it can improve students' language skill. All of the facts mentioned above have influenced the choice of topic of this research.

Previously, there are numerous studies in language learning strategies such as Nisbet (2005) who investigated the relationship between language learning strategies LLS) and English proficiency among Chinese University students. Next, Gharbavi (2012) investigated the relationship between the employment of different strategies and learners' levels of language proficiency. Then, Nuril (2012) investigated the language learning strategies used by the students of International Undergraduate Program of Faculty of Economics and Business University of Brawijaya and relates them with English proficiency.

Nisbet (2005) show that the six categories of learning strategies were significantly correlated with one another and with the students' TOEFL score. Gharbavi (2012) revealed significant relationship between the learners' proficiency level and the adoption of the strategies by the language learners. Then, Nuril (2012) revealed positive low significant correlation between compensation strategies with English proficiency used by students of International Undergraduate Program of Faculty of Economics and Business University of Brawijaya.

Most of the subjects of previous studies in language learning strategies are university students of English department and there are still few studies investigating students at acceleration class of senior high schools. Therefore, in this study the students of ten grades at acceleration class of SMA Negeri 5 Malang has been chosen since the researcher is interested to find out the language learning strategies used by senior high school students when they learn English.

This study only focuses on two variables, namely the language learning strategies which are used by the students of the first grade at acceleration class of senior high school 5, Malang and English proficiency. Consequently, the other students in different academic year and the other factors of individual differences such as sex, motivation, learning style, gender, personality and ethnic identity are not investigated. This study want to investigate the degree of the use of language learning strategies by ten grades students at acceleration class of SMA 5 Malang when they learn English, and to find out the correlation between six categories of language learning strategies used by ten grades students at acceleration class of SMA 5 Malang and their English proficiency

REVIEW OF RELATED LITERATURE

Language Learning Strategies (LLS)

There are many of definitions on learning. According to Oxford (1990, p.4), learning is defined as "conscious knowledge of language rules, does not typically lead to conversational fluency, and is derived formal instruction." In general, learning is the process of gaining knowledge of a subject by experience or studying. While, Cohen (1996, p.5) states the term strategies as "both to general approaches and to specific actions or techniques used to learn a second language." In other words, using strategy when learners start to learn something is an appropriate way to manage their learning and give them ability to respond the particular learning situation. From the definitions above, it can be concluded that language learning strategies are defined as specific ways to make learning more enjoyable, faster, and to solve problem in learning process. Language learning strategies help learners make their

language learning easier and learn language more effectively.

Language Learning Strategies by Oxford (1990)

Rather detailed taxonomy of language learning strategies are introduced by Oxford (1990, p.17) and it is different from the other classifications. As explained before the strategy system provided by Oxford (1990) is divided into two types, namely direct and indirect. These types further sorted into three types of strategies and each of them describes the strategies. Direct strategies are divided into three, namely memory strategies, cognitive strategies, and compensation strategies. Indirect strategies are also divided into three, namely metacognitive strategies, affective strategies, and social strategies.

In this thesis, Oxford's taxonomy of language learning strategies are used as the basic theory since this theory is the most comprehensive and complete among other theories. As a whole, Oxford's strategy system includes 62 strategies under direct and indirect strategies. Therefore, Oxford's theory must be the richest and the most detailed system of categorization of language learning strategies.

The Importance of Language Learning Strategies (LLS)

Language learning strategies are very important for second or foreign language development. It can improve students' language skill. Ellis (1997, p.76) says that some learners will use learning strategies when they are experienced with some problems.

With employing language learning strategies can help students to solve their learning problem and as a result they can improve their language proficiency. Moreover, Ellis (1997, p.76) also explains "good language learners are also very active, show awareness of the learning process and their own personal learning style and are flexible and appropriate in their use of learning strategies." It means that successful learners use strategies than unsuccessful learners. Language learning strategies are very important to give contribution to the development of linguistic competence.

In addition, Cohen (1996, p.2) says "language learning strategies have an explicit goal of assisting learners in improving their knowledge in a target language." In some cases, students have problems when they learn English. Some of them might have a problem with grammar, spelling, pronunciation and communicative competence. They might have the difficulties because learning English is different from learning mother tongue. It brings something new, especially for beginners. So, to make learning process more effective and easier, learning strategies are needed. Oxford (1990, p.1) says that effective language learner strategies enable students successfully improve academic proficiency. If the teachers know more about effective strategies that the students use, they may be able to teach these effective strategies to less proficient learners to enhance their language skills. Therefore, it can be concluded that the importance of learning strategy has received a good consideration for developing language competence.

