

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

(A Thesis)

**By
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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
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ABSTRACT

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By.

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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 of 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.

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A Thesis

Submitted in a partial fulfillment of
The requirements for S-2 Degree



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Research Title : LANGUAGE LEARNING STRATEGIES USED BY THAI STUDENTS IN LEARNING ENGLISH AND INDONESIAN

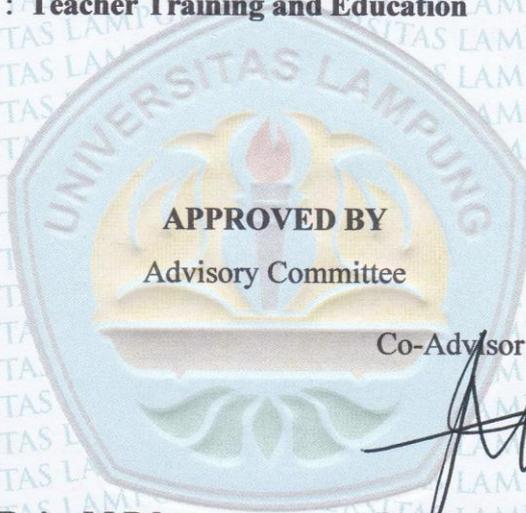
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CURRICULUM VITAE

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DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved parents, Amir Mahmud, M. Yusuf, Yusnani, Karyatin.
- My beloved wife, Uswatun Hasanah
- My fabulous friends of the 2nd batch of Master of English Education.
- My almamater, Lampung University.

MOTTO

“Verily, with hardship comes ease.”

(Surah Al Insyirah : 5)

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The Writer

Fais Nurul Hadi

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I. INTRODUCTION

This chapter describes the background of the problem, the formulation of the problem, objectives of the research, uses of research, scope of research, and definition of terms.

1.1 Background of Problem

English serves for many people as a bridge into the world of higher education, science, international trade, politics, tourism and any other venture which interest them (Edge, 1993: 25). Consequently, for those who want to expand their knowledge should be able to understand and use English in daily life. To fulfill those demands, many English teachers and researchers starts to emphasize their researches on teaching methods, teaching strategies, learning styles, personality, anxiety, motivation, and many other aspects which affect the success of English teaching and learning. This growing interest proved that factors effecting students' foreign language learning and achievement have been a crucial area for language education.

Some research findings in the area of second language acquisition have proofed the greater emphasize on role of learners in the process of language learning (Gerami, 2011: 1567). While learners received more attention and a more prominent place in research studies on second language learning, so did the engaged strategies and techniques they employed to learn the language and overcome its barriers. From among these researches, language learning strategies have received a particular attention.

The discussion of learning strategy started from the observation during the learning process, one might find that some people can learn every subject or several subjects very quickly and well. On the other hand, some people have problems in learning. Therefore, many studies try to find how learners go about learning something, what makes learners successful at learning something, and why some people are more effective at learning than others (Lee, 2010: 133-134).

One of important issues was that strategy should be somewhat individualized. In addition, in order to provide successful instruction, teachers need to learn to identify and understand their students' individuals' differences. Such reasons cause that some type of key terms shift from teacher to learner, such as "the learner-centered" and from classroom to the outside world. (Lamla-ong, 2015: 56)

Learning strategy is generally a factor that helps determine how well a student learns a second language. Language learning strategies are specific actions, steps, behaviors or techniques used by students to enhance their own learning. These actions can be seeking out conversation partners, giving oneself encouragement to tackle a difficult language task. Similarly, learning strategies can be stated as the conscious thought and actions that learners take in order to achieve the learning goal (Chamot, 2004: 14). Language learners use the strategies consciously to improve their progress in apprehending, internalizing and using the target language. The strategies are not a single event, but they are creative sequence of actions which a language learner actively use. In other words, they have an explicit aim in assisting learners in improving the target language.

Since the use of appropriate strategies allow learners to take more responsibilities for own learning, LLSs are seen as particularly important in language learning. In such manner, there are two important objectives in the study of LLSs. First, they help the learners use language more effectively. Secondly, the use of these strategies increase the learners' autonomy in learning (Baroujeni, 2014: 45). Therefore, if learners use LLSs efficiently, they can learn by themselves and self-examine their own progress. So having such situation for LLSs can improve learners and enhance their abilities of language.

