

**STUDENTS' LEARNING STRATEGIES PREFERENCE IN LEARNING  
ENGLISH SPEAKING AT NURUL HARAMAIN ISLAMIC BOARDING  
SCHOOL**



by  
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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF MATARAM  
MATARAM  
2022**

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ENGLISH SPEAKING AT NURUL HARAMAIN ISLAMIC BOARDING  
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**Presented to State Islamic University of Mataram  
to fulfill the requirement for the attainment of the degree of  
*Sarjana* in English Language Education**



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MATARAM  
2022**

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*Assalamualaikum Wr. Wb,*

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I hereby sincerely state that the thesis entitled "Students' Learning Strategies Preference in Learning English Speaking at Nurul Haramain Islamic Boarding School" are the results of my own research/work, except for the parts where the source are cited. If I am proven to have plagiarized of someone's writing/work, I am willing to take the sanctions set by the institutions.

Mataram, .....2021

I stated,



Irawan Abdadi

## THESIS RATIFICATION

Thesis by Irawan Abdadi, Students' Number: 170107040 entitled "Students' Learning Strategies Preference in Learning English Speaking at Nurul Haramain Islamic Boarding School" has been defended in front of the examiners board of study program of English Language Education, Faculty of Education and Teacher Training, the State Islamic University of Mataram on. 06/01/2022

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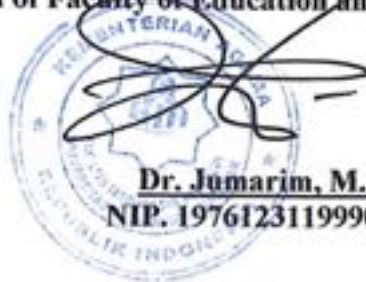


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## **MOTTO**

*“Success is not final; failure is not fatal: It is the courage to continue that counts”*

*-Anonym*

## **DEDICATION**

This thesis is dedicated to my parents and the people who have supported me throughout my education.

Thanks for making me see this adventure through to the end.



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*Alhamdulillahirabbil 'aalamin*, all praises to Allah SWT, the lord of this universe, for His mercies and blessing to me in completing this thesis proposal. Moreover, *Shalawat* and *Salam* always been given to our best prophet, our leader, our role model, prophet Muhammad SAW, who has guide us from the stupidity to the cleverness. May peace is always sent to his families, and followers.

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Mataram, .....

Writer,

**Irawan Abdadi**

## ABSTRACT

Acknowledging students' personal differences is an essential aspect to be attached in teaching and learning English speaking. Having strategies in learning a language is what makes students become good learners. It implies that, it is important to know how to study best for each individual. Departing from that, this study intended to finding out students' learning strategies preference and the significant difference between the learning strategies preference and students speaking score. Based on these, this descriptive study adopts a descriptive quantitative approach with a survey design. In carrying out data investigation, this study distributed questionnaire of Oxford's Strategy Inventory for Language Learning (SILL) in order to find out the strategies used by the students. Additionally, the students' speaking scores and their learning strategies preference were tested through T-test statistical measurement. It resulted that, the most frequently used strategies by the students of Nurul Haramain Islamic Boarding School for girls are compensation strategies and the least applied strategies are affective strategies. If looking at the significance difference between the strategies used to improve their speaking skill, it shows that there is a significant difference between their English speaking scores and their English learning strategies preference. It implies that learning strategies are important in facilitating to learn a language since the students still consider to use them in high frequency.

**Keywords:** *Speaking, learning strategies, language learning*

## ABSTRAK

Mengakui perbedaan siswa merupakan aspek penting yang harus dilekatkan dalam pembelajaran *speaking* bahasa Inggris. Memiliki strategi dalam belajar inilah yang membuat siswa menjadi pembelajar yang baik. Ini menyiratkan bahwa, penting untuk mengetahui cara belajar yang terbaik untuk setiap individu. Oleh karenanya, penelitian ini bertujuan untuk mengetahui preferensi strategi belajar siswa dan apakah ada perbedaan yang signifikan terkait dengan preferensi strategi belajar tersebut dengan nilai *speaking* siswa. Penelitian deskriptif ini menggunakan pendekatan deskriptif kuantitatif dengan desain survei. Dalam proses pengumpulan data, kuesioner Oxford, Strategy Inventory for Language Learning (SILL) didistribusikan untuk mengetahui strategi yang digunakan oleh siswa. Selain itu, nilai *speaking* dan strategi belajar siswa diuji melalui pengukuran statistik T-test. Hasil penelitian menunjukkan bahwa, strategi yang paling sering digunakan oleh santriwati Pondok Pesantren Nurul Haramain Putri adalah *compensation strategies* dan strategi yang paling jarang diterapkan adalah *affective strategies*. Jika melihat perbedaan yang signifikan antara strategi yang digunakan untuk meningkatkan keterampilan berbicara mereka, ini menunjukkan bahwa ada perbedaan yang

signifikan antara nilai *speaking* dan preferensi strategi belajar bahasa Inggris mereka. Ini menyiratkan bahwa strategi pembelajaran penting dalam memfasilitasi pembelajaran *speaking* karena siswa masih mempertimbangkan untuk menggunakannya dalam frekuensi yang tinggi.

**Kata kunci:** *speaking, strategi pembelajaran, pembelajaran bahasa*

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

As humans are born with different characteristics, it leads them to acquire things in different ways as well. In doing something similar, one might choose the 'left-side' or the 'right-side' way to achieve their goal or to make something to be done. It applies to students too, since they are human with different personalities and characteristics, they definitely have their own way to learn or to understand better the lesson given. Thus, acknowledging students' personal differences is an essential aspect to be attached to the teaching and learning concept, especially in learning English as a second language or foreign language.

To teach English as a Foreign Language (EFL), recognizing students' diversity in their manner to learn basically will help the process and progress of learning. Understanding them more is beneficial for both teacher and students since teachers would find what suit the students better to meet the students' need<sup>1</sup>. Also, grasping students' different ways of learning a language could also facilitate and motivate students to pick up the lesson better<sup>2</sup>. So, in that way, it will support the students' performance and finally achieve their desire results. By implementing learning strategies, learners can monitor their learning process and maximize their learning potential<sup>3</sup>.

It is convinced that having strategies in learning a language is what makes students become good learners. This implies that, it is essential to know how to study best for each individual<sup>4</sup>. Many language learners have their specific strategies to acquire the language well, such as how to train their speaking skill. It

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<sup>1</sup> Felder, R. M., & Brent, M., "Understanding students' differences", *Journal of Engineering Education*, Vol. 94, No. 1, 2004. p. 57-72.

<sup>2</sup> Supriyadi & Rokhayani, A., "Relationship between Gender, Subject Preference and Learning Styles", *A Journal of Culture, English Language, Teaching & Literature*. Vol. 16, No. 2, 2017.

<sup>3</sup> Kumaravadivelu, B., *Understanding Language Teaching: From Method to Post Method*, (Routledge, 2006).

<sup>4</sup> Rubin 1975 in Nhem, D., "Language Learning Strategies: A Comparative Study of Young and Adolescent Cambodian Learners", *International Journal of Language and Literary Studies*, Vol. 1, No. 2, 2019.



is important since the one who has learning strategies will gain much more positive results in practicing his speaking compared to those who don't have any plan to practice their speaking skill. Moreover, language learning strategies can help students to prepare how to arrange their learning whenever facing difficulties so they can determine what is supposed to do in overcoming the problem<sup>5</sup>. Thus, the students could easily find their best ways to have more meaningful learning that later will impact greater autonomy.

