ABSTRACT

LANGUAGE LEARNING STRATEGIES USED BY THAI STUDENTS IN LEARNING ENGLISH AND INDONESIAN

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Over the past few decades, researchers and language teachers started to consider that no single research finding or teaching method could guarantee absolute and predictable success in second or foreign language teaching. Therefore, a considerable number of researchers have shifted their focus from teaching methods or techniques to language learning strategy use. Therefore, the objective of this research is to investigate the language learning strategies used by Thai students in learning English and Indonesian and the difference between those strategies in both languages. This research used the descriptive qualitative method in collecting and analyzing the data. The participants were 13 female Thai university students who have been taking English education department in IAIN Raden Intan Lampung in Academic Year of 2016/2017. The main research instrument is questionnaire of Strategy Inventory For Language Learning (SILL) by Oxford (1990) and the secondary research instrument is interview. The result showed that average mean score of the use of language learning strategies in English is lower than in Indonesian which almost all of them were categorized in medium use. The result of T-test also showed that there are significant differences in language strategies used by the Thai students in learning English and Indonesian. Therefore, it can be concluded that the language learning strategies used by Thai students in learning Indonesian is higher than in English. This result also concluded that the students used different language strategies in different setting. The informal setting in which language learning can naturally happen will give more chance for language learning to use language strategies than in formal setting. Therefore, it is better for English teachers and the students to consider the use of the language learning strategies and administer the teaching instruction and activities based on the use of language learning strategies so that the teaching learning process can be optimized.