

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

(A Thesis)

By

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MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

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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

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A Thesis

Submitted in a partial fulfillment of

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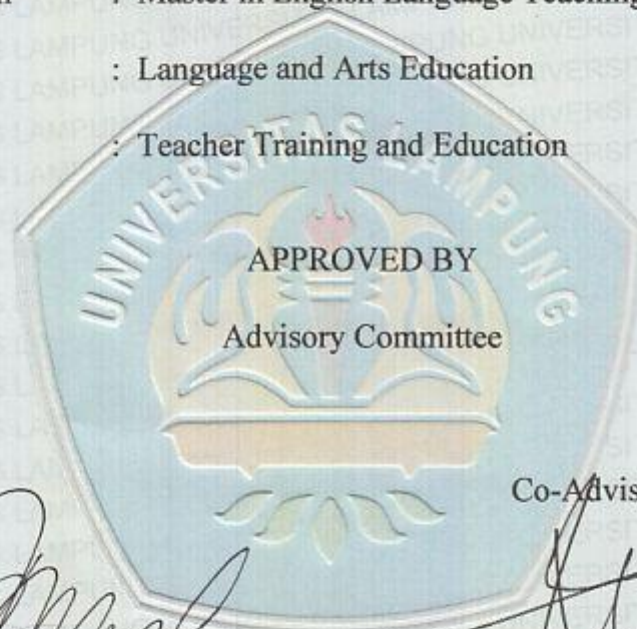
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CURRICULUM VITAE

Fitri Agustin was born in Pringsewu on August 24, 1978. She is the third daughter of a happy couple, Romelan and Hartini.

She started her education in SDN 2 Pringsewu in 1984. In 1990, she graduated from the elementary school and then continued her study in SMPN 2 Pringsewu. She graduated from the junior high school in 1993, and then continued her study in SMAN 1 Pringsewu.

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MOTTO

“Never let others find you useless.”

(Nafi'un Lighoirihi)

(Hassan Al Banna)

DEDICATION

I would like to dedicate my thesis to my beloved parents, my beautiful and modest mother Hj.Hartini, and my late father Romelan, to whom I wish to be witnessing my successful life in this present times.

My greatest dedication goes to the one who inspires me in the last 12 years of my life, the one who has brought me into the great changes of my life, the one who has directed me into the right path of my life, my beloved husband, Hi.Ahmad Mufti Salim, Lc.MA. I would also dedicate this work for my beloved kids: Inna Nufida Husna Salim, Da'ie Arkan Al Ahdi, Akfa Aizzat Salim and Amira Talia Ilma. They have taught me the true love of a mother and they have made me a better parent with their loves.

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CHAPTER I INTRODUCTION

This chapter presents the background of the study followed by the purpose and the significance of the study. The research questions are stated, and the limitations to the study are presented along with the definitions of terms.

1.1 Background of the Study

Many researchers and experts have defined Language Learning Strategies from different points of view based on various kinds of research. Language Learning Strategies (LLS) have been one of the most popular aspects researchers have focused on. Several studies on Language Learning Strategies (LLS) showed that various factors influence the selection and the employment of LLS (Kamarul, 2015:155). One of the factors influenced Learning Strategy investigated by researchers is on the learning style. As Brown argues, learning strategies do not operate by themselves, but rather are directly tied to the learner's underlying learning styles (i.e., general approaches to learning) and other personality-related variables (such as anxiety and self-concept) in the learner (Cohen,1996:10)

Research into learning styles and strategies has focused on a wide variety of questions and issues. These include the relationship between learning strategy preferences and other learner characteristics such as educational level, ethnic

background and first language; the issue of whether effective learners share certain style and strategy preferences; whether strategies can be explicitly taught, and, if so, whether strategy training actually makes a difference to second language acquisition; and whether effective learners share attitudes towards, and patterns of language practice and use outside of the classroom (Wong & Nunan, 2011:145).

Learning styles are general approaches to language learning, while learning strategies are specific ways to deal with language tasks in particular contexts (Cohen, 2003; Oxford, 2003 cited in Wong & Nunan, 2011:146). It is important for learners to identify learning styles and recognize their strengths and thus expand their learning potential (Wong & Nunan, 2011:146). Oxford notes that once learners are aware of their own learning styles, it enables them to adapt their learning strategies to suit different learning tasks in particular contexts. Learners can take advantages of their learning styles by matching learning strategies with their styles; similarly, learners can compensate for the disadvantages of their learning styles to balance their learning by adjusting learning strategies (Wong & Nunan, 2011:146).

Investigating students' strategies and styles used in learning should be carefully done within the context of the students' learning environment. There are different strategies used by students in different level of education. The difference in the use of the strategies employed by university students with those of secondary school students is revealed in research. In a research conducted by Tse (2011:33),

it is revealed that secondary students in Hongkong used LLS in a low medium use, with no high use; whereas university students used LLS in medium use, with no high use. In a research conducted by Tabanlıoğlu in university (2003), it is revealed that students' major learning style preferences were auditory learning and individual learning. Significant difference was found in the preference of tactile learning between males and females. The analysis with respect to the relationship between learning styles and strategies in her investigation revealed that visual styles had a significant relation with affective strategies; auditory styles had significant relationships with memory, cognitive, affective, and social strategies. There was a significant relationship between the individual learning style and compensation strategies. None of the learning styles had a significant relationship with metacognitive strategies (Tabanlıoğlu, 2003: 76).

A number of studies have also been carried out to find out the effect of learning strategy training on students' achievement in language skills. A study conducted by Chen (2010:135) on the effect of listening strategy training for EFL adult listeners demonstrates that strategy training can bring positive effects both on learners' learning process and to their listening performance, and its findings may shed light on listening strategy training research. In another study conducted by Rajabi et.al (2013:873), it was revealed that the students' degree of learning increased when they were explicitly aware of compensation reading strategies. And therefore the study suggested English language teachers to be familiar with compensation reading strategies and teach them to their students explicitly and cyclically in order to help them take the responsibility of their own learning. In

writing, a study was conducted by Asaei (2015:1) with the purpose of measuring the effects of two methods of teaching collocations on Iranian EFL learners' use of collocations in writing. The participants in the study were selected from three intact classes consisting of forty five adult Iranian advanced EFL learners. Two intact classes were selected as the experimental groups and one other class as the control group. The results revealed that the group receiving explicit method of teaching collocations outperformed the other two groups in using collocations in sentence writing. In Speaking, the study aimed at investigating the impact of explicit and implicit teaching on the acquisition of the speech acts of requests and suggestions by Iranian EFL learners was conducted by Ehsan, et.al (2014:3). The results of the post-test, administered after the treatment, indicated that both explicit and implicit teaching exerted a significant effect on the learners' production of requests and suggestions in English. It was also found that there was no statistically significant difference between the aforementioned methods of instruction with regard to their effects on learners' pragmatic development.

Another research was conducted to investigate the effect of explicit language learning strategy training on students' learning achievement in language test and self-assessment scores. Within this purpose, Jurkovič (2010) contributed different research finding. The research results indicate that explicit language learning strategy instruction that aimed at enhancing language progress in groups of students that were heterogeneous in terms of initial language ability did not have any statistically significant effect on the development of language knowledge. These results indicate that under certain circumstances (limited course time and

heterogeneous language competence levels within groups in particular) the organization of strategy training in the form of a separate module or implicit training in the use of language learning strategies seem to be more appropriate (Jurkovič, 2010:16,21). These findings contrasted the previous result of the research in explicit learning strategy training and hence support the idea on administering implicit learning strategy training in the classroom.

Within the concept of explicit and implicit learning strategy training, we need to note the intriguing debate on the concept of explicit and implicit learning. Most educational settings have been designed for more conceptual (explicit) teaching rather than setting up the experiential (implicit) one. And the role of implicit learning in skill acquisition and the distinction between implicit and explicit learning have been widely discussed and investigated in studies. Although implicit and explicit learning have been actively investigated, the complex and multifaceted interactions between the two and the importance of the interaction have not been universally recognized.; to a large extent, such interactions have been downplayed or ignored, with only a few notable exceptions (Sun, 2007:34).