However, the ideal situation in EFL classroom sometimes could not meet its realization. Teachers do sometimes contribute to students' poor abilities in obtaining the language learning specifically in speaking, or simply in their cognitive aspect because of neglecting the fact their students are more than one head with different preferences in a classroom<sup>6</sup>. Even though some students could learn the resource of the language learning which is not suitable with their preference, the best result would be the outcome if their preference matches with the given instruction<sup>7</sup>. It is because language learning styles and strategies are the most significant aspects in accommodating language learning performance including their speaking skill.<sup>8</sup>

Among all of basic English language skills, speaking is one of the most challenging part for students. It took their courage and need a lot of preparation to finally be able to speak the language. In terms of being a good English speaker, there are components that students have to be aware of, they are fluency, accuracy, vocabulary, and pronunciation.<sup>9</sup> Students have to know what they want to say and finally figure out the way how they orally produce the language based on all those

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<sup>5</sup>Chamot, A. U., "Issues in Language Learning Strategy Research and Teaching", *Electronic Journal of Foreign Language Teaching*, Vol. 1, No. 1, 2004. p. 14-26.

<sup>6</sup>Gohar, M. J & Sadhegi, N., "The Impact of Learning Style Preferences on Foreign language Achievement: A Case Study of Iranian EFL Students", *Procedia Behavioral Science*. Vol. 171, 2015. p. 754 – 764

<sup>7</sup>Stevenson, J., & Dunn, R., "Knowledge Management and Learning Styles: Prescriptions for Future Teachers", *College Student Journal*, Vol. 35, No. 4, 2001. p. 483-491

<sup>8</sup>Oxford, R. L. *Use of language learning strategies: A synthesis of studies with implications for strategy training*, (1989), p.235

<sup>9</sup>Brown, H. D., *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Francisco: Longman, 2001), p.168.

aspects. Therefore, if students are capable of sharing the message, it will make the information transaction could be exchanged from the speaker and the listener.

In relation to students' speaking skills with their learning strategies preference, there are factors that are believed to be associated it, one of which is students' background and cultural difference<sup>10</sup>. For instance, the learning background environment of boarding school. Since learning English language in boarding school is different from public junior high school where boarding school students have more access and facility to practice more their English language ability because they are obligated to speak the language in their daily activity. It is different from occasional school students that can be said their environment is not quite as supportive as boarding school students. For instance, a study conducted by Thiele et al. entitled *Predicting Students' Academic Performance Based on School and Socio-Demographic Characteristics* revealed that independent school students performed less well than comprehensive school students<sup>11</sup>.

Therefore, the researcher investigated the language learning strategies used by the boarding school students in Nurul Haramain NW. It is because there are still few studies that investigate the learning strategies preference on students in boarding school and whether or not it the strategies affects students speaking skill performance.

## **B. Statement of Problem and Research Limitation**

### **1. Statement of Problem**

Since this study intends to seek the students' English language learning strategies preference in their speaking, this research formulated a statement of the problem as:

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<sup>10</sup>Macaro, E., *Learning Strategies in Foreign and Second Language Classrooms: The Role Of Learner Strategies*. (London: Continuum, 2001)

<sup>11</sup>Thiele et al., "Predicting Students' Academic Performance Based on School and Socio-Demographic Characteristics", *Studies in Higher Education*, Vol. 41, No. 8, 2016, p. 1424.

1. What are students' strategies preference in learning English speaking skills
2. Is there a significant difference between the learning strategies preference and students speaking score?

## **2. Problem Limitation**

In view of the fact that this study focuses on students' strategies preference in learning a language, this study selected the speaking skills of the students in boarding school only. This study was conducted in the Islamic Boarding of School Nurul Haramain.

## **C. Objective and Significance of Research**

### **1. Research Objectives**

Derived from research problems previously stated, the objective of this research is:

- 1) to find out the student preference strategies in learning English Speaking skills.
- 2) To find out if there is a significant difference between the learning strategies preference and students speaking score

### **2. Significance of Research**

This research has both theoretical ad practical significance:

#### **a. Theoretical Significance**

Theoretically, this research is expected to give more information and solution on how to acknowledge and accommodate students different learning strategies to master their speaking skills to be considered in the English classroom so that students could meet what they need.

#### **b. Practical Significance**

- For student

Practically, for students, it is hoped that the result of this research will help them meet their need and improve their speaking skill more optimally and finally acquire English language better.

- For teacher

It is expected that the result of this study will help them to realize more about students' preference in learning and performing the language rather than applying one size fits all method. They could see the variation in their students' strategies, so it helps them easier in finding out the best way possible.

- For future research

This study would be one of the resources and the reference of the future researcher if they wanted to conduct a study on the same field.

#### **D. Definition of Key Terms**

##### 1. Learning Strategies

Learning strategies are basically what learners know and do to regulate their learning<sup>12</sup>. In the sense of language learning, it refers to the students the action of the students to process and do to learn or use the language effectively. So, in this study, the learning strategies here focus on the students' way of learning English.

##### 2. English as a Foreign Language (EFL)

English as a foreign language which abbreviated as EFL is a non-English speaking country that learns English language<sup>13</sup>, which is also the same case with this study; students who are their native language is Indonesia is learning English.

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<sup>12</sup>Kumaravadivelu, B., *Understanding Language Teaching: From Method to Post Method*. (Routledge, 2006), p.36.

<sup>13</sup>Nordquist, Richard. "English as a foreign language (EFL)", in <http://www.thoughtco.com/english-as-a-foreign-language-efl-690597>, accessed August 27, 2021.

## CHAPTER II

### LITERATURE REVIEW

#### A. Related empirical studies

There are many studies that have been conducted regarding language learning strategies and their relationship with English language learning. Firstly, Ella<sup>14</sup> conducted research entitled *Language Learning Strategies and English Proficiency of Grade 12 Students*. Specifically, she focuses on the relationship between language learning strategies and language proficiency. After collecting the data using the framework of SILL (Strategy Inventory of Language Learning) by Oxford, the result shows metacognitive strategies are proven to be the most common strategies used by the students upon the others. The participants of the research realize that applying the strategies in their learning is important, as it is shown in the strategies' they choose in the data gathering.

In line with Chand<sup>15</sup>, he conducted research entitled *Language learning strategy use and its impact on proficiency in academic writing of tertiary students*, with the purpose of finding the correlation between the language learning strategies and students' proficiency in academic writing. The result shows that the most frequent strategies used are metacognitive and cognitive strategies. Moreover, the learning strategies have a positive impact but not significantly. In other words, the influence of learning strategies has a small effect on students' academic writing.

Rachmawati<sup>16</sup> and with her study entitle of *Correlation Analysis of Students' Language Learning Strategies Use and Their Academic Performance* revealed that the most dominant strategy used by the participants was metacognitive strategies and proved to have a good impact on students' achievement. Sari et al.<sup>17</sup> in their

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<sup>14</sup> Ella, J. R., *Language Learning Strategies and English Proficiency of Grade 12 Students*. (Presented at the DLSU Research Congress 2018 De La Salle University, Manila, Philippines.)

<sup>15</sup> Chand, Z. A., "Language Learning Strategy Use and Its Impact on Proficiency in Academic Writing of Tertiary Students", *Procedia-Social and Behavioral Sciences*, Vol. 118, 2014. p. 511-521.

<sup>16</sup> Rachmawati, D., "Correlation Analysis of Students' Language Learning Strategies Use and Their Academic Performance", *ELTIN Journal*, Vol. 1, No. 1, 2013.