English Proficiency

Every learner has purpose of studying English. The purpose might vary from one person to another. One of the purposes is the proficiency reason. A learner learns a language in order to be a successful English learner. Then, to measure the successful learner in language learning is by using the measurement of English proficiency.

According to Stephenson (2004, p.3) proficiency is often referred to as "a uniform state attainable by most students in a specifically defined time frame." Moreover, Lisboa (2004, p.2) says "the English language proficiency is the centerpiece for both the classroom and large-scale state assessment frameworks." In general, language proficiency may be defined as the ability to use a language effectively and appropriately.

There are many studies focus on variables that affects and to be affected by learning strategies, such as motivation, age, gender and proficiency itself. The researchers conduct that research to investigate the correlation between learning strategies and proficiency to show whether there is a relationship or not. The measurement of the English proficiency used by those studies is various such as by TOEFL score (Nuril, 2012), English grade (Tenry, 2007, as cited in Nuril, 2012, p.20) and Grade point Average (GPA) (Javid, 2013, p.35).

From oxford explanation, it can be concluded that there must be a correlation between language learning strategies that the students' used and English proficiency. Thus, this study used school grades report of the students, especially for English subject to assess the students' language proficiency. The English school grades report is used to correlate with the language learning strategies of ten grades students in acceleration class at SMA Negeri 5 Malang.

SMA Negeri 5 Malang

SMA Negeri 5 Malang was established on September, 13th 1965 based on SK Mendikbud number 96/SK/13/III/1965. It is located at jalan Tanimbar, number 24, Malang, 65117. SMA Negeri 5 is a large school which has 972 students and 15.250 width compared with the other senior high school in Malang (Karakteristik SMA Negeri 5

Malang. Retrieved March 19th, 2013, para. 2, from www.goethe.de/de/ins/lp/lhr/pas/psl/jav/id 8023941.htm). One thing that distinguishes SMA Negeri 5 Malang with other schools is a green field. There are many kinds of plants and trees. For this reason, SMA Negeri 5, Malang won the "Adiwiyata Kencana" in 2008. Therefore SMA Negeri 5 Malang is known as the best school in the field of environmental care. There are 30 students in every class. Ten and Eleven grades' class is divided into three departments, namely majoring in science, social and languages.

There are five foreign languages that have been taught, namely German, French, Arabic, Mandarin and Japanese. Each student is required to learn at least one foreign language. Since German has chosen by most of the students, SMA Negeri 5 became one of the partner schools, Goethe-Institute Indonesia. SMA Negeri 5 Malang has implemented acceleration program since 2004. This program is intended for a special accelerated learning education services for students who have special talents and incredible intelligence. To provide education curriculum used in this acceleration is the education unit level curriculum which also refers to the Cambridge curriculum adaptation with a 2-years study period. Students were applying acceleration program a student who have been formally accepted as a new student in ten grades SMA Negeri 5 Malang.

SMA Negeri 5 Malang has 60 first-year students at acceleration class which were divided into two classes. Each class consists of 30 students. Nowadays, the society's concern is not only to ensure the quality of the education their children obtained, but also the time spent to finish the study. Moreover, the uses of English as the language instruction for all courses is also become the importance aspect in the acceleration class. Therefore, the idea of

having acceleration opportunities in education attracts people very much.

Acceleration class program in Indonesian schools, according to Akbar and Hawadi (2002, cited in Fahmi 2011, p.5), is generally in the form of grade skipping which then leads into an early graduation and admission to higher educational level. The regulation requires schools to use multiple ways in selecting the gifted children. The methods of determining the students' giftedness, based on the information book published by the Department of National Education, could be in the following ways: a) Academic records, students who have outstanding academic records might enter the acceleration class, b) Students who get IQ test score of 140 or more, c) Subjective information: self nomination, peers nomination, teachers nomination, parents nomination, d) Not in sick condition because of an acute disease, and e) Approval from the parents and the students themselves (Depdiknas, 2003, cited in Fahmi, 2011, p.4).

SMA 5 Malang has also used this regulation that the students of acceleration class are the students who have higher intelligence compared with the other students. The Department of National Education has provided a legal regulation allowing schools to provide acceleration opportunities for gifted students. In section 5, article 4 of National Education System Act of 2003 it is stated that any citizen who has special talent and intelligence should get special education. Based on that regulation, the students of acceleration class in SMA Negeri 5 Malang should have outstanding academic records.

RESEARCH METHOD

Research Design

In this study, the researcher used quantitative approach. That approach was appropriate with this study since the researcher collect the data from the questionnaire filled by the students of the first grade at acceleration class of SMA Negeri 5 Malang by using statistical analysis. It conducted to find out the relationship between language learning strategies and the students' proficiency in English.