The terms of implicit and explicit can be applied to many aspects of a second language, including knowledge, instruction, and learning (Litchman, 2013:94). Implicit and explicit knowledge, as Ellis argues, are similar but not identical to procedural and declarative knowledge. Different types of tasks can be used to tap implicit and explicit knowledge separately: time-pressured, meaning- focused tasks tap implicit knowledge, and unpressured, form-focused tasks tap explicit

knowledge (Ellis in Litchman, 2013:94-95). Therefore, the characteristics of implicit and explicit classroom language instruction are similar to the design features of tasks that tap implicit versus explicit knowledge. Implicit instruction is delivered spontaneously in a communication-oriented activity while the explicit instruction tends to be predetermined and planned as the main focus and goal of a teaching activity (Housen & Pierrad in Litchman, 2013:95).

Comparing to the history of studies showing the effectiveness of explicit instruction, there have been small studies showing that implicitly instructed adults can equal explicitly instructed adults (Litchman, 2013:95). It implies that there is a wide-opened room for more implicit classroom language instruction investigations in different language learning contexts. As it is stated by Sun (2007:35), in terms of the relation between implicit and explicit knowledge acquired during learning, there is some evidence that implicit and explicit knowledge may develop independently under some circumstances. It indicates the possibility of setting implicit learning strategy training in classroom to meet the objective of gaining more achievements in learning.

As the history reveals more on explicit than the implicit investigation, some evidences taken from studies worth to propose more investigations. In Ling's investigation, it is revealed that implicit grammar teaching classroom atmosphere is relatively active and provides more interaction between teachers and students through the interactive feedback. The output of students is more efficient and accurate. The explicit and implicit teaching methods are claimed to be not

mutually exclusive two opposites, but complement each other, and the two parallel methods of teaching English are suitable for different materials, objects, situation, and stage (Ling, 2015 :559).

A different study was conducted with a result that a subject's performance improves earlier than the explicit knowledge (Stanley et al. in Sun, 2007:35). It appears from the study that it is much easier to acquire implicit skills than to acquire explicit knowledge, and hence there is a delay in the development of explicit knowledge. Similar results also revealed in the studies conducted by Regehr, Balthazard, and Parker (see Sun, 2007:35). These findings lead into the reasoning remarks for investigating implicit learning strategy training in the classroom.

There is no ideal strategy which generates success in all learning situations. Students should be trained to develop an understanding and skills for using appropriate strategies that satisfy their needs (Weinstein, 1987 cited in Simsek et.al, 2010:38). Constructivist learning approaches are usually more effective and engaging than behaviorist approaches to accommodate individual strategies of learners. Interactive technologies provide increased opportunities for the use of learning strategies generating better academic achievement and attitudes (Eshel & Kohavi, 2003 cited in Simsek et.al, 2010:38). Teaching strategies should be compatible with learning strategies for successful and satisfying results in educational practices (Garner, 1990 cited in Simsek et.al, 2010:38).

Since every research contributed seemingly different result, a review on the research done within different context is certainly needed. Setiyadi (2014:361) argues that learners from different cultures seem to learn a foreign language in different ways; learners who live in a society where the target language is spoken as a foreign language, like Asian students, may use different learning strategies; therefore, a measurement of learning strategies that provide them with enough choices of strategies employed in their learning is definitely needed. By this reason, Setiyadi then proposed an alternative of learning strategy measurement for learners who study English as a foreign language (2014:361). This learning strategy measurement is considered to be the appropriate one to be used in Indonesian context.

Within the context of the different results in the study of learning strategy and learning style relationship, this study is conducted with the aim of developing an implicit learning strategy training based on the students' learning strategies and students' learning styles identification. This study differs from the previous studies on its focus on high school students learning foreign languages, its research questions, its framework on the theories, and its methods. Since this study is conducted in Indonesian context, the writer assumes that LLSQ proposed by Setiyadi fits the measurements. An implicit learning strategy training is developed in the investigation. The design of the implicit learning strategy training is developed from the students' learning strategies and students' learning styles identification. The design developed by the researcher is claimed to be the novelty of this study since the previous studies in the area of learning strategies

were focused on the explicit training. The design of the implicit learning strategy training developed from the study is expected to give valuable contribution on the studies related to learning strategy and learning style investigations.

1.2 Purpose of the Study

The purpose of this study is to develop an implicit learning strategy training based on the students' learning strategies and students' learning style preferences identification. This study is also aimed to reveal whether implicit learning strategy training affect students' learning strategy use. In addition to these, this study aims at finding out how learning strategies are used by students with different learning style. The effect of implicit learning strategy training on the students' English proficiency achievement is also investigated for the purpose of this research.

1.3 Research Questions

Since this study is intended to investigate whether an implicit learning strategy training can be developed based on the students' learning strategies and students' learning styles, the research questions are detailed as follow:

1. How would students' learning strategies and students' learning styles are categorized based on the identification of LLSQ and LSS?
2. How would an implicit learning strategy training be employed in the classroom?

3. Does implicit learning strategy training affect the use of learning strategy by the students?
4. How do students with different learning style use the learning strategy?
5. Does implicit learning strategy training affect the students' English Proficiency Test Achievement?

1.4 Significance of the Study

The result of this study is intended to give contribution in English language teaching both theoretically and practically. Theoretically, this study supports the theories on language teaching and learning, especially those related to the study of language learning strategies and learning styles. This study also theoretically supports the theories on implicit language learning.

The practical benefits of this study are placed into some intensions as follow:

1. The result of this study is expected to raise English teachers' awareness on the importance of identifying students' language learning strategies and students' learning style preferences in the classroom.
2. The result of this study can be used as a thinking framework for finding out an appropriate classroom design in relation to learning strategies development which benefit both teachers and students.
3. The result of this study can be used as a reference for conducting further relevant research.

1.5 The Scope of the Study

The researcher limits the scope of this study into some limitations. The first limitation of this study is restricted to the second graders of High School students learning English as a Foreign Language. However, the results might be applicable to the other levels of students at other different schools. The second limitation is restricted to the learning strategy and learning style identification. An implicit learning strategy training design which is developed from the process of the students' learning strategies and students' learning styles identification is the third limitation of this research.

1.6 Definitions of Terms

Language Learning Strategies

Learning Strategies are defined as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information (O'Malley & Chamot, 1990:1). Learning strategies are also defined as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations (Oxford, 1990:8). Cohen (1996:2) tends to differentiate the terms. In Cohen's taxonomy, second language learner strategies encompass both second language learning and second language use strategies. Taken together, they constitute the steps or actions selected by learners either to improve the *learning* of a second language, the *use* of it, or both. Language use strategies actually include *retrieval strategies*, *rehearsal strategies*, *cover strategies*, and *communication strategies*.

Learning Styles

Learning style is the way in which each person absorbs and retains information and/ or skills; regardless of how that process is de-scribed, it is dramatically different for each person (Dunn, 1984:12). Learning style represents each person's biologically and experientially induced characteristics that either foster or inhibit achievement. Instrumentation exists for identifying individual styles, but students can describe their strong preferences; they are, however, unaware of those elements that do not affect them Learning style represents each person's biologically and experientially induced characteristics that either foster or inhibit achievement (Dunn, 1984: 17).

Implicit Instruction in Learning Strategy Training

Implicit learning is acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operation. Implicit learning is conceived as a natural, simple and conscious learning process (Ellis cited in Finkbeiner, 1998:6). Implicit learning may be facilitated through the deliberate scaffolding of strategies instruction and allowing comprehension and memorization to take place. A carefully-planned and systematic instruction of explicit teaching path model of language learning requires students to first become aware of strategies, have reason to use them, and have reason to involve themselves in language learning with some implicit degree of reflection, self-awareness, and internalization (Talley, 2014:39).