<sup>17</sup> Sari et al., "Language Learning Strategies Used by Successful Students of The English Education Study Program at University of Bengkulu", *JEET*. Vol. 2, No. 4, 2019.

study of *Language learning strategies used by successful students of the English education study program at the University of Bengkulu*, also stated that metacognitive strategies significantly affect student academic performance.

However, Mubarak's study entitled *Students Learning Strategies and Their English Achievement in Speaking (A Study at English Department Students at Muhammadiyah University of Makassar)* showed a different result. The most frequently strategy used by the students are the cognitive strategy and compensation strategy as the least option. Furthermore, he found that most of the students who got low English achievement also use cognitive strategies in learning.<sup>18</sup>

Trialoka et al. also found out that students of English Education Study Program preferred to use all category of that learning strategy. In addition, the most frequently used strategy by the students was social affective strategy.<sup>19</sup>

Correlating to these previous studies, regarding to the mostly applied strategies they showed some different results. Therefore, it is worth to research and find out the preference of the students considering this study will be conducted in different place. Furthermore, the students' learning strategies are mentioned not to have a significant impact in defining the learners' language achievement. However, in Tseng et al.,<sup>20</sup> statements, it is said that comparing the ones who do not have strategies in learning, the ones who have are believed to acquire language better. There could also could be an impact for students' speaking skill performance based on their learning strategies.

Additionally, the previous studies also only cover English learning in general, meanwhile this study will be focusing on the learning speaking. Other than that, the subject of the previous studies mentioned above are senior high school and higher education students, while this study wants to explore the junior high school students, specifically in a boarding school. With this regard, this study wants to

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<sup>19</sup> Trialoka, et al., "English Learners' Strategies in Learning Speaking Skill (A Study of Undergraduate Student of English Education Study Program at universitas Bengkulu in 2016/2017 Academic Year." *JEET*. Vol. 1, No.1, 2017.

Tseng, Wen-ta et al., "A New Approach to Assessing Strategic Learning: The Case of Self-Regulation in Vocabulary Acquisition", *Applied linguistics*, Vol. 27, No.1, 2006. p. 78-102.

investigate the relationship between English speaking learning strategies and students' English speaking skill performance at Nurul Haramain Islamic Boarding School.

## **B. Theoretical Bases**

### **1. Speaking Definition**

Speaking is one of the productive skills in English language learning. Over the centuries, speaking has been defined by many experts in various way. According to Harmer, speaking is the ability to speak fluently and presupposes and it is not only about the language features, but also the ability to process the information and the language 'on the spot'<sup>21</sup>. Chaney explained speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context<sup>22</sup>. Furthermore, Brown mentioned speaking as an interactive process of constructing meaning that involves producing and receiving and processing information<sup>23</sup>.

From these definitions, they share the core intention of performing speaking is to exchange meaning. In other words, processing sound which based on the language features is intended to share information. It is an interactional skill which involves making a decision about communication<sup>24</sup>.

### **2. Aspects of Speaking**

Considering the importance of speaking skill for students who learn language, finding out the best instructions, materials, activities, media, and other requirements that will help and complement the learners to master their speaking skills is very important. Besides all these supporting tools, there are also aspects

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<sup>21</sup> Harmer, J., *The Practice of English Language Teaching* (Harlow, UK: Pearson Education, 2007), p.284.

<sup>22</sup> Chaney, A. L., & Burk, T. L. *Teaching Oral Communication in Grades K-8*. (Allyn and Bacon. 1998), p.3.

<sup>23</sup> Brown, H.D., *Teaching by principles: an interactive approach to language pedagogy*, (Englewood Cliffs, NJ: Prentice Hall Regents, 1994).

<sup>24</sup> Bygate, M., *Speaking* (Oxford university press, 1987), p.23.

that need to be seen to support the success of students speaking skill. Those are students' speaking fluency, pronunciation, accuracy, vocabulary.<sup>25</sup>

1) Fluency

Being fluent in term of speaking means that students have to utter the language with little hesitation, quickly, and confidently. Furthermore, they have to know when to stop or start their speaking.

2) Pronunciation

In order to be understood by others, students have to speak the correct form of the intended words. Pronouncing a word correctly is crucial since it will convey the meaning of what students want to share. On the other hand, if it is pronounced inaccurately, students will not be able to communicate effectively and might also create a misunderstanding.

3) Accuracy

Being accurate means the students need to pay attention on the structure of the grammar of the target language or in this case, English. It includes the pattern of the correct way to express something in a sentence. This will help students to deliver the correct meaning of what they want to express.

4) Vocabulary

To be able to speak in other language, mastering enough vocabulary is very important. All of other aspects would not be working if students do not have enough vocabulary. Being fluent, accurate, and pronouncing words correctly needs to be supported by sufficient amount of target language vocabularies.

### 3. Language Learning Strategies

Before coming to the definition of language learning strategies, it is better to understand what is meant by learning strategy in the first place. Oxford defines

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<sup>25</sup> Brown, H. D., *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Francisco: Longman, 2001), p.168.



learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferrable to new situations<sup>26</sup>." It is the way that students' plans which she or he attempted to do in learning<sup>27</sup>. Thus, learning strategies are the strategies of learners which they use to get information about a certain thing.<sup>28</sup>

Arising from the definitions of learning strategies above, Richards and Schmidt state that language learning strategies are strategies used by learners to learn a language to understand the meaning, the word uses, the rules of grammar, and any other aspects<sup>29</sup>. Those language learning strategies are the process in which the students intentionally chose, and perhaps the result on the real action will improve the students in understanding or students are able to use the second or the foreign language<sup>30</sup>. It can be gained through the learner learning capacity, maintenance, review, and the implementation of information about the language. Grift also refers to language learning strategies as "activities consciously chosen by learners for the purpose of regulating their own language learning"<sup>31</sup>. Therefore, it can be concluded that language learning strategy is the strategy that is consciously planned to be used by language learners in order to foster their knowledge and information about the language as well as to be able to use the language.

Oxford classifies types of language learning strategies into two major classes, the first one is direct strategies as strategies that directly affect the language learner, and it includes memory strategies, cognitive strategies, and compensation

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<sup>26</sup>Oxford, R., *Language Learning Strategies: What Every Teacher Should Know*. (New York: Newbury House/ Harper & Row, 1990)

<sup>27</sup>Gass, S. M. and Selinker, L., *Second Language Course: An Introductory Course*. (New York: Routledge, 2008)

<sup>28</sup>Rubin cited in Oxford, R. L., *Teaching and Researching Language-Learning Strategies*. (New York: Routledge, 2017).

<sup>29</sup>Richards, J. C. & Schmidt, R., *Longman dictionary of applied linguistics*, (England: Pearson ESL, 2010), p. 331.

<sup>30</sup>Cohen in Gass, S. M. and Selinker, L., *Second language course: an introductory course*, (New York: Routledge, 2008).

