PERCEPTION OF LANGUAGE LEARNING STRATEGIES USED BY INDONESIAN SECONDARY SCHOOL LEARNERS ACCORDING TO GENDER AND FIELD OF STUDY AND THEIR RELATIONSHIPS WITH ENGLISH LANGUAGE ACHIEVEMENT

By

KHAIRUL

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Master of Science

July 2004

DEDICATION

To my parents,

My late father: Syamsuar and my mother: Hayatunnipus

for their inspiration;

To my beloved wife,

Adriyani, S.E.,

Your constant love, support and patience sustained me through, thank you

and

To my loving sons,

Ogi Aulia Rahmat

Fariz Tsanana Rahmat

Halim Al-Hawari Salasa Rahmat,

for their joy and laughter

Abstract of thesis submitted to the Senate of Universiti Putra Malaysia
in fulfilment of the requirements for the degree of Master of Science

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July 2004

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This study aims to examine the kinds of strategies used by Indonesian secondary school students in learning English as a foreign language, and to determine how their use varies according to gender and field of study. It also aims to study the relationships between the use of language learning strategies and English language achievement and to determine which category of strategies is more predictive of English language achievement.

Three hundred students were selected as sample using proportional stratified random sampling. Data were gathered using a questionnaire to collect data on the use of language learning strategies, and achievement test to collect data on English language achievement. Data were analyzed using ANOVA and Chi-square to determine the variation in the use of language learning strategies. Pearson coefficient correlation was used to

study the relationships between the use of language learning strategies and English language achievement, and a stepwise multiple-regression model was used to determine which category of strategies is more predictive of English language achievement.

This study found that the use of language learning strategies by Indonesian secondary school students can be categorized or considered as a moderate use, indicated with overall mean score (3.0), the range of the mean scores of the six categories of strategies (from 2.8 to 3.4), and the percentage of individual strategies that were used at middle level of use (62%).

Another finding of this study was that the use of language learning strategies significantly varied by gender and field of study. Female students used language learning strategies significantly more often than males students, and students who majored in exact science used language learning strategies significantly more often than those who majored in social science.

It was also found that the use of overall strategies and the six categories of strategies except affective strategies and English language achievement were correlated significantly. Of the six categories of strategies, only compensation, affective and cognitive strategies provide a positive and significant contribution for the total variation in English language achievement. These three categories of strategies jointly accounted for 28 percent of the grade variability in English language achievement.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi syarat keperluan untuk ijazah Master Sains

PERSEPSI TERHADAP STRATEGI BELAJAR BAHASA YANG DIGUNAKAN OLEH PELAJAR SEKOLAH MENENGAH INDONESIA MENGIKUT JANTINA DAN BIDANG KAJIAN SERTA KAITANNYA DENGAN PRESTASI PENCAPAIAN BAHASA INGGERIS

Oleh

KHAIRUL

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Pengerusi: **Ghazali Mustapha, Ph.D.**

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Kajian ini bertujuan untuk mengenali strategi belajar yang digunakan oleh pelajar sekolah menengah Indonesia dalam mempelajari bahasa Inggeris dan menyelidiki sama ada penggunaannya berbeza secara bererti mengikut jantina dan bidang kajian. Kajian ini juga bertujuan mengkaji hubungan diantara penggunaan strategi belajar berbahasa dengan prestatsi pencapaian bahasa Inggeris serta mendapatkan kelompok strategi yang lebih prediktif bagi pengiraan prestasi pencapaian bahasa Inggeris.

Seramai 300 orang pelajar sekolah menengah tingkatan 6 di Bandar Padang, Sumatra Bahagian Barat, Indonesia, dipilih sebagai subjek kajian secara rawak berkadar berlapis. Instrumen yang digunakan adalah soal selidik dan ujian pencapaian. Data dianalisa menggunakan pelbagai teknik

statistik pentadbiran. ANOVA dan Khi kuasa dua digunakan untuk melihat variasi penggunaan strategi belajar mengikut jantina dan bidang kajian. Pekali hasil darab Pearson digunakan untuk melihat kaitan diantara penggunaan strategi belajar dan prestasi pencapaian bahasa Inggeris. *Stepwise* regresi linear pelbagai digunakan untuk mengenali kelompok strategi yang lebih prediktif bagi pengiraan prestasi pencapaian bahasa Inggeris.

Kajian ini mendapati bahawa penggunaan strategi belajar berbahasa oleh pelajar sekolah menengah Indonesia tergolong kepada tingkat penggunaan sederhana. Fakta ini ditunjukkan oleh purata penggunaan strategi secara keseluruhan (3.0) dan secara kelompok (dengan julat 2.8 hingga 3.4), dan peratus strategi perseorangan yang digunakan pada tingkat sederhana (62%). Kajian ini mendapati pula bahawa pelajar perempuan secara bererti lebih sering menggunakan strategi belajar berbahasa berbanding dengan pelajar lelaki. Pelajar dengan bidang kajian sains tulen secara bererti lebih sering menggunakan strategi belajar berbanding dengan pelajar dalam bidang kajian sains sosial.

Kajian ini juga mendapati bahawa penggunaan strategi belajar berbahasa mempunyai kaitan yang bererti dengan prestasi pencapaian bahasa Inggeris. Kelompok *'compensation', 'affective'* dan *'cognitive'* yang memberi kontribusi positif dan bererti bagi pengiraan pencapaian prestasi bahasa Inggeris dan ketiga kelopok strategi ini memberikan kontribusi 28% tehadap total variasi dalam prestasi pencapaian bahasa Inggeris.

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I certify that an Examination Committee met on July 13, 2004 to conduct the final examination of Khairul on his master's thesis entitled "Perception of Language Learning Strategies Used by Indonesian Secondary School Learners according to Gender and Field of Study and Their Relationships with English Language Achievement" in accordance with Universiti Pertanian Malaysia (Higher Degree) Act 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the candidate be awarded the relevant degree. Members of the Examination Committee are as follows:

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DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UPM or other Institutions.

KHAIRUL

Date:

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