Styles- and Strategies-Based Instruction (SSBI)

Styles- and strategies-based instruction (SSBI) is a name that has been given to a form of learner-focused language teaching that explicitly combines styles and strategy training activities with everyday classroom language instruction (see Oxford, 2001; Cohen & Dörnyei, 2002 cited in Cohen, 2015:1). The underlying premise of the styles- and strategies-based approach is that students should be given the opportunity to understand not only what they can learn in the language classroom, but also how they can learn the language they are studying more effectively and efficiently.

Styles- and strategies-based approach to teaching emphasizes both explicit and implicit integration of language learning and use strategies in the language classroom. This approach aims to assist learners in becoming more effective in their efforts to learn and use the target language.

CHAPTER II

LITERATURE REVIEW

This chapter provides theories on Language Learning strategies, Learning Style, Learning Strategy Training, and Implicit Instruction. The theories on Learning Strategies and Learning Style are presented in their definitions and classifications. The relationship of learning strategies and learning styles are presented in this chapter by providing some research findings done by previous researchers. The relationship also includes the discussion on learning strategy training. Explicit and implicit learning strategy training are discussed to lead the research into the term of implicit instruction in learning strategy training.

2.1 Definition of Language Learning Strategies

Within the field of foreign/second language teaching, the term “language learning strategies” has been defined by key researchers in the field. O’Malley and Chamot (1990:1) define learning strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information”. Oxford (1990:8) expands the definition of learning strategies and defines them as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. Cohen (1996: 5) refers the term learning

strategies to both to general approaches and to specific actions or techniques used to learn a second language. Learning strategies have also been distinguished from each other according to whether they are cognitive, metacognitive, affective, or social (Cohen, 1996:7).

2.2 Classifications of Language Learning Strategies

There have been classifications of language learning strategies proposed by different scholars. O'Malley & Chamot, Oxford, and Cohen are among the ones who have classified the language-learning strategies. However, most of the attempts to classify LLS reflect more or less the same categorization without any drastic changes. To clarify the classifications, the taxonomies of Language learning Strategies by the three different scholars are presented and elaborated in this chapter.

2.2.1 O'Malley & Chamot's Classification of Language Learning Strategies

O'Malley & Chamot divide language-learning strategies into three main subcategories: Metacognitive Strategies, Cognitive Strategies, and Socio affective Strategies (O'Malley & chamot, 1990:44).

Metacognitive strategies are higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity (Brown et al. 1983 cited in O'Malley & Chamot, 1990:44). Metacognitive strategies are applicable to a variety of learning tasks (Nisbet and Shucksmith 1986 cited in in O'Malley &

Chamot, 1990:44). Among the processes that would be included as metacognitive strategies for receptive or productive language tasks are:

1. Selective attention for special aspects of a learning task, as in planning to listen for key words or phrases;
2. Planning the organization of either written or spoken discourse;
3. Monitoring or reviewing attention to a task, monitoring comprehension for information that should be remembered, or monitoring production while it is occurring; and
4. Evaluating or checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.

Cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. Weinstein and Mayer (1986 cited in in O'Malley & chamot, 1990:44-45) suggest that these strategies can be subsumed under three broad groupings: rehearsal, organization, and elaboration processes (which may include other strategies that rely at least in part upon knowledge in long term memory such as inferencing, summarizing, deduction, imagery, and transfer).

Cognitive strategies may be limited in application to the specific type of task in the learning activity. Typical strategies that have been discussed in the cognitive category for listening and reading comprehension are:

1. Rehearsal, or repeating the names of items or objects that have been heard;
2. Organization, or grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes;

3. Inferencing, or using information in oral text to guess meanings of new linguistic items, predict outcomes, or complete missing parts;
4. Summarizing, or intermittently synthesizing what one has heard to ensure the information has been retained;
5. Deduction, or applying rules to understand language;
6. Imagery, or using visual images (either generated or actual) to understand and remember new verbal information;
7. Transfer, or using known linguistic information to facilitate a new learning task; and
8. Elaboration — linking ideas contained in new information or integrating new ideas with known information (elaboration may be a general category for other strategies, such as imagery, summarization, transfer, and deduction).

Social affective strategies represent a broad grouping that involves either interaction with another person or ideational control over affect. Generally, they are considered applicable to a wide variety of tasks. The strategies that would be useful in listening comprehension are:

1. Cooperation, or working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity;
2. Questioning for clarification, or eliciting from a teacher or peer additional explanation, rephrasing, or examples; and
3. Self-talk, or using mental control to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

2.2.2 Oxford's Classification of Language Learning Strategies

Among all the existing learning strategy taxonomies, Oxford provides the most extensive classification of LLS developed so far. However, when analyzed, her classification is not something completely different from the previously discussed ones. Oxford's taxonomy consists of two major LLS categories, the Direct and Indirect Strategies.

Direct strategies are language learning strategies that directly involve the target language. All direct strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive and compensation) do this processing differently and for different purposes (Oxford, 1990:37). It can be inferred from this definition that direct strategies are those behaviors that directly involve the use of the target language, which directly facilitates language learning.

Direct strategies are divided into three subcategories: Memory, Cognitive and Compensation Strategies. Oxford and Crookall (1989: 404) define *Memory Strategies* as "techniques specifically tailored to help the learner store new information in memory and retrieve it later". Memory strategies fall into four sets: Creating mental linkages, Applying images and sounds, reviewing well, and employing actions. They are clearly more effective when learners simultaneously uses metacognitive strategies, like paying attention, and affective strategies, like reduce anxiety through deep breathing (Oxford, 1990:38). They are particularly said to be

useful in vocabulary learning which is “the most seizable and unmanageable component in the learning of any language” (Oxford, 1990:39).

The second group of direct strategies are the *Cognitive Strategies*, which are defined as “skills that involve manipulation and transformation of the language in some direct way, e.g. through reasoning, analysis, note taking, functional practices in naturalistic settings, formal practice with structures and sounds, etc.” (Oxford and Crookall, 1989: 404). Cognitive strategies are essential in learning a new language. Such strategies are varied lot, ranging from repeating to analyzing expressions to summarizing. With all their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies are typically found to be the most popular strategies with language learners (Oxford, 1990:43)

Compensation Strategies enable learners to use the new language for either comprehension or production in spite of the limitations in knowledge. They aim to make up for a limited repertoire of grammar and, particularly vocabulary. Compensation strategies are clustered into two sets: Guessing intelligently in Listening and Reading, and Overcoming limitations in speaking and writing (Oxford, 1990:47). Compensation strategies allow learners to produce spoken or written expression in the new language without complete knowledge (Oxford, 1990:48).

The second group of strategies, that is, *Indirect Strategies*, consist of three subcategories as well: Metacognitive, Affective, and Social Strategies. The three strategies are called *indirect* because they support and manage language learning without (in many instances) directly involving the target language (Oxford, 1990:135).

Metacognitive Strategies are defined as “behaviors used for centering, arranging, planning, and evaluating one’s learning. These ‘beyond the cognitive’ strategies used to provide ‘executive control over the learning process’ ” (Oxford and Crookall, 1989:404). Metacognitive strategies go beyond the cognitive devices and provide a way for learners to coordinate with their own learning process. They provide guidance for the learners who are usually “overwhelmed by too much ‘newness’ – unfamiliar vocabulary, confusing rules, different writing systems, seemingly inexplicable social customs, and (in enlightened language classes) non-traditional instructional approaches” (Oxford, 1990:136). Having encountered so much novelty, many learners lose their focus, which can be regained through the conscious use of metacognitive strategies.

Oxford and Crookall (1989: 404) define *Affective Strategies* as “techniques like self-reinforcement and positive self-talk which help learners gain better control over their emotions, attitudes, and motivations related to the language learning. The term affective refers to emotions, attitudes, motivations, and

values. It is impossible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies (Oxford, 1990:140).

Since language is a form of social behavior, it involves communication between and among people. *Social Strategies* enable language learners to learn with others by making use of strategies such as asking questions, cooperating with others, and empathizing with others (Oxford, 1990:144-145). By having the three examples of the social strategies, it can be inferred that their appropriate use is extremely important since they determine the nature of communication in a learning context.