<sup>31</sup>Griffiths in Oxford, R. L., *Teaching and researching language-learning strategies*, (New York: Routledge, 2017), p. 15-16.

strategies. The next one is indirect strategies which include metacognitive strategies, affective strategies, and social strategies.<sup>32</sup>

1. Direct Strategies

a. Memory strategies

These strategies are laying on the memory as the mental tool, such as creating association by connecting the new information about language with the concept which is already in the memory of creating a meaningful sentence using the new vocabulary, connecting words with mental images of pictures or sounds, and also reviewing the information about the language that one already gets.

b. Cognitive strategies

Language learners use cognitive strategies to manipulate or transform the target language. It is done by *practising, receiving, analyzing, and creating*. The learners are *practising*, for example, by saying, doing, and listening to things repeatedly or having a conversation with the target language. In *receiving*, the language learners may do skimming or use anything like the language learning resources. Furthermore, learners do *analyze* by translating or by finding the meaning of the target language word by dividing it into parts. Lastly, in *creating*, learners can take some notes, highlight important information, or summarize.

c. Compensation strategies

Compensation enables learners to speak or to write the language even though they do not have adequate knowledge to perform it. For example, in understanding unfamiliar words, the learners guess the meaning by using another clue. Another example is when learners do not have the concept of how to say something in the target language; instead, they use gesture or their mother tongue.

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<sup>32</sup>Oxford, R., *Language Learning Strategies: What Every Teacher Should Know*. (New York: Newbury House/ Harper & Row, 1990).

## 2. Indirect Strategies

### a. Metacognitive strategies

Since in learning a new language, the learners will face some novelties, it is important to have the metacognitive strategies that will help the learners to force their performance into improvement. The learners might struggle to learn the new language, so here are strategies in order to help the students. These are: *Centering Your Learning*, to be the focus or paying attention to the language learning; *Arranging and planning Your Learning* by find as many possibilities as possible to practice the language or setting a certain goal to be achieved in learning the language; and *Evaluating Your Learning* by reflecting on the learning or the progress in it.

### b. Affective strategies

The affective 'part' of language learners can define the success of learning. Since affective strategies include attitude, motivation, encouragement, and emotions; this implies that learners who do not have a motivation or cannot control their emotion in learning the language, this will be the obstacles for them. Therefore, convincing oneself to be brave talking in the target language, rewarding oneself as the treat when doing good in using the target language, and lessen the anxiety of making a mistake in using the target language can be the alternative strategies to help students in achieving the goal of successful language learning.

### c. Social strategies

Since learning the language goal is to be able to communicate using the language, social strategies are very important to help the learners to achieve this communicative goal. This can be done by asking questions or practising it with other people, ask friends to correct when making mistakes, asking for help from the native speaker, learning the target language culture. By practising social strategies, learners will be able to use the language as in real practice communication.

Next, Macaro mentioned factors attributed to learning strategy choices, among them are:

- *Motivation.* The learners who have higher motivation will be more likely to find strategies in their language learning.
- *Sex.* Female language learners using learning strategies more than the male ones.
- *Age.* Since adults are considered to be using language learning strategies more adaptable to use various strategies compared to young learners, this makes adults learning to progress faster than the younger age does.
- *Background and cultural differences.* Different cultural backgrounds may lead to different ways of learning
- *Aptitude, learning style, and belief about language learning.* Natural ability and learning preference will have an impact in determining ways of learners to learn a language. Moreover, the way they see language will also affect them in ways how they better learn it.
- *Successful and advanced learners.* Those advanced learners may use much more complicated strategies in learning a language which is not the guarantee of effective strategies.

#### 4. Speaking skills achievement performance and learning strategies.

The term of speaking skill achievement can be associated with the concept of performance which was constructed by Chomsky. He differentiates the concept of competence and performance. He sees competence as the speaker-hearer's knowledge of the language, while performance is the actual use of language in real situations as performance. In terms of performance, it is related to speakers' fluency, accuracy, vocabulary, and pronunciation. Relate to its association with learning strategies; it is believed that learners who have strategies in learning a language generally can lead them in gaining positive outcomes in their language English academic performance and finally their speaking skills. It is in line with Tseng et al. statements where they believe that learners who have strategies in learning are much more easily to acquire the language<sup>33</sup>. They also emphasize that

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<sup>33</sup>Tseng, Wen-ta et al., "A New Approach to Assessing Strategic Learning: The Case of Self-Regulation in Vocabulary Acquisition", *Applied linguistics*, Vol. 27, No. 1, 2006, p. 78-102.

the strategies chosen by the language learners are the factor that comes from the individual themselves. Moreover, language learning strategies can also be seen as a tool to increase their speaking skills. It has generally been claimed that successful language learners use more learning strategies than unsuccessful ones.<sup>34</sup>

### C. Conceptual Framework

In EFL learning, students must have their own strategy that they feel is the most effective and comfortable for them to do. Meeting the most suitable way for the student will surely be beneficial for them; it will help them to learn and improve their skill in it. As Oxford stated, language learning strategies make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.<sup>35</sup>

It directs the students who have language learning strategies; they are believed to acquire language better than those who don't have<sup>36</sup>. It also showed a positive correlation across student learning strategies and English language skill<sup>37</sup>, also students realized that applying strategies in their learning is important<sup>38</sup>.

In regard to the students' language learning strategies, the difference of the preference is associated with several aspects, such as *Motivation, Sex, Age, Background and cultural differences, Aptitude, learning style, and belief about language learning, Successful and advanced learners*<sup>39</sup>. One that is still not

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<sup>34</sup>Vertongen, N., "The Relationship Between the Use of Language Learning Strategies and English Language Proficiency, (Master's Thesis, Ghent University, 2014).

<sup>35</sup> Oxford, R., *Language Learning Strategies: What Every Teacher Should Know*, (New York: Newbury House/ Harper & Row 1990). p.8.

<sup>36</sup> Tseng, Wen-ta et al., "A New Approach to Assessing Strategic Learning: The Case of Self-Regulation in Vocabulary Acquisition", *Applied linguistics*, Vol. 27, No. 1, 2006, p. 78-102.

<sup>37</sup> Chand, Z. A., "Language learning strategy use and its impact on proficiency in academic writing of tertiary students", *Procedia-Social and Behavioral Sciences*, Vo. 118, 2014, p. 511-521.

<sup>38</sup> Ella, J. R., *Language Learning Strategies and English Proficiency of Grade 12 Students*. (Presented at the DLSU Research Congress 2018 De La Salle University, Manila, Philippines.)

<sup>39</sup> Macaro, E., *Learning Strategies in Foreign and Second Language Classrooms: The Role of Learner Strategies*. (London: Continuum, 2001).

many being discussed is related to their background. Some research finds that students' backgrounds related to diversity in their culture do not affect the students' learning style difference. But the environmental background, such as in the boarding school, is still little discussion about it. Thus, besides the students' preference in learning English speaking skills, this study will also find out whether there is a difference with students' speaking achievement based on their strategies they use.

## CHAPTER III

### RESEARCH METHOD

#### A. Approach and Types of Research

This study is basically focused on the learners' learning strategies preference in learning speaking skill. In this respect, as well as considering the formulation of the problems discussed previously, this is a descriptive study which adopts a descriptive quantitative approach with a survey design. It is descriptive because this study is trying to picture and interpret the objects as in the fact and is conducted to the purpose to describe systematically about the fact and characteristics of the subject.

In this case, this study explored the fact about the strategies used by students in Nurul Haramain Islamic Boarding School and whether the strategies would affect the students' their speaking achievement. Furthermore, the reason for implementing a quantitative approach was because the outline of this study agreed with the characteristics of quantitative research, that was because it involved statistical data<sup>40</sup>.

This study was involving statistical and numerical data, for instance, the average score and the difference value between the variables in this study. Furthermore, it employed the survey design because this study involved a large population which is the nature of a survey. This finally outlined and shaped the type of strategies used by students in the form of percentages and pictured the significant predictive relationship across the variables.