Students can use a wide variety of strategies in the learning process. It can also be assumed that there may be as many strategies as the number of students. It is because each student selects and employs a different strategy depending upon instructional variables such as individual differences, types of domains, teaching methods, amount of time, learning technologies, kinds of feedback, required level of mastery, ways of measurement etc (Simsek, 2010: 37).

In the study of language learning strategies, using different portions of strategies in the classes, especially to learn a target language, will help learners to focus more on the main goal and students should be learned to be self-directed; consequently, students will depend more on their knowledge. However, teachers should work as facilitators, helpers, guidance and advisors; rather than just knowledge giver. Furthermore, instructors should help learners to use language practically (Abdulla, 2014: 198).

Since LLSs have potential to be extremely important part of second/foreign language teaching and learning, there is need to understand what are LLSs; in what

manner it is possible to teach them to one learner; and how one learner chooses and uses them. Such assumption lead that research on LLSs has witnessed profile and vigorous growth, and numerous studies around the world have contributed to both theory and teaching LLSs on numerous population (Judge, 2012: 38), which explain the growing interest in defining how learners can take charge of their own learning and clarifying how teachers can help students become more autonomous.

There were dozens of various studies which have contributed to the understanding of strategies employed by SL (Second Language)/FL (Foreign Language) learners. Such studies show in order to effect changes in perceptions of the learners" role in the learning process and what learners do to learn successfully. Therefore, encouraging teacher to provide successful instruction is necessary by identifying and understanding the students' difference especially designing the teaching methods which appropriate to the students' learning strategies (Fazeli, 2011: 1311).

Although the concept of 'language learning strategies' is not easily definable, listing their essential features allows comparability across studies and gives results a greater explanatory power (Mitits and Sarafianou, 2012: 454). The main characteristics of LLS are the following. First of all, they are mental activities which serve the completion of a certain goal. They are also used to regulate learning and form strategy clusters which are evaluated via a series of metacognitive strategies. Strategies also include a socioaffective aspect, they are chosen by learners themselves and can contribute to the promotion of successful learning. Finally, they can be taught and can help teachers expand their role in class.

Current researches into language learning strategies were originated from the framework of the language learning strategies of successful (good) language learners (MatTeh, 2013: 13). This kind of research can provide different points of view to conduct further research into the process of English learning and the application of language learning strategies. Related to the relationship of language learning strategies and good language learners, Gerami (2011: 1567) found out that successful EFL students used a wider range of language learning strategies. In this case, the concern of SLA is to identify strategies used by successful students with the idea that these strategies can be transferred to the less successful learners (Diamla, 2015: 35).

Several studies indicated some of the learning strategy preferences reported by students in different cultural background. Some researchers concluded that Asian prefer strategies involving rote of memorization and focus on linguistic code (Tseng, 2005: 323). Oxford (1994, cited in Eldib, 2004: 87) found that Taiwanese students seem far more structured, analytic, memory based, and metacognitively oriented than other groups of learners. Spanish learners were found to use “traditional” strategies such as using dictionaries in learning words. It states the differences among ESL students in different culture background in their tendency to use or avoid certain strategies or approach in learning language.

Other LLS researches are related to the students’ gender. Studies done by Hashim and Sahil cited by Cabaysa and Beitiong (2010: 18) showed females to be better strategy users than males. However, Males tended to use global strategies while females used more of local strategies in reading. Females were inclined towards using strategies for learning vocabulary. Different gender also affects the

motivation as female learners' concern for achievement in their studies. The relationship between gender and choice of learning strategies continues to be the most controversial. Still it remains an issue of importance since men and women are being raised and educated differently in different cultures (Eldib, 2004: 86).

The language proficiency level can be said as one of the factor affecting the students language strategies. Green and Oxford (1995 cited by Eldib, 2004: 86) found that the proficiency level significantly affected the use of compensation, cognitive, metacognitive, and social strategies, but displayed no effect on the use of memory and affective strategies. This can be said that the more knowledge the students dealing with the theories and problems in language learning, the wider language learning strategies they use, although it may still varied to each students. Therefore, the higher the level of the language proficiency level, the higher the use of language learning strategies.

Other aspect related to the use of language learning strategies is their age. Learners of different ages approach language learning in different ways owing their significance to psychological and social differences between them. Most learning strategy studies with children have made use of observational data while those with adults relied on self-report data. With observations social strategies tend to be most prominent while studies with adults emphasize cognitive and metacognitive strategies. Gunning (1997 cited by Nambiar, 2009: 141) found that successful beginning level ESL learners actually displayed a different pattern of strategy use from unsuccessful learners. Successful learners were also seen to be better in selecting strategies that were more effective and appropriate than unsuccessful learners. This is expected because if a learner chose effective strategies, the chances

of success in learning are enhanced and this is a common finding even in studies involving adult learners.