2.2.3 Cohen's Taxonomy

In classifying learning strategies, we need to note that Cohen (1996:2-5) tends to differentiate the terms. A broad definition of second language learning and use strategies is drawn under Cohen's taxonomy to refer the term learning strategies. In Cohen's taxonomy, second language learner strategies encompass both second language learning and second language use strategies. Taken together, they constitute the steps or actions selected by learners either to improve the *learning* of a second language, the *use* of it, or both. Language use strategies actually include *retrieval strategies*, *rehearsal strategies*, *cover strategies*, and *communication strategies*. What makes the definition for language learning and language use strategies broad is that it encompasses those actions that are clearly

aimed at language learning, as well as those that may well lead to learning but which do not ostensibly have learning as their primary goal. Whereas *language learning* strategies have an explicit goal of assisting learners in improving their knowledge in a target language, *language use* strategies focus primarily on employing the language that learners have in their current inter language. Language learning strategies would also include strategies for learning new vocabulary such as through flash cards and including on the flash card a keyword mnemonic to use to jog the memory if necessary.

Retrieval strategies would be those strategies for retrieving the subjunctive forms when the occasion arises in or out of class, and for choosing the appropriate forms. For those learners who keep a list of verbs taking the subjunctive, a strategy may involve visualizing the list in their mind's eye and crosschecking to make sure that the verb that they wish to use in the subjunctive form actually requires the subjunctive.

Rehearsal strategies constitute another subset of language use strategies, namely, strategies for rehearsing target language structures (such as form-focused practice). An example of rehearsal would be form-focused practice, for example, practicing the subjunctive forms for different verb conjugations.

Cover strategies are those strategies that learners use to create the impression that they have control over material when they do not. They are a special type of compensatory or coping strategies which involve creating an appearance of

language ability so as not to look unprepared, foolish, or even stupid. A learner's primary intention in using them is not to learn any language material, nor even necessarily to engage in genuine. An example of a cover strategy would be using a memorized and not fully-understood phrase in an utterance in a classroom drill in order to keep the action going.

Communication strategies constitute a fourth subset of language use strategies, with the focus on approaches to conveying meaningful information that is new to the recipient. Such strategies may or may not have any impact on learning. For example, learners may use a vocabulary item encountered for the first time in a given lesson to communicate a thought, without any intention of trying to learn the word. In contrast, they may insert the new vocabulary item into their communication without intending to learn or communicate any particular aspect of the target language in order to promote their learning of it.

Language learning and use strategies can be further differentiated according to whether they are cognitive, metacognitive, affective, or social (Chamot 1987, Oxford 1990 cited in Cohen,1996:4). *Cognitive* strategies usually involve both the identification, retention, storage, or retrieval of words, phrases, and other elements of the second language. *Metacognitive* strategies deal with pre-assessment and pre-planning, on-line planning and evaluation, and post-evaluation of language learning activities, and language use events. Such strategies allow learners to control their own cognition by coordinating the planning, organizing, and evaluating of the learning process. *Affective* strategies serve to regulate emotions,

motivation, and attitudes (e.g., strategies for reduction of anxiety and for self-encouragement). *Social* strategies include the actions which learners choose to take in order to interact with other learners and with native speakers (e.g., asking questions for clarification and cooperating with others).

From the taxonomies of language learning strategies proposed by O'Malley & Chamot, Oxford and Cohen in the discussion of the theories in this chapter, the researcher considers O'Malley and Cohen's taxonomy to be the one used in the study. Cognitive, metacognitive and affective or social strategies are the learning strategies defined in this research. The taxonomies are also in line with the categories of learning strategy Setiyadi defined in his LLSQ (Setiyadi, 2014). Another supporting reason is that Cohen also develops Styles- and strategies-based instruction (SSBI) model in his study. SSBI is one of the instruments used by the researcher in the study. The elaboration of Styles- and strategies-based instruction (SSBI) is presented in a separated discussion to give its clear description.

2.3 Definition of Learning Style

As it is the case with language learning strategies, the definition of learning styles is also a major concern among the scholars in the field. Some of the definitions of learning style are presented by reviewing the taxonomies of the learning styles by the scholars. Learning style is the way in which each person absorbs and retains information and/ or skills; regardless of how that process is

described, it is dramatically different for each person (Dunn, 1984:12). Learning style represents each person's biologically and experientially induced characteristics that either foster or inhibit achievement. Instrumentation exists for identifying individual styles, but students can describe their strong preferences; they are, however, unaware of those elements that do not affect them. Learning style represents each person's bio-logically and experientially induced characteristics that either foster or inhibit achievement (Dunn, 1984: 17).

Learning styles, is broadly described as “cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (Keefe, 1979a cited in Reid, 1987:87). Learning style diagnosis gives the most powerful leverage yet available to educators to analyze, motivate, and assist students in school. It is the foundation of a truly modern approach to education. (Keefe, 1979 cited in Dunn, 1984:10)

Dunn and Dunn (cited in Reid, 1987:89) define learning styles as “a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience”. Claxton and Ralston (cited in Tabanlıoğlu, 2003:9) define the term as referring to a learner’s “consistent way of responding and using stimuli in the context of learning”.

Learning styles are also defined as the general approaches –for example, global or analytic, auditory or visual –that students use in acquiring a new language or in

learning any other subject. These styles are “the overall patterns that give general direction to learning behavior” (Cornett cited in Oxford, 2003:2).

2.3.1 Learning Style Dimensions

Ehrman and Oxford (1990) cited 9 major style dimensions relevant to L2 learning, although many more style aspects might also prove to be influential (Oxford, 2003:3). Four dimensions of learning style that are likely to be among those most strongly associated with L2 learning: sensory preferences, personality types, desired degree of generality, and biological differences are discussed to give a clear view on the dimensions of the learning styles (Oxford, 2003:3-7).

Sensory Preferences

Sensory preferences can be broken down into four main areas: visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented). Sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable. Visual students like to read and obtain a great deal from visual stimulation. For them, lectures, conversations, and oral directions without any visual backup can be very confusing. In contrast, auditory students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral directions. They are excited by classroom interactions in role-plays and similar activities. They sometimes, however, have difficulty with written work. Kinesthetic and tactile students like lots of movement and enjoy working with tangible objects, collages, and

flashcards. Sitting at a desk for very long is not for them; they prefer to have frequent breaks and move around the room.

Personality Types

Another style aspect that is important for L2 education is that of personality type, which consists of four strands: extraverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling; and closure-oriented/judging vs. open/perceiving. Personality type (often called psychological type) is a construct based on the work of psychologist Carl Jung.

By definition, *extraverts* gain their greatest energy from the external world. They want interaction with people and have many friendships, some deep and some not. In contrast, *introverts* derive their energy from the internal world, seeking solitude and tending to have just a few friendships, which are often very deep. *Intuitive-random* students think in abstract, futuristic, large-scale, and non-sequential ways. They like to create theories and new possibilities, often have sudden insights, and prefer to guide their own learning. In contrast, *sensing-sequential* learners are grounded in the here and now. They like facts rather than theories, want guidance and specific instruction from the teacher, and look for consistency. *Thinking* learners are oriented toward the stark truth, even if it hurts some people's feelings. They want to be viewed as competent and do not tend to offer praise easily—even though they might secretly desire to be praised themselves. Sometimes they seem detached. In comparison, *feeling* learners value other people in very personal ways. They show empathy and compassion through words, not just behaviors, and

say whatever is needed to smooth over difficult situations. *Closure-oriented* students want to reach judgments or completion quickly and want clarity as soon as possible. These students are serious, hardworking learners who like to be given written information and enjoy specific tasks with deadlines. In contrast, *open* learners want to stay available for continuously new perceptions and are therefore sometimes called “perceiving.” They take L2 learning less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed. *Open* learners dislike deadlines; they want to have a good time and seem to soak up L2 information by osmosis rather than hard effort. *Closure-oriented* and *open* learners provide a good balance for each other in the L2 classroom. The former are the task-driven learners, and the latter know how to have fun. Skilled L2 teachers sometimes consciously create cooperative groups that include both types of learners, since these learners can benefit from collaboration with each other.