#### B. Population and Sample

##### 1. Population

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<sup>40</sup> Creswell, J. W., *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p. 13.

The population of this study were Nurul Haramain Islamic boarding school students of Senior High School for girls who learn English as Foreign Language (EFL). The total amount of the students was approximately 650 students.

## **2. Sample**

In defining the sample of this study, it adapted the technique of *purposive sampling*. All of the Senior High School students who were under an intensive English course in Nurul Haramain Islamic Boarding School, were selected as the sample of this study. The program itself is called Madani Super Camp. It was one of the programs proposed by the school for the students to intensively learn English for three months.

### **C. Location Setting & Time**

The location of this study was in Madani Super Camp, Sedau, Narmada, West Lombok. This study was conducted from August to December 2021. The data collection was distributed in November, and then the collected data and the completion were analyzed and done in December.

### **D. Research Variables**

In this study, there were two variables, namely English learning strategies and students speaking achievement.

### **E. Research Instruments**

In this research, there were two instruments were utilized to collect the data, namely questionnaire speaking achievement score. The questionnaire adapted the Oxford's Strategy Inventory for Language Learning (SILL) in order to find out the strategies used by the students. It consisted of six parts that represent two major parts (direct and indirect strategies); among them were *memory strategies (9 items)*, *cognitive strategies (14 items)*, *compensation strategies (6 items)*, *metacognitive strategies (9 items)*, *affective strategies (6 items)*, and *social strategies (6 items)*. The total number of items in the questionnaire were 50 items (see Appendix 1). The questionnaire also adapted the Likert-scale type, which consists of 5 points where the scale ranged from 'never true of me to always true of me.'



In addition, the second instrument used was the overall score of students' English speaking achievement.

#### **F. Data Collection Procedure**

Firstly, research permission was obtained from the boarding school's chairperson. After that, the data were collected by distributing the questionnaire offline by handing a paper-based questionnaire form. Furthermore, another required instrument was the students' English score in speaking, it was collected by asking for it from the English tutors. After all of the data were collected, they then were analyzed based on the data analysis procedure in the following section.

#### **G. Data Analysis Technique**

In analyzing the data, the collected data from the questionnaire were accumulated and analyzed statistically using SPSS Statistic 23. The descriptive statistic was used to analyze the data to answer the first and second research question, "what is the most frequent language learning use by the students?" that is, by finding the ranking of the meaningful use of strategies. According to Oxford, she provided the categories of the mean score for questionnaires result into:

- High use : always and almost true of me (Mean: 4.5-5.0)
- : usually true of me (Mean: 3.5-4.4)
- Medium use : somewhat true of me (Mean: 2.5 – 3.4)
- Low use : usually not true of me (Mean: 1.5 -2.4)
- : never or almost never true of me (Mean:1.0-1.4)

For the second question, "How does students English speaking achievement based on their learning strategies preference?" It was tested through t-Test statistical measurement in order to determine whether there was

a significant difference between the students' preference in their learning strategies with their speaking achievement.

### **H. Instruments' Validity and Reliability**

It is important to consider different perspectives to gain a good understanding of the topic in this study. The instrument used in this study was from Rebecca Oxford<sup>41</sup>. It was a standardized questionnaire which has been widely used to investigate students' learning strategies. However, the validity and the reliability of the instrument were still needed to be done since every study was conducted in different places with different participants as well.

#### 1. Validity

To test the validity of the instrument, this study involved content validity. Content validity was done by asking for the expert to see the relevance of the instrument with the objective of the study. The expert rechecked each item of the questionnaire as well as for the readability of the instrument.

#### 2. Reliability

The reliability relied on a pilot test to assess the readability to measure the questionnaire items. To see the result of the test, Cronbach Alpha was used to measure the consistency of the questionnaire items.

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<sup>41</sup> Oxford, R., *Language Learning Strategies: What Every Teacher Should Know*. (New York: Newbury House/ Harper & Row, 1990)



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

##### 1. Data Description

This section shows the data description of students' frequency of each item of strategies used.

*Table 4.1 Frequency of each item of strategies used*

<b>Part A</b>		<b>Mean</b>
1	I think of relationships between what I already know and new things I learn in the SL.	4.00
2	I use new SL words in a sentence so I can remember them.	3.86
3	I connect the sound of a new SL word and an image or picture of the word to help me remember the word.	3.81
4	I remember a new SL word by making a mental picture of a situation in which the word might be used.	3.95
5	I use rhymes to remember new SL words.	3.14
6	I use flashcards to remember new SL words.	2.76
7	I physically act out new SL words.	3.10
8	I review SL lessons often.	3.00
9	I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign.	3.86
<b>Total</b>		<b>3.50</b>
<b>PART B</b>		
10	I say or write new SL words several times.	3.76
11	I try to talk like native SL speakers.	3.86
12	I practice the sounds of SL.	3.86
13	I use the SL words I know in different ways.	3.38
14	I start conversations in the SL.	3.52
15	I watch SL language TV shows spoken in SL or go to movies spoken in SL.	4.14
16	I read for pleasure in the SL.	3.52
17	I write notes, messages, letters, or reports in the SL.	3.71
18	I first skim an SL passage (read over the passage quickly) then go back and read carefully.	3.90
19	I look for words in my own language that are similar to new words in the SL.	3.48
20	I try to find patterns in the SL.	3.48

21	I find the meaning of an SL word by dividing it into parts that I understand.	3.86
22	I try not to translate word for word.	3.95
23	I make summaries of information that I hear or read in the SL.	3.52
<b>Total</b>		3.71
<b>Part C</b>		
24	To understand unfamiliar SL words, I make guesses.	4.05
25	When I can't think of a word during a conversation in the SL, I use gestures.	4.10
26	I make up new words if I do not know the right ones in the SL.	3.71
27	I read SL without looking up every new word.	3.48
28	I try to guess what the other person will say next in the SL.	3.86
29	If I can't think of an SL word, I use a word or phrase that means the same thing.	4.19
<b>Total</b>		3,90
<b>PART D</b>		
30	I try to find as many ways as I can to use my SL.	3.90
31	I notice my SL mistakes and use that information to help me do better.	4.00
32	I pay attention when someone is speaking SL.	4.14
33	I try to find out how to be a better learner of SL.	3.95
34	I plan my schedule so I will have enough time to study SL.	3.24
35	I look for people I can talk to in SL.	3.62
36	I look for opportunities to read as much as possible in SL.	3.57
37	I have clear goals for improving my SL skills.	3.67
38	I think about my progress in learning SL.	3.86
	Total	3.77
<b>PART E</b>		
39	I try to relax whenever I feel afraid of using SL.	3.52
40	I encourage myself to speak SL even when I am afraid of making a mistake.	3.62
41	I give myself a reward or treat when I do well in SL.	3.24
42	I notice if I am tense or nervous when I am studying or using SL.	3.38
43	I write down my feelings in a language learning dairy.	2.95
44	I talk to someone else about how I feel when I am learning SL.	3.19
<b>Total</b>		3.71
<b>Part F</b>		
45	If I do not understand something in SL, I ask the other person to slow down or say it again.	4.10

46	I ask SL speakers to correct me when I talk.	4.00
47	I practice SL with other students.	3.95
48	I ask for help from SL speakers.	3.29
49	I ask questions in SL	3.62
50	I try to learn about the culture of SL speakers.	4.19
<b>Total</b>		3.86

The overall strategies result after accumulated using SPSS are presented as follow:

*Table 4.2 Descriptive statistic view of learning strategies frequencies*

		A	B	C	D	E	F
N	Valid	21	21	21	21	21	21
	Missing	0	0	0	0	0	0
Mean		3.4981	3.7114	3.8967	3.7729	3.3176	3.8576
Std. Deviation		.41509	.41846	.49241	.38324	.48359	.57499

**a. The most frequently used of language leaning strategies**

The table 4.2 can be interpreted in the following (Table 4.3):

Note:

A= Memory Strategies

D= Metacognitive strategies

B= Cognitive Strategies

E= Affective strategies

C= Compensation strategies

F= Social strategies.