Some studies also discussed about the use of learning strategies and the students' learning style. Rossi-le (1989 cited by Nambiar, 2009: 142) found that how a learner uses learning strategies is related to his/her learning style. A visual learner, it was claimed, tended to depend heavily on visualization strategies. Learning style has a strong influence on the way learners use strategies and how they advance in their language learning. They claim that a greater understanding of learning styles would enable trainers to better deal with different learners to enhance learning performance. A learner's ability and willingness to work is very much determined by his/her learning style and the learning strategies s/he employs to help him/her cope within various instructional methodologies. Understanding a learner's individual style preferences can help teachers to orient their L2 instruction and also apply appropriate strategy training.

In other studies, the use of learning strategies was found to have strong correlation with the students' motivation. Highly motivated learners tended to use more strategies from formal rule-related practice strategies, functional practice strategies, general study strategies, and conversational strategies. Wharton (2000 cited by Nambiar, 2009: 143), investigating strategy use among foreign language learners in Singapore, also found that motivation had a significant effect on the use of language learning strategies. It is generally accepted that highly motivated learners employ more strategies frequently than less highly motivated learners. If motivation is seen as part of the make-up of the individual learner together with attitudes, confidence levels and learning styles, then it is natural to consider it as

important in helping learners to attain success in language learning.

In learning English, some students will attempt to optimize their sources and even go abroad in order to master English effectively. In this case, language learning strategies will always be used by students in learning target language either in their own country or in abroad. There are many programs aimed at optimizing the success of language learning by sending the students abroad to study and communicate directly. This immersion teaching methodology development was based on the theory that the target language is best acquired if the learner is placed in the target language environment. The purpose of immersion program is to immerse the language learners in the target language environment as much possible as to improve the language learning efficiency. However, the effectiveness and success of those programs are still debatable.

Some immersion programs are also available in Indonesia. Many foreign students are willing to study in Indonesia. Since most of all teacher or lecturer's explanation and instruction use Indonesian language, many foreign students will face some difficulties in studying. This case leads to the problems in optimizing the foreign students' achievements. Dealing with those problems, they will attempt to use some strategies in learning target language especially when they have to face two new different languages in the same time.

Research about the challenges ELLs have experienced indicates that many students are not mentally and culturally prepared for the new environment and they are unaware of many adjustment problems they must overcome in the totally different learning settings. This case was also occur on the Thai Students who live

in Indonesia. Shi (2015: 31) stated that international students experienced significant difficulties when they first arrived and adjusted to a new academic and social environment, such as educational system differences, academic requirements, cultural differences, language challenges, food incompatibilities, time management, and social integration. The differences in academic environment include learning styles, class discussion and participation, and student-teacher relationship, etc. Because of limited language proficiency students are not confident when express their opinions and communicate with people from other cultures. This perception affects their communication in class when discussing with others or asking and answering questions.

These language and cultural problems are also faced by the international students from Thailand who were studying in IAIN Raden Intan Lampung. They have to learn English while also have to master the use of Indonesian language since the teaching learning instruction were mostly used Indonesian. They also need to communicate to other Indonesian students while trying to adapt to the different culture and values. Therefore, it is important to understand how the Thai students use their language learning strategies to deal with more than one language in the same time.

Based on the discussion above, it can be concluded that some time the language learners have to deal with more than one new language. It would seem logical that the acquisition of a new language by multilinguals would differ from that of monolinguals. Having had more experience with language learning through exposure to and acquisition of more than one language, multilinguals or bilinguals

may have certain skills, strategies, or beliefs that enable them to approach the process of language learning more efficiently than people with experience in only one language (Hong-Nam and Leavel, 2007:72). In this case, it can be stated that there is a meaningful difference in terms of the use of language learning strategies between monolingual and bilingual students. Therefore, this study wants to reveal the language learning strategies used by Thai students in learning English and Indonesian.

1.2 Formulation of the Problems

Based on the background of the problem above, the researcher formulated the problem as follows:

1. What are the language learning strategies used by Thai students in learning English?
2. What are the language learning strategies used by Thai students in learning Indonesian?
3. What are the differences of language learning strategies used by Thai students in learning English and Indonesian?