Desired Degree of Generality

This strand contrasts the learner who focuses on the main idea or big picture with the learner who concentrates on details. Global or holistic students like socially interactive, communicative events in which they can emphasize the main idea and avoid analysis of grammatical minutiae. They are comfortable even when not having all the information, and they feel free to guess from the context. Analytic students tend to concentrate on grammatical details and often avoid more free-flowing communicative activities. Because of their concern for precision, analytic learners typically do not take the risks necessary for guessing from the context unless they are fairly sure of the accuracy of their guesses. The global student and

the analytic student have much to learn from each other. A balance between generality and specificity is very useful for L2 learning.

Biological Differences

Differences in L2 learning style can also be related to biological factors, such as biorhythms, sustenance, and location. Biorhythms reveal the times of day when students feel good and perform their best. Some L2 learners are morning people, while others do not want to start learning until the afternoon, and still others are creatures of the evening, happily “pulling an all-nighter” when necessary. Sustenance refers to the need for food or drink while learning. Quite a number of L2 learners do not feel comfortable learning without a candy bar, a cup of coffee, or a soda in hand, but others are distracted from study by food and drink. Location involves the nature of the environment: temperature, lighting, sound, and even the firmness of the chairs. L2 students differ widely with regard to these environmental factors. The biological aspects of L2 learning style are often forgotten, but vigilant teachers can often make accommodations and compromises when needed.

2.3.2 Learning Style Preferences

From the learning styles identified in the previous discussion, the researcher takes Cohen’s taxonomy in defining the learning styles. Learning style preferences is presented in this chapter together with the value and the assessment to direct the research on the instrument decided to be used to define students’ learning styles.

Learning style preferences refer to the way you like to learn. They are put into action by specific learning strategies (Ehrman, 1996 cited in Cohen, 2005: 8). Learning style has been referred to as "...the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others" (Dunn & Griggs, 1988 cited in Cohen, 2005: 8).

According to Oxford and Anderson (Cohen, 2005:9), learning styles have six interrelated aspects:

1. The cognitive aspect includes preferred or habitual patterns of mental functioning (usually referred to as cognitive styles).
2. The executive aspect is the extent to which learners look for order, organization, and closure in managing the learning processes.
3. The affective aspect consists of the attitudes, beliefs, and values that influence what learners focus on most.
4. The social aspect relates to the preferred degree of involvement with other people while learning.
5. The physiological element involves what are at least partly anatomically based sensory and perceptual tendencies of the learners.
6. The behavioral aspect concerns the learners' tendency to actively seek situations compatible with their own learning preferences.

There are no positive or negative traits, only preferences, and even strong preferences can change. Students tend to learn better when the classroom instructor nurtures their learning style. If a teacher can present language material

in a variety of ways, the language styles of all the students are more likely to be nurtured. For example, a teacher could teach the present and past perfect tenses in your target language by having the students listen to a tape and then draw a chart in their notebook of a timeline that describes when to use each form of the perfect aspect. In this way, a teacher can teach to both the auditory and visual learners (Cohen, 2005: 8).

2.3.3 The Value of Learning Styles

Research suggests that the greater the number of styles students can use, the more successful they will be at learning language (Cohen, 2005:8). Research also shows that we all have learning style preferences and thus may tend to favor our preferred approaches in our learning. We can help students by getting them to think about learning in strategic terms and to expand or stretch their learning approaches. We can also accommodate to style differences by providing opportunities during class for your students to learn in different ways. We may already do this, but the idea is to vary the tasks so as not to continually favor one style preference over another (Cohen, 2005: 8).

Cohen proposed Perceptual Style dimensions as:

- *visual* – relying more on the sense of sight, and learning best through visual means (either through text-based resources such as handouts, lists, flashcards, and other verbal sources; or through spatial information, such as charts, diagrams, pictures, and videos);

- *auditory* –preferring listening and speaking activities (e.g., discussions, debates, audiotapes, role-plays, and lectures);
- and *hands-on* –benefiting from doing projects, working with objects, and moving around. For those who remember words best by seeing them spelled out, you may want to write new words on the board or in a handout (when it doesn't detract from the activity).

So, when it comes to learning new vocabulary, students who learn visually may benefit from writing the new words in their notebook or from seeing a still picture or video of the object or action which involves the new vocabulary in some way. Learners with an auditory preference may want to hear the words pronounced clearly several times or to hear themselves pronouncing them. For hands-on learners, it may help to perform the action to which the new words refer.

Vocabulary tasks which accommodate other style dimensions might include:

- a task where learners need to provide the gist of a story (which favors a global preference) using key words which include the use of new vocabulary, as well as a task requiring a focus on details including some new words that describe those details;
- a deductive task where rules about how new verbs are conjugated are given at the outset, as well as an inductive task where learners need to induce the rules about how the new verbs are conjugated;
- a small-group task favoring extroverted learners who enjoy trying out the new vocabulary in the group, as well as a task that learners perform on

their own or as an entire class, where the more introverted learners are not necessarily called upon to pronounce the new words or to use them in sentences.

2.3.4 Assessing Learning Styles

Learning styles have been categorized from a variety of different perspectives and there are many types of assessments. Standardized tools have been developed to look at learning styles in terms of the senses people favor, their cognitive styles, and personality types (Reid, 1995 cited in Cohen, 2005: 9). Keep in mind that instruments categorize learners and some students might think they are being labeled. It is important to remind them that we are capable of using different styles in language. Remind them that these instruments report preferences for learning, not absolutes – that we often alter our learning styles according to the circumstances, and that we can try new and different styles.

A teacher might assess students' learning styles more informally to gather information by:

- observing the approaches your learners took with classroom tasks
- asking your students about their preferred methods for approaching tasks
- having your students keep journals about their preferred approaches
- having your students report to you about how they are dealing with a current language task.

2.4 Research on Language Learning Strategies and Learning Styles

One of the difficulties with researching language learning strategies is that they cannot usually be observed directly; they can only be inferred from language learner behavior (Griffiths, 2004:11). Over the years, different researchers have employed a variety of approaches in conducting the investigations in the area of language learning strategies and learning styles.

Studies conducted by researchers revealed relationship between language learning strategies use and learning styles. Ehrman and Oxford (Oxford, 1995:362) conducted a study regarding overall personality type as measured by Myers-Briggs Type indicator (MBTI). The study revealed that the extroverts were found to use significantly greater affective strategies and visualization strategies than did introverts. However, introverts reported more frequent manipulation of strategies requiring searching for and communicating meaning. When compared to sensing learners, intuitive learners used more strategies in four categories: affective, formal model building, functional practice and searching for and communicating meaning. Feeling-type learners, when compared with their counterparts the thinkers, displayed greater use of general study strategies. Perceivers made use of more strategies for searching for and communicating meaning than did judgers. However, judgers demonstrated more frequent use of general study strategies than did perceivers.

The result obtained from a study conducted with the aim of investigating the relationship between Iranian EFL learners' thinking styles and their language learning strategies revealed a significant difference between males and females in terms of strategy choice. It was found that the differences between the strategy use of male and female are meaningful for memory, metacognitive, compensation, cognitive. In other words, males used more memory, cognitive, compensation and metacognitive strategies compared with females, but there was no significant difference between males and females with regard to the affective and social strategy use. The implication of the study mention that teaching methods and materials should be adjusted to the learning and thinking styles of students (Mahmood et.al, 2013: 3, 11)

Investigation on the relationship between learning styles and strategy use on learners with different language proficiency levels was conducted by Shi (2012:230,233). To do that, 71 non-English majors in New Taipei City were taken as the subjects and they were divided into two language proficiency levels (high and low) based on the English Proficiency Test. Two questionnaires (learning strategy use and learning style) were used to examine the effect of learning styles on reading strategy use. The research revealed that learning styles did not have much influence on the learning strategy use. The results also showed that there is significant difference between language proficiency levels and learning strategy use. Learners with high language proficiency levels use more learning strategies than those with low language proficiency levels.