For the type of the study, this study used survey related to correlation study. Cohen (2007, p.205) says that survey is a research technique in which data are gathered by asking questions of a group of individuals called respondents. Survey research used scientific sampling and questionnaire design to measure characteristics of the population with statistical precision.

Data Source

The population in this research was the students of ten grades at acceleration class of SMA Negeri 5 Malang with the total participants of 60 students which were divided into two classes. Therefore, the researcher wants to investigate the students of the first grade as the population of this research. Since the students at acceleration class were categorized as only 60 students who were divided into two classes, the researcher decides to take all of the students as the participants for collecting the data.

Data Collection

Before collecting the data, the SILL questionnaire would be translated into Indonesian language in order to avoid misinterpretation in comprehending each item and response scale. After the questionnaire had been translated, it was piloted to 30 students in different class in order to identify and resolve any ambiguity if there is any. The researcher used 30 students as the sample for field-tested to receive feedback and assess whether students of different proficiency levels can understand the text of the items. The

researcher asked those 30 students to fill the questionnaire and asked some comments or suggestions to make the questionnaire more effective. According to the result of the pilot test, there were no difficulties in comprehending the questionnaire so that data collection could be directly conducted.

To collect the data about the students learning strategies, the research instrument used by the researcher was the Oxford's Strategy Inventory for Language Learning (SILL) questionnaires version 7.0. The decision to use the SILL for strategy questionnaires was made because it was structured surveys which make it easier to diagnose learning strategies of participants in a limited time frame. Also, it was a structured survey based on the strategy system. Moreover, the language was very simplified and could discover the type and frequency of language learning strategies generated by second language learners.

The results of the SILL fall into six parts of language learning strategies: memory, cognitive, compensation, metacognitive, affective, and social strategies. SILL version 7.0 containing 50 questions were geared to the students of English as a second or foreign language. The learners need to use a five-point scale to rank from 1 (never or almost never true of me) to 5 (always or almost true of me). The subjects have to respond to each statement on a 5-point Likert Scale ranging from 1 ("Never or almost never true of me") to 5 ("Always or almost true of me"). The Likert Scale was one of the most widely used techniques to measure attitudes. Oxford (1990) says that the overall average indicates how often the students or learners use language learning strategies in general, while averages for each part of the questionnaire indicate which strategy that most learners tends to use frequently. Another instrument used to determine the proficiency of the participants in this study is students' English school grades report of the first semester.

Table 3.1 The Distribution of Items of SILL on Learning Strategies Item Number Type of Statements Total Items

Item Number	Type of Statements	Total Items
1-9	Memory strategies statements	9 items
10-23	Cognitive strategies statements	14 items
24-29	Compensation strategies statements	6 items
30-38	Metacognitive strategies statements	9 items
39-44	Affective strategies statements	6 items
45-50	Social strategies statements	6 items
	6 Learning strategies	50 items

After all of the students finished to fill the questionnaire, the researcher was distributed the background questionnaires to the students to provide additional information on student characteristics. This information can help teachers and students better understand the SILL results in context. The background questionnaire took about 10 minutes.

Data Analysis

Before analyzing the data, the researcher had to make sure that the data had been reliable and valid. SILL demonstrated to be highly valid and reliable, and has been translated into different languages to assess learners' learning strategies (Oxford, 1990, p.199). The ESL/EFL SILL has been used worldwide for students of second and foreign languages in settings such as university, school and government. In this

study, the reliability of research finding in determined by internal consistency Cronbach alpha. The reliability of the data was reported in this study is .932. According to Sekaran (1992, cited in Priyatno, 2012, p.59), if the reliability of the data is < .6 then the data cannot be accepted, while =.7 or > .7 the data can be accepted, and if =.8 or over it showed a good reliable data. Since the output shows that the Cronbach's Alpha is above .8, so it can be concluded that it showed a good reliable data. Then, the validity of the data was perceived by asking the students to fill the questionnaire under the anonymous conditions, therefore they could express their true condition themselves.

Based on government role number 18, 2005, regarding with National Education Standard, article 64 said that the assessment of studying result used by public schools (SMP/MTs, SMA/MA, and SMK) was by using school grade report which consist of formative and summative assessment. This assessment was conducted continuously, during teaching and learning process until at the end of the semester. So, it can be concluded that school grade report has been reported as high levels of validity and reliability because it is used by all of public schools in Indonesia to measure students' proficiency, and it consists of some aspects of competence to assess students' academic proficiency.