1.3. Objective of the Research

The objectives of this research can be stated as follows;

1. To find out the language learning strategies used by Thai students in learning English.
2. To find out the language learning strategies used by Thai students in learning Indonesian
3. To find out differences in language learning strategies used by Thai students in learning English and Indonesian.

1.4. Uses of the Research

It is expected that this research can be beneficial for:

1. Theoretical use

This research can be used as complement of previous research and theories on language learning strategies. Moreover, this research can also be used as additional reference for further research related to the use of language learning strategies.

2. Practical use

This result can be used as the consideration for the students to use appropriate strategies which allow them to increase the efficiency and effectiveness of learning language.

1.5. Scope of the Research

There are six categories of language learning strategies which will be analyzed in this research; Cognitive strategies, Metacognitive strategies, Memory strategies, Compensation strategies, Affective strategies, and Social strategies (Oxford, 1990). The participants of this research were the Thai students of English education major of IAIN Raden Intan Lampung in academic year of 2016/2017.

1.6. Definition of Terms

Language learning strategies are specific actions, steps, behaviors or techniques used by students to enhance their own learning and consciously improve their progress in apprehending, internalizing and using the target language.

Thai students are a group of students came from Thailand who were learning English and Indonesian language in Indonesia. In this research, they were students of English Education Study Program of IAIN Raden Intan Lampung.

II. LITERATURE REVIEW

This chapter discusses the research theories in relation of language learning strategies.

2.1 Definitions of Language Learning Strategies

In studies of good language learners, researchers mentioned lots of various behaviors that they referred to globally as strategies; some managed to describe strategies more specifically. Learning strategies have been described (Wenden and Rubin (cited by Zare, 2012: 163) as “any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information”. Oxford cited by Pannak and Chiramanee (2011: 4) 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, while Ellis defines language learning strategies as “strategies consisting of mental and behavioral activities related to some specific stage in the overall process of language acquisition or language use. It is, indeed, a reflection of what the learner intends to do and the specific actions he can take. She also, prominently, includes how context plays a crucial role in the language learning process.

According to Stern (1983 cited by Altunay, 2014: 291), strategies are the ‘general and deliberate approaches’ to learning whereas techniques are the observable forms of language learning behaviour in particular language learning

areas e.g., grammar and vocabulary. For Seliger (1984 cited by Altunay, 2014: 291), strategies are ‘basic abstract categories of processing by which information perceived in the outside world is organized and categorized into cognitive structures as part of a conceptual network, and tactics are variable learning activities used by learners in order to organize a learning situation, or cope with input and output demands.

According to Cohen (1998 cited by Hungyo, 2015: 85), language learning strategies are conscious thoughts and behaviors which include cognitive, meta cognitive, affective, and social strategies used by learners as they target to improve their knowledge and understanding of the language. They can also be considered as any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information

Tarone (1980 cited by Altunay, 2014: 292) makes a distinction between language learning strategies and skill learning strategies and defines language learning strategies as strategies used by learners to master new linguistic and sociolinguistic information about the target language. Whereas prior descriptions of learning strategies paid more attention to products of learning and behaviors reflecting unobservable cognitive processes, definitions eventually provided clearer understanding of what learners think and do during language learning. On the other hand, skill learning strategies are used by learners so that they become skilled in reading, writing, speaking, and listening activities. Hence, learning strategies were seen as special ways of processing information that improve comprehension, learning, or retention of the information.

Language learning strategies stated by Suwanarak (2005: 145) were

generally defined as operations or techniques used by learners to facilitate their learning acquisition, store and recollect their language learning information. In this term, it may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language. Regarding the concept of learning strategy, Stern (1992 cited by Suwanarak, 2005: 145) gave a view that it is dependent on the assumption that learners take part in activities to achieve goals and learning strategies can be regarded as intended directions and learning techniques. A language classroom and a workplace are like problem-solving situations in which language learners have the opportunity to experience new input and difficult tasks given by their instructors, colleagues, customers, and others; consequently, it is inevitable that learners are challenged to find the best way to make use of language learning strategies.

Language learning strategies are conscious actions that learners use to learn a foreign or second language. These strategies are different and dependent on learners' personality. Different researchers defined them from different point of view. Rubin (as cited in Derakhshan, Tamaskani, and Faribi, 2015: 1238) identified six characteristics of the these strategies: 1) strategies refer to specific actions or techniques, they are not characteristics that describe a learner's general approach, 2) some of these actions will be observable and others will not be observable, 3) strategies are problem oriented. Learners utilize them to facilitate the acquisition, storage, retrieval or use of information. 4)strategies will be used to refer to language learning behaviours that contribute directly to learning, 5) sometimes strategies may be consciously deployed. For certain learning

problems, strategies can become automated and remain below conscious or potentially conscious, 6) strategies are behaviours that are amenable to change.