*Table 4.3 The frequency of language learning strategies*

Learning strategies	Mean	Std. Deviation	Degree	Rank
<b>Memory</b>	3.50	.42	High	5
<b>Cognitive</b>	3.71	.42	High	4
<b>Compensation</b>	3.90	.49	High	1
<b>Metacognitive</b>	3.77	.38	High	3

<b>Affective</b>	3.32	.48	Medium	6
<b>Social</b>	3.86	.57	High	2

In answering the first question about what are the most common strategies use by students in learning English, Table 4.3 shows that the first students mostly use are the Compensation strategies with the mean of 3.90 and then followed by Social strategies which are becoming the second most commonly used. It is based on Oxford (1990) categorical of mean frequency strategies result where the mean of 3.5 to 5.0 considered as highly used. Moreover, all the strategies categorized to be used highly used by the students except for affective strategies where they are the only strategies with the medium degree of frequency of implementation. In other words, affective strategies placed as the least strategies the students apply in their learning English as their second or foreign language.

Regarding to the second research question, whether there is a significant difference between the students English speaking achievement score with their learning strategies are elaborated as follows.

*Table 4.4 Paired Samples Statistics*

		Mean	N	Std. Deviation	Std. Error Mean
Pair	learningstrategy	4.32	90	1.661	.175
1	speaking score	80.96	90	4.232	.446

*Table 4.5 Paired Sample Correlations*

		N	Correlation	Sig.
Pair	learningstrategy &	90	.130	.222
1	speaking score			

*Table 4.6 Paired Samples Test*

		Pair 1 learningstrateg y - speaking score	
Paired Differences	Mean	-76.633	
	Std. Deviation	4.341	
	Std. Error Mean	.458	
	95% Confidence Interval of the Difference	Lower	-77.542
		Upper	-75.724
T		-167.487	
Df		89	
Sig. (2-tailed)		.000	

From Table 4.6, it showed the result of the difference test between the students English speaking score and their learning strategies preference. In which, the value of  $t=-167.487$ ,  $df=89$ , and the two-tailed significant value (Sig.-2 tailed) = 0.000. It can be said that  $P<0.05$  which means that there is a significant difference between the mean of the students English speaking score with their English learning strategies preference.

## **B. Discussion**

As the data results showed that the students use Compensation strategies. It implies that the students of Nurul Haramain Islamic boarding School for Girls feel better to do compensation by for example, guessing the unfamiliar words meaning by looking at the context, use gestures or their native language if they could not find English language words to express their idea. Additionally, they already think of the relationships between their current knowledge and the new things they learn in speaking English. They also use new English words so they could remember them. Sometimes, they



also connect the sound of a new English word and an image or picture of the word to help them remember the word.

Surprisingly this result is different with previous majority studies which revealed metacognitive strategies to be the most commonly used. For example, as in Ela<sup>42</sup>, Chand<sup>43</sup> and Salahshour et al.<sup>44</sup> studies, they share metacognitive strategies which placed as the highest rank on the students in implementing language learning strategies.

Furthermore, the social strategies become the second one dominantly used might be because they are in English Course. The students got the access and facilities so their social strategies appeared to be second most common strategies. For instance, the students were already trying to ask the other person to slow down or say the words again if they do not understand something while they speak. They also ask other speakers to correct them when they talk. The students also practice their speaking with other students. Since they are expected to talk in English all the time in their English course, they also have their friends or the tutors who will help them to correct their English speaking.

However, this study has the same result with Yilmaz<sup>45</sup> where hers also mentioned compensation strategies as students' favorable strategies. As in this research also found that affective strategies to be the least preference

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<sup>42</sup> Ella, J. R., "Language Learning Strategies and English Proficiency of Grade 12 Students", Presented at the DLSU Research Congress De La Salle University, Manila, Philippines, 2018

<sup>43</sup> Chand, Z. A., "Language Learning Strategy Use and Its Impact on Proficiency in Academic Writing of Tertiary Students", *Procedia-Social and Behavioral Sciences*, Vol. 118, 2014. p. 511-521.

<sup>44</sup> Salahshour, et al., "The Relationship Between Language Learning Strategy Use, Language Proficiency Level and Learner Gender." *Procedia-Social and Behavioral Sciences*. Vol 70, 2013, P. 634-643

<sup>45</sup> Yilmaz, C., "The relationship between language learning strategies, gender, proficiency and self-efficacy beliefs: a study of ELT learners in Turkey" *Procedia-Social and Behavioral Sciences*, Vol. 2(2), 2010, p. 682-687.

of the students is also the same with Yilmaz<sup>46</sup>. It implies that the students are not likely to encourage themselves, give a reward if they do good in English, do not really put attention on their feeling of tense or nervous in learning English, write down their feeling in a diary or talk to someone about their feeling about their language learning.

Considering the relationship between language learning strategies and English proficiency, as it is said, “language learning strategies can also be seen as a tool to increase proficiency level. It has generally been claimed that successful language learners use more learning strategies than unsuccessful ones.”<sup>47</sup> Those who planned strategies in their language learning will be much easier to acquire language than the language learners who do not.<sup>48</sup> Thus, this research result showed that there is a significant difference between students learning strategies preference and their English Speaking score. It is aligned with Chand<sup>49</sup> and Rismayana<sup>50</sup> where they stated that there is a positive relationship, but not too significant between language learning strategies and students’ proficiency which is represented by academic writing ability and even they had a correlation between them.

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<sup>46</sup> Yilmaz, C., “The relationship between language learning strategies, gender, proficiency and self-efficacy beliefs: a study of ELT learners in Turkey” *Procedia-Social and Behavioral Sciences*, Vol. 2(2), 2010, p. 682-687.

<sup>47</sup> Vertongen, N., “The Relationship Between the Use of Language Learning Strategies and English Language Proficiency, (Master's Thesis, Ghent University, 2014).

<sup>48</sup> Tseng, Wen-ta et al., “A New Approach to Assessing Strategic Learning: The Case of Self-Regulation in Vocabulary Acquisition”, *Applied linguistics*, Vol. 27, No.1, 2006. p. 78-102.

<sup>49</sup> Chand, Z. A., “Language Learning Strategy Use and Its Impact on Proficiency in Academic Writing of Tertiary Students”, *Procedia-Social and Behavioral Sciences*, Vol. 118, 2014. p. 511-521.

<sup>50</sup> Rismayana, “The Correlation Between Language Learning Strategies and Proficiency Level Of English Department Students In Universitas Negeri Makassar (UNM)”. *Journal UIN Alaudin*. Vol. 4, No. 2, 2017, P. 37-50.