2.5 The Studies on Language Learning Strategy Training

A number of researchers have conducted studies on language learning strategy training in which language learning strategies are taught to students. There have been different results revealed from the studies and they lighten the perspectives of the language learning strategy in English language teaching.

In one of the first experimental studies of language learning strategies instruction, 75 high school ESL students were taught how to apply learning strategies to three different types of tasks, and their performance was compared to that of students in a non strategies control group (O'Malley & Chamot, 1990 in Chamot, 2005:116-117). This study of L2 learning strategies was successful in showing that second language learners could improve their language performance by using instructed learning strategies. The results of the study support some of the major tenets proposed in current language learning strategy instructional models, including the importance of not overlooking students' current learning strategies, careful choice of tasks for practicing learning strategies, and providing explicit and embedded learning strategy instruction (Chamot, 2005: 117)

Another study of listening comprehension was conducted over an entire academic year (Thompson & Rubin, 1996 cited in Chamot, 2005:117-118). Students receiving strategy instruction showed significant improvement on a video comprehension posttest compared to the students in the control group. In addition, students in the strategies group demonstrated metacognitive awareness through

their ability to select and manage the strategies that would help them comprehend the videos.

A study of writing strategies instruction was conducted in England with six classes of secondary students of French (Macaro, 2001 cited in Chamot, 2005:121). In this Oxford Writing Project, classes were randomly assigned to control or experimental groups. Pre- and posttests included questionnaires, writing tasks, and think-aloud interviews during a French writing task. Students in the experimental groups received about five months of instruction on a variety of writing strategies that included the metacognitive strategies of *advance preparation*, *monitoring*, and *evaluating*. At posttest, experimental groups had made significant gains in the grammatical accuracy of their writing. In addition, they reported a change in their approach to writing, becoming less reliant on the teacher, more selective in their use of the dictionary, and more careful about their written work.

Studies in language learning strategy training have shown that most strategy training is explicit: learners are obviously told that a particular behavior or strategy might be helpful, and they are taught how to use and transfer it to new situations. There have been less studies were conducted in its implicit form. Investigations on how implicit learning strategy training would be employed in language classroom are definitely needed. The investigations are expected to contribute more perspectives in language learning studies.

2.6 Explicit and Implicit Instruction in the EFL Classroom

In his introduction to *Implicit and Explicit Learning of Languages*, Ellis (cited in Finkbeiner, 1998:6) differentiates implicit and explicit learning by defining the terms. Implicit learning is acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations. Explicit learning is a more conscious operation where the individual makes and tests hypotheses in a search for structure. Knowledge attainment can thus take place implicitly (a non-conscious and automatic abstraction of the structural nature of the material arrived at from experience of instances), explicitly through selective learning (the learner searching for information and building then testing hypotheses), or, because we can communicate using language, explicitly via given rules (assimilation of a rule following explicit instruction). In the definition, implicit learning is conceived as a natural, simple and conscious learning process whereas explicit learning is described as a process which includes conscious operations such as the making and testing of hypotheses.

In conventional teaching, most teachers implement both implicit and explicit teaching in the classrooms. In explicit teaching, teachers give students rules to practice and make conscious efforts to learn. Oxford (cited in Talley et.al, 2014:39) claimed that defined explicit instruction could help students develop awareness of the learning strategies used, learn to think of practicing the target language with the new strategies, students' self-evaluation of the strategies used,

and students' practice of transferring knowledge to newer tasks. On the other hand, according to Lee and Van Patten (cited in Talley et.al, 2014:39), "The acquisition of implicit knowledge in language learning involves three separate procedures: noticing, comparing, and integrating.

By having implicit knowledge, learners may notice something and then become conscious of it in language learning. They may compare noticed input items and then compares them to what extent they are unknown to the learner. Or they may integrate a representation of the new input into "deep level" (i.e. long term) memory. In brief, implicit knowledge exists when learners have intuitive knowledge (e.g. grammaticality) yet lack the ability to articulate it to others (Talley, 2014:39).

The implicit teaching method is meant to create an opportunity for learning without the student's awareness of what has been learned. Implicit teaching methods help students "induce rules from examples given to them" (Ellis cited in Talley et.al, 2014). Implicit teaching of strategy instruction has been shown to help students reinforce their awareness of the language rules (Griffiths cited in Talley et.al, 2014:39). For example, a fundamental understanding of grammar rules makes it possible for students to logically work out their own learning techniques and practical approaches.

Explicit learning can involve language activities such as teaching memorization techniques, hypothesis formation, or testing. EFL teachers are encouraged to

provide direct instruction in language learning strategies such as selective attention, activating prior knowledge, summarizing, questioning, and making inferences, to mention just a few (Chamot, Barnhardt, El-Dinary, & Robbins, cited in Talley et.al, 2014:39). As such, strategy training may be considered an explicit approach to teaching students how to apply language learning and language use strategies in the classroom.

In sum, explicit teaching in the EFL classroom will provide students with a direct awareness of language learning strategies, which constitutes one of the most important individual difference factors in L2 acquisition (Skehan cited in Talley et.al, 2014:39). Explicit teaching of language learning strategies may be reduced when students are ready to accept autonomy for their learning. Implicit learning may be facilitated through the deliberate scaffolding of strategies instruction and allowing comprehension and memorization to take place. A carefully-planned and systematic instruction of explicit teaching path model of language learning requires students to first become aware of strategies, have reason to use them, and have reason to involve themselves in language learning with some implicit degree of reflection, self-awareness, and internalization (Talley, 2014:39).

2.7 Styles- and Strategies-Based Instruction (SSBI)

Styles- and strategies-based instruction (SSBI) is a name that has been given to a form of learner-focused language teaching that explicitly combines styles and strategy training activities with everyday classroom language instruction (see

Oxford, 2001; Cohen & Dörnyei, 2002 cited in Cohen, 2015: 1). The underlying premise of the styles- and strategies-based approach is that students should be given the opportunity to understand not only what they can learn in the language classroom, but also how they can learn the language they are studying more effectively and efficiently.

Styles- and strategies-based approach to teaching emphasizes both explicit and implicit integration of language learning and use strategies in the language classroom. This approach aims to assist learners in becoming more effective in their efforts to learn and use the target language (Cohen, 2015:1). SSBI helps learners become more aware of what kinds of strategies are available to them, understand how to organize and use strategies systematically and effectively given their learning-style preferences, and learn when and how to transfer the strategies to new language learning and using contexts. SSBI is based on the following series of components (Cohen, 2015:1-2):

1. Strategy Preparation

In this phase, the goal is to determine just how much knowledge of and ability to use strategies the given learners already have. There is no sense in assuming that students are a blank slate when it comes to strategy use. They most likely have developed some strategies. The thing is that they may not use them systematically, and they may not use them well.

2. Strategy Awareness-Raising

In this phase, the goal is to alert learners to presence of strategies they might never have thought about or may have thought about but had never used. The SSBI tasks are explicitly used to raise the students' general awareness about: 1) what the learning process may consist of, 2) their learning style preferences or general approaches to learning, 3) the kinds of strategies that they already employ, as well as those suggested by the teacher or classmates, 4) the amount of responsibility that they take for their learning, or 5) approaches that can be used to evaluate the students' strategy use. Awareness-raising activities are by definition always explicit in their treatment of strategies.

3. Strategy Training

In this phase, students are explicitly taught how, when, and why certain strategies (whether alone, in sequence, or in clusters) can be used to facilitate language learning and use activities. In a typical classroom strategy-training situation, the teachers describe, model, and give examples of potentially useful strategies. They elicit additional examples from students based on the students' own learning experiences; they lead small-group or whole-class discussions about strategies (e.g., the rationale behind strategy use, planning an approach to a specific activity, evaluating the effectiveness of chosen strategies); and they can encourage their students to experiment with a broad range of strategies.