Oxford (1990 which was cited by Deneme, 2008: 84) describes language learning strategies more comprehensively using a new system. In her study, strategies are divided into two major classes: direct and indirect and which are also subdivided into six sub-groups (memory, cognitive, compensation, metacognitive, affective, and social). Language learning strategies that directly involve the target language are called direct strategies and all direct strategies require mental processing of the language, but the three groups of strategies (memory, cognitive and compensation) do this processing differently and for different purposes. Memory strategies help students store and retrieve new information while cognitive strategies enable learners to understand and produce new language by many different means. Compensation strategies, on the other hand, allow learners to use the language despite their gaps in knowledge.

Besides the direct strategies, Oxford (1990 which was cited by Deneme, 2008: 84) describes the indirect strategies that underpin the business of language learning. In her study, indirect strategies are divided as metacognitive, affective, and social. Metacognitive strategies allow learners to control their own cognition; affective strategies help to regulate emotions, motivations and attitudes. Social strategies help students learn through interactions with others. These strategies are called “indirect” as they support language learning without directly involving the target language. Indirect strategies like the direct ones are applicable to all four language skills: listening, reading, speaking and writing.

Based on the explanation above, it can be concluded that language

learning strategies are specific actions, steps, behaviors or techniques used by students to enhance their own learning and consciously improve their progress in apprehending, internalizing and using the target language.

2.2. Classification of Language Learning Strategies

In most of the research studies done on language learning strategies, identifying what good learners do to learn a second or foreign language has been the main issue. In 1971 Rubin conducted a study in which the main focus was on the strategies of successful language learners. In her study she argues that, once identified, such strategies could be offered to less successful learners. Rubin classifies learning strategies according to processes which contribute either directly or indirectly to language learning. It is believed that reading and discussing the strategies of good language learners is a constructive preliminary activity which can help students to get aware of the concept of learner's strategies (Zare, 2012: 164).

Learning strategies that language learners employ in the process of learning a new language have been identified and described by the researchers. Consequently, these strategies have been classified by many professional experts in the area of language learning. This progress not only helped categorize strategies and link them to a variety of cognitive processing phases during language learning, but also assisted in creating instructional frameworks.

Nonetheless, most of these attempts to categorize language learning strategies reflect relatively the same categorizations of language learning

strategies without any fundamental changes. They developed their own taxonomies of strategies according to their research findings by applying different methods of data collection. For that reason, it might not be appropriate to compare them and assess their influence on teaching and learning process. But, studying them possibly will help both language teachers and language learners to understand language learning strategies and different methods which are involved in strategy use.

In what follows, taxonomies of language learning strategies will be demonstrated (Zare, 2012):

2.2.1. Stern's (1992) Classification of LLS

Language learning strategies have been classified into five groups by Stern's (1992). They are as follows:

1. Management and Planning Strategics

These strategies are actually connected with the learner's purpose to control his own learning. A learner has the capability to take responsibility for the improvement of his own planning when the language instructor supports him only as an adviser or a resource person. In other words the learner must:

- 1) Decide what dedications to make to language learning,
- 2) Set reasonable objective's,
- 3) Decide on a suitable methodology, select proper resources, monitor progress, and

- 4) Evaluate his success based on previously determined objectives and expectations.

2. Cognitive Strategies

These strategies refer to procedures and activities which learners apply to improve their ability to learn or remember the materials, and solve the problems, especially those actions which learners use with specific classroom tasks. According to Stern (1992) the cognitive strategies include, Clarification / Verification, Guessing / Inductive Inferencing, Deductive Reasoning, Practice, Memorization, Monitoring.

3. Communicative - Experiential Strategies

Communication strategies, such as gesturing, paraphrasing, or asking for repetition and explanation are methods employed by learners to keep the conversation going. In other words, communication strategies involve the use of verbal or nonverbal instruments for the useful transfer of knowledge. The purpose is to avoid interrupting the course of communication.

4. Interpersonal Strategies

According to Stern (1992), interpersonal strategies monitor the learners' development and evaluate their performance. Learners need to have communication with native speakers and cooperate with them. Learners need to get familiar with the culture of the target language.