However, it is different from the study conducted by as Ella<sup>51</sup> where the proficiency level of twelve grade students in Philippines shows there is no correlation with their learning strategies.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Organizing a plan to learn a language is important to acquire the language better and in order to gain more positive outcome. There are a lot of strategies students can implement to support their language learning such as memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Regarding the result of this research, the most frequently used strategies by the students of Nurul Haramain Islamic Boarding School for girls are compensation strategies and the least applied strategies are affective strategies. If looking at the significance difference between the strategies used to improve their speaking skill, it shows that there is a significant difference between their English speaking score and their English learning strategies preference. It implies that learning strategies are important in facilitating to learn a language since the students still consider to use them in high frequency

#### B. Suggestion

Based on the discussion of the research findings here are some suggestions for English learners, English Teachers and future researchers.

1. For English Learners

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<sup>51</sup> Ella, J. R., "Language Learning Strategies and English Proficiency of Grade 12 Students", Presented at the DLSU Research Congress De La Salle University, Manila, Philippines, 2018

Students need to consider the way they learn best in improving their speaking skill instead of following only what has been served in their classroom. Since students learn English differently, what feels 'into-you' need to be focus on and maximize to finally get the intended result.

2. For English Teachers

English Teachers should provide what the students need to learn how to speak English by considering their learning strategies preference. By accommodating the students in the way what they need, hopefully the students will have a better performance in their speaking skill.

3. For Future Research

It is suggested for future researchers to seek and continuously find the relationship between specific language learning strategies with students' English speaking skill in order to get clearer insight about the language learning strategies and students' speaking skill in English.

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# APPENDIX



### APPENDIX 1: Strategy Inventory for Language Learning (SILL)

	<b>Part A</b>	1	2	3	4	5
1	I think of relationships between what I already know and new things I learn in the SL.					
2	I use new SL words in a sentence so I can remember them.					
3	I connect the sound of a new SL word and an image or picture of the word to help me remember the word.					
4	I remember a new SL word by making a mental picture of a situation in which the word might be used.					
5	I use rhymes to remember new SL words.					
6	I use flashcards to remember new SL words.					
7	I physically act out new SL words.					
8	I review SL lessons often.					
9	I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign.					
	<b>PART B</b>					
10	I say or write new SL words several times.					
11	I try to talk like native SL speakers.					
12	I practice the sounds of SL.					
13	I use the SL words I know in different ways.					
14	I start conversations in the SL.					
15	I watch SL language TV shows spoken in SL or go to movies spoken in SL.					
16	I read for pleasure in the SL.					
17	I write notes, messages, letters, or reports in the SL.					
18	I first skim an SL 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 the SL.					
20	I try to find patterns in the SL.					
21	I find the meaning of an SL word by dividing it into parts that I understand.					
22	I try not to translate word for word.					
23	I make summaries of information that I hear or read in the SL.					
	<b>Part C</b>					

24	To understand unfamiliar SL words, I make guesses.					
25	When I can't think of a word during a conversation in the SL, I use gestures.					
26	I make up new words if I do not know the right ones in the SL.					
27	I read SL without looking up every new word.					
28	I try to guess what the other person will say next in the SL.					
29	If I can't think of an SL word, I use a word or phrase that means the same thing.					
	<b>PART D</b>					
30	I try to find as many ways as I can to use my SL.					
31	I notice my SL mistakes and use that information to help me do better.					
32	I pay attention when someone is speaking SL.					
33	I try to find out how to be a better learner of SL.					
34	I plan my schedule so I will have enough time to study SL.					
35	I look for people I can talk to in SL.					
36	I look for opportunities to read as much as possible in SL.					
37	I have clear goals for improving my SL skills.					
38	I think about my progress in learning SL.					
	<b>PART E</b>					
39	I try to relax whenever I feel afraid of using SL.					
40	I encourage myself to speak SL even when I am afraid of making a mistake.					
41	I give myself a reward or treat when I do well in SL.					
42	I notice if I am tense or nervous when I am studying or using SL.					
43	I write down my feelings in a language learning dairy.					
44	I talk to someone else about how I feel when I am learning SL.					
	<b>Part F</b>					
45	If I do not understand something in SL, I ask the other person to slow down or say it again.					
46	I ask SL speakers to correct me when I talk.					
47	I practice SL with other students.					
48	I ask for help from SL speakers.					
49	I ask questions in SL					
50	I try to learn about the culture of SL speakers.					



### APPENDIX 2: Speaking Score and Questionnaire Result

No.	Students	Speaking Score	A	B	C	D	E	F
1	ANF	95	2.67	3.14	3.17	3.11	3.67	3.17
2	AL	77	3.67	3.36	3.67	4.00	2.83	4.00
3	AF	77	3.78	3.93	4.17	3.78	3.50	3.67
4	AES	80	2.67	4.07	4.83	3.33	2.33	2.67
5	ANF	77	3.67	4.71	4.50	4.44	4.17	4.67
6	AE	85	3.22	3.29	3.50	3.22	3.50	3.67
7	BDAA	77	3.33	2.79	2.83	4.00	3.17	4.00
8	BDSNU	90	3.22	3.71	4.50	3.11	2.67	3.17
9	BPA	78	3.33	3.50	3.83	4.00	3.00	3.00
10	DAA	90	3.89	4.00	4.33	3.67	3.83	3.83
11	FR	90	3.56	3.86	3.67	4.22	3.50	4.50
12	GF	95	3.89	4.00	4.00	4.44	3.17	4.83
13	IM	77	3.33	3.29	3.67	3.78	3.17	3.33
14	IME	77	3.67	3.43	3.83	3.56	3.50	4.00
15	IS	77	3.56	3.71	3.83	3.67	3.33	4.50
16	KN	77	3.11	3.50	4.33	4.00	4.00	4.50
17	MAP	90	3.56	3.86	4.00	3.56	2.33	4.00
18	NU	80	3.22	3.79	3.67	3.78	3.50	3.50
19	NV	77	4.44	4.00	3.67	4.00	3.50	4.17
20	NA	77	3.89	3.86	3.33	3.56	3.33	4.00
21	NNS	77	3.78	4.14	4.50	4.00	3.67	3.83
22	NR	77	3.89	4.00	4.33	3.67	3.83	3.83
23	BTH	90	3.56	3.86	3.67	4.22	3.50	4.50
24	AL	77	3.89	4.00	4.00	4.44	3.17	4.83
25	ALA	77	3.33	3.29	3.67	3.78	3.17	3.33
26	ASW	77	3.67	3.43	3.83	3.56	3.50	4.00
27	AR	77	3.56	3.71	3.83	3.67	3.33	4.50
28	BRS	77	3.11	3.50	4.33	4.00	4.00	4.50
29	BKS	90	3.56	3.86	3.67	4.22	3.50	4.50
30	DWS	77	2.67	3.14	3.17	3.11	3.67	3.17
31	FAD	80	3.67	3.36	3.67	4.00	2.83	4.00
32	HP	77	3.78	3.93	4.17	3.78	3.50	3.67
33	H	85	2.67	4.07	4.83	3.33	2.33	2.67