4. **Strategy Practice**

In this phase, students are encouraged to experiment with a broad range of strategies. It is not assumed that knowing about a given strategy is enough. It is crucial that learners have ample opportunity to try them out on numerous tasks. These "strategy-friendly" activities are designed to reinforce strategies that have already been dealt with and allow students time to practice the strategies at the same time they are learning the course content. These activities should include explicit references to the strategies being used in completion of the task. In other words, either students:

1. plan the strategies that they will use for a particular activity,
2. have their attention called to the use of particular strategies while they are being used, or
3. "debrief" their use of strategies (and their relative effectiveness) after the activity has ended.

5. **Personalization of Strategies**

In this stage, learners personalize what they have learned about these strategies, evaluate to see how they are using the strategies, and then look to ways that they can transfer the use of these strategies to other contexts.

In SSBI, it is the curriculum writers' and the teachers' role to see that strategies are integrated into everyday class materials and are both explicitly and implicitly embedded into the language tasks to provide for contextualized strategy practice.

Teachers may:

1. start with the established course materials and then determine which strategies might be inserted,
2. start with a set of strategies that they wish to focus on and design activities around them, or
3. insert strategies spontaneously into the lessons whenever it seems appropriate.

These strategies-based activities are designed to raise awareness about strategies, to train students in strategy use, to give them opportunities to practice strategy use, and to encourage them to personalize these strategies for themselves. Teachers also allow students to choose their own strategies and do so spontaneously, without continued prompting from the language teacher (Cohen, 2016:2).

2.8 The Design of Implicit Learning Strategy Training

In designing the implicit learning strategy training for this research, the writer takes the Styles- and strategies-based instruction (SSBI) model as the base for the training design. Styles- and strategies-based instruction (SSBI) is a form of learner-focused language teaching that explicitly combines styles and strategy training activities with everyday classroom language instruction. Since the approach of SSBI emphasizes both explicit and implicit integration of language learning and use strategies in the language classroom, the researcher assumes that the implicit learning strategy training can be designed by modifying the components of SSBI. A modified-SSBI is developed in form of four- integrated

skills learning and teaching activities. The activities are presented in form of SSBI Classroom Instructions. The classroom instruction plans are designed following the learning strategies and the learning styles the students possessed from the identification stage. The classroom instruction designs following SSBI model are detailed in the appendix 10, p.34.

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on the overall design of the research. It presents the research procedures and some information about the participants. The data collection instruments along with the data collection procedures are explained. The analysis of the data is provided as the final part of this chapter.

3.1 Design of the Research

This research was conducted for the purpose of developing an implicit learning strategy training based on the investigation on students' learning strategies and students' learning style preferences. This study was also aimed to reveal whether implicit learning strategy training affect students' learning strategy use and students' English proficiency achievement. In addition to these, this study aimed at finding out how learning strategies are used by students with different learning style.

In this research, the data about students' learning strategies and students' learning styles were collected through questionnaires. One of them was aimed to identify students' learning strategies preferences and the other was aimed to find out what learning styles students seem to prefer. After students' learning strategies and

students' learning styles were identified, the researcher designed an implicit learning strategy training in form of classroom instructions. The design of the classroom instructions were then employed in the class. By having the implicit strategy training in the class, students were expected to get a better knowledge on the strategy training.

This research was conducted following the procedures of:

1. Determining the participants of the research by having a random sampling technique.
2. Administering LLSQ to identify students' learning strategies and administering LSS to identify students' learning styles.
3. Administering English Proficiency Test to identify the students' English proficiency before the training.
4. Designing the implicit learning strategy training in form of classroom instructions following the results of students' learning strategies and students' learning styles identification.
5. Employing the training design in the classroom.
6. Administering English Proficiency Test to identify the students' English proficiency achievement after the training.
7. Administering LLSQ to the students to identify the effect of the implicit learning strategy training on the students' learning strategy use.
8. Analyzing the overall data taken from the previous procedures.
9. Writing the report.

3.2 Participants

The participants of this study were the second grade (grade XI) students of SMAN 1 Terbanggi Besar in Lampung Tengah. There were a total of 247 second grade students in 10 classes. Their ages ranged between 17 and 18. Not all of the students were taken as the participants in this research. A simple random sampling technique was used to choose the participants for this study.

3.3 Data Collection Instruments

In this study, two instruments were used with the purpose of collecting quantitative data. Language Learning Strategy questionnaire, and Learning Style questionnaire were used as the instruments. Since this study was conducted in Indonesian context, the writer decided that LLSQ proposed by Setiyadi (2014) fit the measurements. So, the Language Learning Strategy Questionnaire was used as the first instrument to identify the language learning strategy preferences of the participants. The second instrument used in the research was the Learning Style Survey (LSS) developed by Cohen (2005).

For the purpose of the theoretical-based classroom instruction development, the researcher used Style and Strategy Based Instruction developed by Cohen in designing the classroom activities for the training. However, the researcher modified some of the instructions. The descriptions on how the implicit learning strategy training are conducted in the classroom are detailed in the appendix of the designs.

3.3.1 Language Learning Strategy Questionnaire

The first instrument used in this study was Language Learning Strategy Questionnaire. The questionnaire, the LLSQ, has been developed in a predefined questionnaire of language learning strategies. The classification of the language learning strategies in the questionnaire was based on theory driving decision making and theories of skill-based learning strategies. These strategies cover four areas of the language skills: speaking, listening, reading and writing and each area consists of 20 items (see Appendix 1, p.1 and Appendix 3, p.5). In each category, the language learning strategies were classified into cognitive processes, metacognitive processes, and social processes (see Appendix 2, p.4). Language Learning Strategy Classification (LLSQ) which is inspired by the SILL of Oxford, measures learning strategies employed by English learners by providing choices ranging from “never “ to “always” and the scores range from 1 to 5.

3.3.2 Learning Style Survey for Young Learner

Learning Style Survey for Young Learner (constructed by co-author Cohen, with Rebecca Oxford and Julie Chi) is developed with an interest in those style dimensions that seem to have the most relevance to language learning (see Appendix 4, p.9 and Appendix 5, p.13). The premise for the survey is that all language learners have a preference for how to learn. While they may have a general sense of their preferences already, this survey can help them deepen their understanding of those preferences by comparing and contrasting 11 different learning styles. The Learning Style Survey for Young Learners

(Learning Style Survey Questionnaire) is designed to assess the clear indication of the students' overall style preferences. There are statements to be answered by the students. While answering the statements in the questionnaire the students are asked to decide whether they *often or always, sometimes, never or rarely* do the statements in the questionnaire and mark the item that best applies to their study of English by marking the option. The participants are also asked to respond to each statement quickly, without thinking about the statements too much and they are asked not to change their responses after they mark them.

3.3.3 English Proficiency Test

English Proficiency Test was administered for the purpose of the identification of the students' proficiency in English (see Appendix 6, p.16). This test consists of listening test items, structure and written test items, and reading test items. This test was once administered in a non- experimental class for the purpose of test validation. The result for the test was computed in SPSS analysis to get its validity and reliability. The final form of the test resulted from the analysis was the one used in this research for the purpose of the identification.

3.4 Validity and Reliability of the Instruments

To collect data about language learning strategies and learning styles, two questionnaires were administered and they were measured in a Likert-scale. In this study the Indonesian translation of the questionnaires were used (see Appendix E). The translation version was used by the researcher and the

questionnaires were piloted in non-experimental class. The piloting of the questionnaires were aimed to determine the time that would be given to students during the actual administration of the questionnaires. The two questionnaires were adopted and used by researchers, therefore the questionnaires were considered to be valid and reliable to be used in this study. English Proficiency Test as the third instrument of this study was used after the validity and the reliability of the instrument were computed in SPSS analysis. The EPT used in the study after the analysis proses consists of 15 listening test items, 15 structure and written test items, and 15 reading test items.