One of requirements before analyzing correlation between two variables using Pearson Product-Moment, first, we have to check the normal distribution of the data to determine the normality of the data. Before analyzing those relationships, it had to be evaluated that the data showed the normal distribution of each variable. Histogram curve test which formed like a mountain or bell indicated approximately normal distribution of all variables.

Since this research design is quantitative which associates with large scale with correlation research and showed by numerical data, the researcher used software packages applied for statistical formulae and carry out computation to analyze the data. To investigate the problems of the study the Statistical Package for the Social Sciences (SPSS) for Microsoft Windows 16.0 was used to complete the analysis of the collected data.

The researcher used SPSS program to calculate the descriptive statistics that was average score of language learning strategies and the inferential statistics that was the correlation between language learning strategies and English proficiency. The descriptive statistics are the method of the data analysis for the first research questions: "What is the degree of the use of language learning strategies by the students of the ten grades at acceleration class of SMA Negeri 5 Malang when they learn English?" This method is used to analyze the degree of language learning strategies.

Pearson Product-Moment correlations are used to examine the second research question: "How is the correlation between six categories of language learning strategies used by the students of the ten grades at acceleration class of SMA Negeri 5 Malang and their English proficiency?" This method also used to analyze which categories of language learning strategies (memory, cognitive, compensation, metacognitive, affective, or social strategies), are significantly correlated with language proficiency. To analyze the data gathers from the SILL questionnaires, the following procedures will be:
1. Calculated the internal consistency of SILL questionnaire result to identify the reliability of the data.
2. Calculated 60 SILL questionnaire results to find out the mean score to identify the rank of the use of each

category of language learning strategies and overall categories of language learning strategies by using descriptive statistics.

3. Interpreted the score based on Oxford's guidelines to know the students learning strategies. This steps use to examine the first problem of the study related to the degree of language learning strategies used

by the students. The scoring gathered from each number of indicators which choose by the students. The indicators are "never or almost never true of me", "usually not true of me", "somewhat true of me", "usually true of me", and "always or almost true of me".

Table 3.2 Scoring Description of SILL Version 7.0 (Oxford, 1990,p.291) Degree of LLS Use Description Scores

Degree of LLS Use	Description	Scores
High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

4. Calculated the normal distribution of each variable to determine the normality of the data.

5. Calculated the correlation between two variables namely language learning strategies and English proficiency by using Pearson-Product Moment correlation.

6. Interpreted the categories of language learning strategies that were significantly predictive to English school grades.

7. Interpreted the score of correlation coefficient based on guidelines of interpretation of correlation coefficient. It was used to examine the second problem of the study related to the relationship between language learning strategies and English proficiency. Those guidelines are explained in table 3.3

Table 3.3 Guidelines of Correlation Coefficient Interpretation (Sarjono, H & Julianita, W, 201, p.90, as cited in Nuril, 2012, p.33)

Coefficient Interval	Correlation Level
0.80 – 1.000	Very High
0.60 – 0.799	High
0.40 – 0.599	Sufficient
0.20 – 0.399	Low
0.00 – 0.199	Very Low

8. Interpreted all of the findings from statistical analysis.

9. Drawn conclusion related to the problems of the study.

FINDING AND DISCUSSION
Degree of Language Learning Strategies Application of the Students

Based on the result of the SILL questionnaire that had been collected, the result of language learning strategies used by the students of the ten grades at acceleration class of SMA Negeri 5 Malang is shown in Table 4.1 which focus on the mean and standard deviation.

Table 4.1 Descriptive Statistics Result for Language Learning Strategies Use

Category of Language Learning Strategies	Mean	Std. Deviation	Rank Order of Usage
Social Strategies	3.21	.32	1
Memory Strategies	3.04	.29	2
Cognitive Strategies	3.02	.24	3
Affective Strategies	3.01	.29	4
Metacognitive Strategies	3.01	.16	5
Compensation Strategies	2.90	.24	6
Overall categories of LLS	3.03	.28	

Based on the Table 4.1, the mean score of the overall language learning strategies used and the mean score of each categories of language learning used were interpreted by using the guidelines of the score interpretation proposed by Oxford (1990, p.291). It was reported that the overall language learning strategies used falls into medium level with the mean score of 3.03. Since the score is in range between 2.9 to 3.4, it indicates that the language learning strategies fall into *sometimes used* by the students of the ten grades at acceleration class of SMA Negeri 5 Malang. Based on the table, it is known that social strategies were reported as the strategies that most frequently used with the mean score of 3.21. According to Oxford's scoring description of SILL version 7.0 for interpreting the average language learning strategies score, the score falls into medium level of use since 3.21 is in the range of 2.5 to 3.4. Thus, it means that social strategies are *sometimes used* by the students.

