

ABSTRACT

DEVELOPING AN IMPLICIT LEARNING STRATEGY TRAINING BASED ON STUDENTS' LEARNING STRATEGIES AND STUDENTS' LEARNING STYLES

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Within the context of the different results in the study of learning strategy and learning style relationship, this mixed method study was conducted with the main purpose of finding the answer on how would an implicit learning strategy training be employed in the classroom based on the identification of the students' learning strategy and the students' learning style. This study was conducted in SMAN 1 Terbanggi Besar, and 30 students of grade XI were involved in the study. Some important results are revealed from this study. *First*, the study reveals that there is no single strategy dominantly used by the students in learning. The students tend to use the three strategy categories of cognitive, metacognitive, and social strategy in Listening, Speaking, Reading. In Writing, the students tend to use cognitive and metacognitive strategy. *Second*, the study reveals that implicit learning strategy training can be employed in the classroom through classroom activities instructed to the students in form of Task-Based model. Cognitive, metacognitive and social strategies can be trained implicitly through the instructions. Variations on the classroom activities, the use of audio material to help the students in learning, and the integration of the four-language skills activities are the important factors required in the training. *Third*, the study reveals that with different learning styles the students possess, there is no significant difference on the learning strategy use. In Listening, metacognitive and social strategy were dominant only in the category of tactile. In Speaking, metacognitive and social were dominant only in the category of visual. In Reading, none of the learning strategies were dominant in the whole learning style categories. In Writing, social and cognitive strategy were dominant in the category of particular. The findings reveal the homogeneous learning strategy used by the students with different learning styles. *Forth*, the study also reveals that implicit learning strategy training affects the students' learning strategy use in listening and speaking. However, it doesn't affect the students' learning strategy use in reading and writing. *Fifth*, it is also revealed from this research that the training also affects the students' English proficiency test achievement.

Key words : Learning Strategy, Learning Style, Implicit Learning Strategy Training