3.4 Data Collection Procedures

Following the research design, the data collection procedures was started by administering the Indonesian version of Language Learning Strategy Questionnaire (LLSQ) to the students. The students were required to respond to the statement items in about 30 minutes. The time that was assigned for the students was determined according to the results obtained from the pilot study. To increase the credibility of the responses the researcher informed the students that they should be sincere in their answers and they shouldn't spend too much time on any of the items. The students were also asked to give an immediate response and that they shouldn't be hesitated and change their answers. The questionnaires were collected and the responses were computed for data analyses. The second questionnaire, the Indonesian version of the Learning Style Survey (LSS), was also administered in the same day.

The Indonesian version of the Learning Style Survey (LSS) questionnaires were delivered to the students as the second instrument. The students were required to fill in the questionnaire in about 20 minutes. The time that was allocated for the completion of the questionnaire was also determined according to the pilot study results. The responses the students give to each question in the LLS were computerized for data analyses. English Proficiency Test was delivered to the students to identify the students' English Proficiency before the training was conducted in the class. The test consists of 15 listening test items, 15 structure and written test items, and 15 reading test items.

The data taken from the two questionnaires were then analyzed for the purpose of the implicit learning strategy design. The implicit learning strategy design was developed from the results of the learning strategy and learning style identifications. Strategy and Style Based Instruction design was used by the researcher as the basis in designing the classroom instructions. The classroom instructions were administered to the students in 6 meetings. The classroom instructions are detailed in the Appendix 10, p.34-54.

After the implicit learning strategy training in form of classroom instructions was employed, EPT was administered to the students. This test was done with the purpose of finding the effect of the training on the students' English proficiency achievement. The researcher also administered LLSQ after the treatment to the students. The data taken resulted from the students' learning strategy identification after the training was used for the purpose of finding the effect of

the training on the students' learning strategy use. The data taken from LLSQ were computed and analyzed in SPSS. For the purpose of finding how students with different Learning style used the learning strategy, the data taken from the two questionnaires (LLSQ and LLS) were also computed and analyzed in SPSS. The complete procedures conducted in this research are described in the table.

Table 2. Research schedule

TIME SCHEDULE	RESEARCH PROCEDURE
April 6 th , 2016	Try out of LLSQ and LSS in non- experimental class
April 12 th , 2016	Administering LLSQ and LSS in experimental Class (Pre Test)
April 13 th , 2016	Administering EPT in experimental Class (Pre Test)
April 14 th -20 th , 2016	Analyzing the data taken from the questionnaires
April 20 th -27 th , 2016	Designing the classroom instructions for the training.
April 28 th , 2016	Day 1 Research: Reading Restoration and Summary Reading
May 3 rd , 2016	Day 2 Research: Reading Restoration and Summary Reading
May 4 th , 2016	Day 3 Research: Gap Reading
May 10 th , 2016	Day 4 Research: Role Play in Speaking
May 12 th , 2016	Day 5 Research: Collaborative Writing
May 17 th , 2016	Day 6 Research: Watch and Listen to the Story
May 18 th , 2016	Administering EPT
May 19 th , 2016	Administering LLSQ
May 21 th -June10 th , 2016	Analyzing the overall data
June 11 th - June28 th , 2016	Writing the research report

3.5 Data Analyses

Data with respect to students' learning strategies were collected through the Language Learning Strategy Questionnaire. Another questionnaire, the Learning Style Survey Questionnaire was administrated with the purpose of identifying students' learning styles. The data taken from the two questionnaires were computed to get the distributions of the students' learning strategy and students' learning styles. Descriptive statistics using SPSS were used in analyzing the data taken from the instruments.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions drawn from the research. Some suggestions are also presented to end the last chapter of this research report.

5.1 Conclusion

This qualitative and quantitative research 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 strategies and the students' learning styles. Based on the findings revealed from the analysis, the researcher draw the conclusions.

First, it was revealed from the analysis of the students' learning strategy identification, 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. The findings lead the conclusion on the use of the different strategies in learning. There is no single strategy dominantly used in learning. It supports the concept of the implicit learning strategy postulate. Implicit Learning Strategy training occurs as a result of associate mechanism which indicates the integration of different strategies used by the students

in learning. Hence, integration of various classroom activities is certainly needed in employing the implicit learning strategy training.

Related to the results of the students' learning style identification, it was revealed that students possessed different learning styles. The 9 categories of learning styles were identified to be in the students' preferences. The finding implies that learning styles are not dichotomous, they are not identified to be only black or white, present or absent. Therefore, assessing students' learning style will always be important since the findings resulted will vary one into another.

Second, Implicit learning strategy training can be employed in the classroom through classroom activities instructed to the students. 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. Task-Based Model is revealed to be the design to be used in employing implicit learning strategy training. The integrated-skill approach, as it is used as the basis in Task-based Model, exposes English language learners to authentic language and challenges them to interact naturally in the language. The natural interaction as it is required in the model is the basic principle of implicit learning. This concept definitely clarifies Task-based Model as the design a teacher can use in employing Implicit Learning Strategy Training in the classroom.

Third, The research results show that implicit learning strategy training affect the students' use on cognitive and metacognitive strategy but not in social strategy in Listening. In speaking, the data shows that implicit learning strategy training affect the students' use on metacognitive and social strategy but not in metacognitive strategy in speaking. In reading and writing, the training gives no effect on the students' learning strategy use. The effectiveness of the implicit learning strategy training on students' learning strategy use limited to only certain language skills in this research definitely supports the claim that strategy choices are influenced by numerous factors : degree of awareness, stage of learning, tasks requirements, teacher expectations, age, sex, nationality/ethnicity, learning style, personality traits, motivation level, and purpose in learning the language. Therefore, it seems to be acceptable that the implicit learning strategy training did not give significant effect on students' learning strategy use.

Forth, with the different styles the students possessed, there is no significant difference on the learning strategy use. It was revealed that under the category of the students' learning styles, significant difference in the use of the learning strategy was seen under the category of visual, tactile, and particular. In Listening, metacognitive and social strategy were dominant 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 dominant in the whole learning style categories. In Writing, social and cognitive strategy were dominant in the category of particular. It reveals the homogeneous learning strategy used by the students with different

learning styles. The homogenous results revealed from the analysis seem to support the concept of how learning is influenced by different factors. With different educational and cultural background, different personalities, and different learning experience, everybody differ in his ways of learning a foreign language, which leads to different degrees of success.

Related to the learning strategy and learning style's relationship, it is important to note that students' learning styles preferences should be taken as the important consideration in learning. Teachers can actively help students "stretch" their learning styles by trying out some strategies that are outside of their primary style preferences. Styles and strategies help determine a particular learner's ability and willingness to work within the framework of various instructional methodologies.

Fifth, It was also revealed from this research that implicit learning strategy training affects students' English proficiency test achievement. The finding revealed from this research supports the theory of implicit language learning which claims that proficiency is attained when sufficient implicit knowledge has been acquired. The positive effect of the implicit learning strategy training proposes a claim on the importance of having learning strategy instruction in the class. As it is argued, students who are taught to use strategies and are provided with sufficient practice in using them will learn more effectively than students who have had no experience with learning strategies.

5.2 Suggestions

Following the findings resulted in this research, the researcher draws the suggestions.

First, in employing Implicit Learning Strategy Training in the classroom, teachers need to be proficient in differentiating instructions to accommodate students' needs. Teachers need to be innovative enough in making learning more meaningful by varying the classroom activities. Since instructions take the important role to enhance the students' success, classroom instructions in Task-Based model for the training need to be carefully designed following the student's needs and students' learning styles.

Second, it is advisable that teachers create their own design in employing the classroom instructions. Students' learning styles differences should be taken as the consideration in designing the instructions to assist teachers in creating a comfortable learning environment which promotes a love of learning.

Third, since this research was conducted in the context of High School students, the investigation on the area of implicit learning strategy training in further research is suggested to be conducted in different levels of study. The researcher believes that investigating the implementation of implicit learning strategy training employing task-based model would give more contributions in English language teaching.

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