The second rank is memory strategies with the mean score of 3.04. Then, cognitive strategies are in the third rank with the mean score of 3.02. The fourth rank is affective strategies with the mean score of 3.01. Metacognitive strategies are in the fifth rank with the mean score of 3.01. Respectively, compensation strategies which mean score is 2.90 is in the last rank. Since all of the scores of social, memory, cognitive, affective, metacognitive, and compensation strategies are in the range of 2.5 to 3.4, they fall into medium level meaning that all those strategies are *sometimes used* by the students at acceleration class.

Correlation between each of Language Learning Strategies and Students' Proficiency

From the SILL questionnaire result and the students' school grade report collected, the correlation between each type of language learning strategies used and English proficiency were measured by using Pearson Product-Moment correlation. This statistical procedure was used to answer the second problem of the study. Cohen (2007, p.591) says that Pearson Product-Moment correlation is a statistic to measure the degree of association between two interval or ration variables. The Pearson correlation is reported in table 4.2.

Table 4.2 Pearson Product-Moment Correlation Result for Each Type of Language Learning Strategies Used and English Proficiency

		A	B	C	D	E	F	G
School Grade	**Pearson Correlation (r)**	.126	.239	-.036	**.431****	.044	.141	.187
	Sig. (2-tailed) (p)	.336	.065	.785	**.001**	.740	.284	.154
	N	60	60	60	60	60	60	60

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
Note:
A: Memory Strategies
B: Cognitive Strategies
C: Compensation Strategies
D: Metacognitive Strategies
E: Affective Strategies
F: Social Strategies
G: Overall Language Learning Strategies

Pearson correlation coefficients symbolized by r vary between -1 to $+1$. The closer to 1 the stronger the relationship. A positive correlation or relationship is to be found when an increase in one variable is followed by an increase in the other variable. Positive correlations are prefaced with a plus sign. Thus, $+1.0$ would represent perfect positive correlation. A negative correlation or relationship, on the other hand, is to be found when an increase in one variable is accompanied by a decrease in the other variable. Negative correlations are prefaced with a minus sign. Thus, -1.0 would represent perfect negative correlation. Then, when a coefficient is 0 (zero), it means there is no relationship between the two variables. This means that people's performance on one variable is totally unrelated to their performance on a second variable.

Based on the Table 4.2, it shown that metacognitive strategies are the only strategies that correlate with students' proficiency with the score .431 (r=.43). It falls into sufficient correlation since it is in range of 0.40 – 0.599. The sign of two stars above the score indicate that the correlation coefficient is significant at the level of .01.

Based on the correlation coefficient Table of Pearson Product-Moment calculated with Microsoft excel, because the sample used in this study is 60 students, the r-score must be greater than r-table ($r > .254$), so, it shows that there is a correlation between two variables. Since the score of r is greater than r table (.431 > .254), it shows that there is a correlation or relationship between metacognitive strategies and students' proficiency.

Another piece of information is whether or not the relationship is statistically significant. The significant level is calculated automatically by SPSS. The significance of correlation is seen by the significance score (p). When the score of $p < .05$, the correlation is significant and when the score of $p > .05$, the correlation is not significant.

Based on the result of Pearson Product-Moment analysis shown in the Table 4.2, it is obtained that the only one of p-score which is less than 0.05 was metacognitive strategies (p=.001). Then, it can be concluded that from all categories of language learning strategies, metacognitive strategies were the only strategy found to have statistically significant correlation with school grade.

The last information is *N* or the number of cases for which a study have information on both variables. Based on the result of Pearson Product-Moment analysis shown in the Table 4.2, it is obtained that the total of sample used in this study is 60 (*N*=60).

Based on the result of Pearson Product-Moment analysis shown in the Table 4.2, it is obtained that the score of coefficient Pearson correlation (*r*=.431) falls into sufficient correlation since it is range of .40 – .599. Then, from all strategies, the *p*-score which is less than .05 was metacognitive strategies (*p*=.001). The positive coefficient correlation sign (+) indicates the linear relationship between the two variables meaning the increasing use of language learning strategies by the students is followed by the increasing of the school grade. In other words, the more frequently the students use the metacognitive strategies, the better their school grade will be. Therefore, from all categories of language learning strategies, Metacognitive strategies were the only ones found to have statistically positive sufficient significant correlation with school grade by the score $r(60)=.43$ and $p=.001$

Discussion

The degree of the Use of Language Learning Strategies by First Grade Students at Acceleration Class of SMA 5 Malang

Social strategies are the strategies most frequently used by the students indicated with mean score of 3.21. Based on Oxford's (1990) criterion, this score falls into medium level meaning these strategies are *sometimes used* by the students. Based on the 6 statements of social strategies, the application of social strategies that have the highest mean score used by the students of the first grade at acceleration class are statement number 48, *I ask for help from English speakers* with the mean score of 3.33.