34	IF	78	3.67	4.71	4.50	4.44	4.17	4.67
35	IAH	78	3.22	3.29	3.50	3.22	3.50	3.67
36	JI	80	3.33	2.79	2.83	4.00	3.17	4.00
37	LNR	80	3.22	3.71	4.50	3.11	2.67	3.17
38	LS	80	3.33	3.50	3.83	4.00	3.00	3.00
39	LH	82	3.89	4.00	4.33	3.67	3.83	3.83
40	MJ	85	3.56	3.86	3.67	4.22	3.50	4.50
41	NF	80	3.89	4.00	4.00	4.44	3.17	4.83
42	NFS	85	3.33	3.29	3.67	3.78	3.17	3.33
43	NF	82	3.67	3.43	3.83	3.56	3.50	4.00
44	NI	82	3.56	3.71	3.83	3.67	3.33	4.50
45	NS	80	3.11	3.50	4.33	4.00	4.00	4.50
46	AH	78	3.56	3.86	4.00	3.56	2.33	4.00
47	ALM	80	3.22	3.79	3.67	3.78	3.50	3.50
48	AQ	82	4.44	4.00	3.67	4.00	3.50	4.17
49	ANI	82	3.89	3.86	3.33	3.56	3.33	4.00
50	BUK	80	3.78	4.14	4.50	4.00	3.67	3.83
51	EJP	78	3.89	4.00	4.00	4.44	3.17	4.83
52	FAN	88	3.33	3.29	3.67	3.78	3.17	3.33
53	FS	78	3.67	3.43	3.83	3.56	3.50	4.00
54	HN	82	3.56	3.71	3.83	3.67	3.33	4.50
55	IA	82	3.56	3.71	3.83	3.67	3.33	4.50
56	IM	78	3.11	3.50	4.33	4.00	4.00	4.50
57	J	85	3.56	3.86	3.67	4.22	3.50	4.50
58	KIA	80	2.67	3.14	3.17	3.11	3.67	3.17
59	MA	80	3.67	3.36	3.67	4.00	2.83	4.00
60	MP	85	3.78	3.93	4.17	3.78	3.50	3.67
61	MG	82	2.67	4.07	4.83	3.33	2.33	2.67
62	NAA	78	3.67	4.71	4.50	4.44	4.17	4.67
63	NF	85	3.22	3.29	3.50	3.22	3.50	3.67
64	NA	82	3.33	2.79	2.83	4.00	3.17	4.00
65	PYT	78	3.22	3.71	4.50	3.11	2.67	3.17
66	PM	78	3.33	3.50	3.83	4.00	3.00	3.00
67	RPS	78	3.89	4.00	4.33	3.67	3.83	3.83
68	JUL	80	3.56	3.71	3.83	3.67	3.33	4.50
69	AIS	82	3.11	3.50	4.33	4.00	4.00	4.50
70	AI	82	3.56	3.86	4.00	3.56	2.33	4.00
71	AAF	80	3.22	3.79	3.67	3.78	3.50	3.50
72	ASW	85	4.44	4.00	3.67	4.00	3.50	4.17

73	AN	78	3.89	3.86	3.33	3.56	3.33	4.00
74	BBCL	82	3.78	4.14	4.50	4.00	3.67	3.83
75	FNS	82	3.78	3.93	4.17	3.78	3.50	3.67
76	FST	80	2.67	4.07	4.83	3.33	2.33	2.67
77	HU	78	3.67	4.71	4.50	4.44	4.17	4.67
78	HKF	78	3.22	3.29	3.50	3.22	3.50	3.67
79	HM	80	3.33	2.79	2.83	4.00	3.17	4.00
80	IM	78	3.78	4.14	4.50	4.00	3.67	3.83
81	KS	78	3.78	3.93	4.17	3.78	3.50	3.67
82	MHI	82	2.67	4.07	4.83	3.33	2.33	2.67
83	MFY	77	3.67	4.71	4.50	4.44	4.17	4.67
84	NVY	82	3.67	4.71	4.50	4.44	4.17	4.67
85	NL	85	3.22	3.29	3.50	3.22	3.50	3.67
86	NT	82	3.33	2.79	2.83	4.00	3.17	4.00
87	NZA	80	3.22	3.79	3.67	3.78	3.50	3.50
88	PHR	85	4.44	4.00	3.67	4.00	3.50	4.17
89	PU	80	3.89	3.86	3.33	3.56	3.33	4.00
90	R	78	3.78	4.14	4.50	4.00	3.67	3.83

**APPENDIX 3: DOCUMENTATION**









**MADANI SUPER CAMP  
ENGLISH COURSE  
PERIODE GIRLS SEASON**

*Alamat: Lembah Suren, Sedau, Narmada, Lombok Barat, NTB*

**SURAT KETERANGAN**

05/KMI/MSK/X11/2021

Yang bertanda tangan di bawah ini, Direktur Madani Super Camp (Nurul Haramain), menerangkan bahwa:

Nama : IRAWAN ABDADI

NIM : 170107040

Fakultas : Tarbiyah dan Keguruan

Jurusan : Tadris Bahasa Inggris

Judul Skripsi : STUDENTS' LEARNING STRATEGIES PREFERENCE IN  
LEARNING ENGLISH SPEAKING AT NURUL HARAMAIN  
ISLAMIC BOARDING SCHOOL

Yang bersangkutan telah melakukan penelitian di Madani Super Camp (Nurul Haramain) pada tanggal 6 Desember s.d. 7 Desember 2021. Surat Keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Narmada, 28 Desember 2021

Direktur Madani Super Camp

Rupina Holidaya, M.Pd.



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Kepada :  
Yth. Kepala Bakesbangpoldagri Provinsi NTB  
di  
Tempat

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Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

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Fakultas : Tarbiyah dan Keguruan  
Jurusan : TBI  
Tujuan : Penelitian  
Lokasi Penelitian : NURUL HARAMAIN ISLAMIC BOARDING SCHOOL,  
LOBAR  
Judul Skripsi : STUDENTS' LEARNING STRATEGIES  
PREFERENCE IN LEARNING ENGLISH SPEAKING  
AT NURUL HARAMAIN ISLAMIC BOARDING  
SCHOOL.

Rekomendasi tersebut digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

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 Alamat : Menanga Baris RT/RW 003/001 Kel/Desa Gunung Malang Kec. Pringgabaya Kab. Lombok Timur

Pekerjaan : Mahasiswa Jurusan TBI  
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Lokasi : Nurul Haramain Islamic Boarding School  
 Jumlah Peserta : 1 (satu) orang  
 Lamanya : Desember 2021 - Januari 2022  
 Status : Baru

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Nama : Irawan Abdadi  
NIM : 170107040  
Pembimbing I : Dr. Ribahan, M. Pd  
Pembimbing II : Dr. Ika Rama Suhandra, M. Pd  
Judul Skripsi : Students' learning strategies preference in learning english speaking at Nurul Haramain islamic boarding school

NO	TANGGAL	MATERI KONSULTASI	PARAF
1	26/07/2021	Chapter 1	f
2	30/08/2021	Chapter II	f
3	29/08/2021	proposal sda	f
4	05/10/2021	Chapter IV	f
5	05/10/2021	Chapter V	f
6	06/11/2021	thesis OK	f
7	05/12/2021	Go on to your 1st advisor	f

Mataram, 2021  
Pembimbing II

  
Dr. Ika Rama Suhandra, M. Pd

NIP. 197808222007101001





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**NIM** : 170107040  
**Pembimbing I** : Dr. Ribahan, M. Pd  
**Pembimbing II** : Afif Ikhwanul Muslimin, M. Pd  
**Judul Skripsi** : Students' learning strategies preference in learning English speaking at nurul harmain islamic boarding school

NO	TANGGAL	MATERI KONSULTASI	PARAF
1	5/9/21	Proposal 1	RS
2	10/10/21	Proposal 2	R
3	22/11/21	ACC → proposal siap diujikan	RS
4	22/12/21	Chapter 1 & 2 & Referens, Diter.	RS
5	24/12/21	ACC. Ready for exam	RS

Mataram, 22 November 2021  
Pembimbing I

  
**Dr. Ribahan, M. Pd**

**NIP. 197907232003121002**