The high mean score of the use of social strategies strongly suggested that those students who overcome their social inhibitions and let the others correct their mistakes perform better and achieve English language proficiency quickly as compared to the shy students. Radwan (2010, p. 138) has offered a probable reason behind this finding by stating that it may be due to students' displeasure with the conservative educational methods and techniques. The students' recognition that the excelling of learning a foreign language requires to actively involving themselves in the learning process, seeking opportunities to use the language in social life, cooperating with their peers, etc". The use of English as a medium of interaction can help the students to apply social strategies in their language learning. Since the obligation of each student of the ten grades at acceleration class to use English as the medium of communication in which all courses are taught in English and teaching system applied in acceleration class such as discussion, they support the acceleration students to make them easier to learn and practice English. Thus, it encourages the application of social strategies by cooperating or communicating by using English with other students.

Then, based on the response of the students in the background questionnaire related to the application of social strategies, there are some students who join an English club to develop their language learning strategies. By joining the English club, they can interact with other people to practice their English. When they engage in the conversation with others, the students can get some feedback from others in order to be better English learners. Oxford (1990, p.77) also says that in the community where the target

language is spoken natively is the best way to find opportunities for practice in speaking. The students' willingness to speak English can be seen from the result of the questionnaires that shows that many of the students join English club where they can make friends with native speakers of the target language. Oxford (1990, p.77) says that making friends with the target language speakers is one of the most important reasons for language learning. In addition, sometimes they have a chance to practice their English skill with native speakers who come from overseas. Thus, it encourages the application of social strategies related to practice English with proficient user of English.

The second rank is memory strategies with the mean score of 3.04 meaning this strategies are *sometimes used* by the students. Based on the 9 statements of memory strategies, the application of memory strategies that have the highest mean score used by the students are statement number 2, *I use new English words in a sentence so I can remember them* with the mean score of 3.13, and number 8, *I review English lessons often* with the mean score of 3.13.

Based on the statement result on memory strategies, it can be seen that the students apply memory strategies at the sufficient level. The possibility might be because as the senior high students, they have to memorize many of vocabulary. In this case, memory strategies can help learner remember information. Also, based on the statement result, it can be seen that the students of the ten grades at acceleration class often take time to review the material after the initial learning in classroom. Based on their information, the students start review the material by memorizing the lessons they have already got 10 minutes after the initial learning, then 20 minutes later, an hour or a day later, and so on.

The third rank is cognitive strategies with the mean score of 3.03. It falls into medium level meaning cognitive strategies are *sometimes used* by the students. Based on the 14 statements of cognitive strategies, the application of cognitive strategies that have the highest mean score used by the students are statement number 11, *I try to talk like native speakers* with the mean score of 3.12, number 14, *I start conversation in English* with the mean score of 3.12, and number 22, *I try not to translate word-forword* with the mean score of 3.21.

Based on the questionnaire result, it is shown that the students apply more to the practicing naturalistically which is one part of cognitive strategies. These strategies center on using the language for actual communication. As the goals of using English at acceleration class is to produce the graduates who have strong competencies in the academic aspect and to equip them with professional skills which enable them to survive in the global business environment, the students are obliged to use English as the medium of communication. Thus, it might be the reason of the students to apply and implement these strategies in their learning process, specifically by practicing to communicate by using English.

Affective strategies are in the fourth rank with the mean score of 3.01 meaning that these strategies are *sometimes used* by the students. Based on the 6 statements of affective strategies, the application of affective strategies that have the highest mean score used by the students are statement number 39, *I try to relax whenever I feel afraid of using English* with the mean score of 3.08, *and* number 40, *I encourage myself to speak English even when I am afraid of making a mistake* with the mean score of 3.18.

In the acceleration class, English is used as the main language instructor in teaching and learning activity even in their

language of literature or reference books. Of course, it is not an easy matter. Those situations require the students to learn English more in order to achieve successful learning. However, it can be frustrating to learn the foreign language. Therefore, to face those situations, the affective strategies are needed to help students manage their emotions.

Based on the statement result, it is found that the students sometimes encourage themselves to be brave in using English though in imperfect English. What the students do is one of the ways to reduce the tension in the class. It can encourage them not to be ashamed when they do some mistakes in using English. As a result, it can make language learning more enjoyable.

Metacognitive strategies are in the fifth rank with the mean score of 3.01 meaning that these strategies are *sometimes used* by the students. Based on the 9 statements of metacognitive strategies, the application of metacognitive strategies that have the highest mean score used by the students are statement number 31, *I notice my English mistakes and use that information to help me do better* with the mean score of 3.03*, number 34, I plan my schedule so I will have enough time to study English* with the mean score of 3.10*,* and number 35*, I look for people I can talk to in English* with the mean score of 3.13.

At the acceleration class, all courses are taught in English. It can be the problems in their learning process since English is not their mother tongue. Moreover, it is possible that the students make some errors in producing English. Therefore, metacognitive strategies are useful for students to cope with those problems successfully by monitoring their errors. Thus, it can help the students for directing the learning process in a more effective way. However, this study reveals that the applications of metacognitive strategies are in the fifth rank. It seems that

the acceleration students are not aware of the importance of metacognitive strategies. It can be caused by the assumption of the students considering metacognitive strategies are usual strategies to be applied by advance language learner and English as second language speakers compared with the English as foreign language speakers.

Besides, from the background questionnaire result, it implies that the students at acceleration class also have less motivation and interest in English, its culture, and the need of English for future career. Therefore, those conditions can trigger the students to choose metacognitive strategies as the strategies least frequently used though these strategies help the students achieve learning goals by managing, arranging, and planning their own learning.

After that, the low used of metacognitive strategies can be due to the short English learning experience of the students. From the background questionnaire completed by them, mostly they have learned English less than 10 years. That short experience in learning English has contribution toward students' less application of metacognitive strategies in their learning process. Also, since the participants are still in the Senior High School, the learners seem cannot manage and coordinate their own learning by finding out the materials needed in the classroom activity by themselves independently instead of only studying the material given by their teacher.

The last rank is compensation strategies with the mean score of 2.90. Although this strategies are placed in the last rank but it still falls into medium level meaning that compensation strategies are *sometimes used* by the students at acceleration class. Based on the 6 statements of compensation strategies, the application of compensation strategies that have the highest mean score used by the

students are statement number 27, *I read English without looking up every new word* with the mean score of 3.13.

At the acceleration class, English is used as the main language in the learning process. As the students of the ten grades at acceleration class, using English as a foreign language in their academic life is not easy. They must have difficulties not only in understanding English, but also in producing English. Facing this situation, it can be encouraged the students to apply compensation strategies since they allow the students to produce both spoken and written expression in the new language without complete knowledge (Oxford, 1990, p.48). Therefore, the used of compensation strategies are useful to help the students to involved in using English despite their language limitations.

From the overall use of language learning strategies revealed in this study, it falls into medium level which is indicated with the average score of 3.035. That score implies the learning strategies that are sometimes used by the students. This medium level result of the use of the language learning can be correlated with the proficiency of the students. From the reported school grade report of the acceleration class students, the average score of their school grade report is 87.4. Oxford (1990, p.1) states that the use of language learning strategies can result in improving proficiency. In other words, there is linier relationship between the use of language learning strategies and English proficiency. When the use of language learning strategies is reported high, the English proficiency will be also reported high.

The Correlation between Six Categories of Language Learning Strategies and Students' English Proficiency

Since the finding from the result of the Pearson Product-Moment analysis reveals that there is a relationship between six language learning strategies and students' proficiency measured by school grade report showed by a positive sufficient correlation ($r= .43$) between metacognitive strategies and students' proficiency, so the alternative hypothesis of this study could be accepted. The positive score indicates that if one variable increases, the other variable will also increase. In other words, when the application of metacognitive strategies increases, it will be followed by the increasing of school grade. From the result of Pearson Product-Moment correlation, it reveals that metacognitive strategies are the strategy that significantly correlated with English proficiency. It means that metacognitive strategies are the only one category of strategies that can influence the school grade report. Regarding with that result, the teacher of acceleration class should introduce more about metacognitive strategies to their students since metacognitive strategies has the influence in increasing school grade. Hopefully, the acceleration class students can get benefit from applying these effective strategies to improve their English proficiency.

According to Oxford (1990), language learners are often have difficulties to memorize many of unfamiliar vocabulary, rules, and different writing system. To solve this problem, the teacher can introduce to the students about metacognitive strategies by *paying attention* to a language learning task and *overviewing comprehensively of materials* in an upcoming language activities and associating it with what is already known. These set of two strategies helps learners to converge and builds the needed vocabulary.

Sometimes language learners have problems in monitoring their errors. Students may become afraid and traumatized when they make errors, and failing to realize that they can try to learn

from their errors. By *monitoring and evaluating error*, can help learners in checking their language performance and evaluate their progress in the new language.

The other set of metacognitive strategies, like organizing, setting goals and objectives, considering the purpose, and planning for a language task, helps learners to arrange and plan their language learning in an efficient and effective way. Therefore, learners who are seriously in learning a new language must take responsibility to seek as many practice opportunities as possible, especially outside of the classroom.

Language learning strategies play a vital role in the process of learning. The evidence has shown that learning strategies are strongly related to successful learning (Oxford, 1990). Therefore, language teachers are recommended to be familiar with language learning strategies. As it was mentioned previously, language learning strategies have been discussed in many studies during the last decades. It has been proved that they have a significant share in acquiring or learning a foreign or second language. Therefore, teachers should be trained to instruct the strategies to their language learners. Also, by taking a careful look at the strategies mostly correlated with school grade, it is understood that metacognitive strategies are the only one category of strategies which is correlated with students' school grade. Therefore, all of these strategies include to metacognitive strategies should be introduced to the language learners by the teachers in order to apply them in their learning process to promote their language potential appropriately.

Also, this study will primarily be beneficial for language learners in their choice of learning strategies and teachers in enhancing their teaching. Initially, it will identify the useful language learning strategies applied by those successful English language learners under different academic language learning circumstances. Moreover, this study is expected to shed light on the possible relationship between the language learning strategies and the proficiency level of language learners. Eventually, the findings of this research can be applied and taught in the EFL or ESL classes to guide the poor language learners in eliminating their language learning problems so that they can promote their potential ability in language learning.

CONCLUSION AND SUGGESTION

Based on the finding of the data, this study concludes that the students of the ten grades at acceleration class are the moderate users of overall language learning strategies because they were categorized as intermediate students and they used English as the medium in language learning. A context of language learning strategies are applied in Indonesia in which English is used as a Foreign Language (EFL) is also the explanation of the medium level use of language learning strategies.

By looking at the specific strategies, social strategies are found as the strategies most frequently used because as senior high students, they like to have the cooperation with other students in language learning. Memory strategies are placed in the second rank because as the first grade students at acceleration class in which English is used as the main language instructor, the students have to memorize a large number of vocabularies, so that by applying memory strategies they can easily memorize a large number of vocabularies. The third rank is cognitive strategies because the students also prefer to practice by communicate naturalistically by using English. Affective strategies are in the fourth rank because the use of affective strategies can help the students to control emotion during learning process in the classroom. After that, metacognitive

strategies are in the fifth rank because the participants of this study are intermediate students who are not achieving learning autonomy yet, thus, it is possible to be the factor why these strategies become the last since metacognitive strategies are the usual strategies to be applied by advance learners. At last, compensation strategies are reported as the least strategies frequently used because these strategies are usually used by advance learners.

Related to the relationship between language learning strategies and English proficiency, the positive sufficient correlation is revealed between language learning strategies shown by metacognitive strategies and English proficiency measured by school grade report (r=.43). Then, from the Pearson Product-Moment analysis, it reveals that metacognitive strategies are the only one category of language learning strategies which are significantly correlated with English proficiency.

Based on this present study, it is suggested for the teachers of the ten grades at acceleration class to help the students understand more about the importance of language learning strategies that can enhance their successful learning. Strategy training can be conducted to give the understanding about the importance of language learning strategies and to train the students to be able to apply them in learning activity.

In addition, since metacognitive strategies are the category of language learning strategies correlated with school grade report, the students can consider more of the application of metacognitive strategies. Therefore, the teachers of

acceleration class should introduce and promote more about the metacognitive strategies to their students in order to increase their English proficiency.

The researcher also recommends some avenues for future research. First, this current study utilized only one measure of proficiency, which is the school grade report of the first semester. This measurement tool is designed to assess academic proficiency, and it includes no direct measures of writing and speaking skills on the part of individual being tested. Thus, it is recommended that future studies incorporate multiple measures of English proficiency. Therefore, those measurements can cover all language skills assessments consisting of listening, structure, reading, speaking, and writing. Another instrument is TOEIC which is used to measure English skill for international communication.

Second, the current investigation measured learning strategy preferences using one self-report instrument (SILL questionnaire) at a particular point in time. It is recommended for the next researcher to use a variety of measures, like structured interviews, observations, etc, and evaluate the relationship between learning strategies and proficiency over time. Next, since there are other variables of individual differences beside proficiency such as gender, learning style, learner belief, motivation, ethnicity, etc, it is recommended for the next study to take those accounts as the variables to be investigated to identify more other factors that can influence the application of language learning strategies.

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