5. Affective Strategies

Evidently, in the process of language learning, good language learners use various kinds of affective strategies. Sometimes, it can be frustrating to learn another language. It can arouse feeling of unfamiliarity and confusion. In some other cases, learners might not have a positive perspective towards native speakers. On the other hand, good language learners are relatively aware of these emotions, and they try to build positive feelings towards the foreign language and its speakers as well as the learning activities. To a great deal, training can be of assistance to the students to face these controversial feelings and to overcome them by drawing attention to the possible frustrations or mentioning them as they come up (Zare, 2012).

2.2.2. Oxford's (1990) classification of LLS

By referring to the literature, it seems that the most inclusive taxonomy of language learning strategies is provided by Oxford's (1990 cited by Zare, 2012). Oxford divided language learning strategies into two main categories, direct and indirect strategies which are also subdivided into six classes.

Direct strategies, which involve the new language directly, are divided into Memory, cognitive and compensation strategies. As Oxford's (1990) says, "all direct strategies require mental processing of the language". Memory strategies entail the mental processes for storing new information in the memory and for retrieving them when needed. These strategies consist of four sets that include: (1) Creating mental linkages, such as grouping, associating/elaborating, and placing

new words into a context; (2) Applying images and sounds, such as using imagery, semantic mapping, using keywords, and representing sounds in memory (3) Reviewing well, such as structured reviewing; and (4) Employing action, such as using physical response or sensation and using mechanical technique.

Cognitive strategies entail conscious ways of handling the target language and fall into four sets which include: (1) Practicing, such as repeating, formally practicing with sound and writing system, recognizing and using formulas and patterns, and recombining; (2) Receiving and sending messages, such as getting ideas quickly and using resources for receiving and sending messages; (3) Analyzing and reasoning, such as analyzing expressions, analyzing contrastively (across languages), translating, and transferring; and (4) Creating structure for input and output, such as taking notes, summarizing, and highlighting.

Compensation strategies enable learners to use the language either in speaking or writing despite knowledge gaps. These strategies are divided into two sets: (1) Guessing intelligently, such as reasoning deductively, using linguistic clues, and using other clues; and (2) Overcoming limitations in speaking and writing, such as switching to the mother tongue, using mime or gesture, avoiding communication partly or totally, selecting the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym, and getting help. According to Oxford's (1990), compensation strategies are employed by learners when facing a temporary breakdown in speaking or writing.

Indirect strategies include metacognitive, affective and social strategies. Indirect strategies provide indirect support for language learning by employing

different strategies such as focusing, arranging, evaluating, seeking opportunities, and lowering anxiety Oxford's (1990).

Metacognitive strategies enable learners to control their own cognition. They are strategies which entail overviewing and linking with material already known, paying attention, delaying speech production, organizing, setting goals and objectives, planning for a language task, looking for practice opportunities, self-monitoring and self evaluating.

Affective strategies assist students to manage their emotions, motivation, and attitudes associated with learning. They can be achieved through: (1) lowering anxiety, such as (using progressive relaxation, deep breathing, or meditation, using music, and using laughter; (2) encouraging oneself, such as making positive statements, taking risks wisely, and self-rewarding; and (3) taking emotional temperature, such as listening to body, using a checklist, writing a language learning diary, and discussing feeling with someone else.

Social strategies facilitate language learning through interactions with others. Language is a form of social behavior and learning it involves other people, and it is extremely important that learners employ appropriate social strategies in this process Oxford's (1990). These strategies are divided into three sets, namely as (1) asking questions, such as asking for clarification, verification, and correction; (2) cooperating with peers and other language users; and (3) empathizing with others, such as developing cultural understanding and becoming aware of other thoughts and feelings.

Related to these strategies, Oxford made instrument to measure the students' language learning strategies, named The Strategy Inventory for

Language Learning (SILL). It was designed to obtain information concerning strategy use of language learners in learning a second language. Even though Oxford's classification system is defined plainly, but she highlights that the present understanding of learning strategies is still in its primary stages, and "it is only a proposal to be tested through practical classroom use and through research"

2.2.3. Rubin's (1987) Classification of LLS

Rubin, who allocated a great deal of effort in the field of language learning strategies, made a distinction between strategies contributing directly to learning and those contributing indirectly to learning.

Direct strategies include metacognitive and cognitive strategies and indirect strategies include communicative and social strategies. According to Rubin, there are three types of strategies used by learners that contribute either directly or indirectly to language learning. They are: A. Learning Strategies, B. Communication Strategies, and C. Social Strategies. ,

1. Learning Strategies

Learning strategies which are divided into two main types (Cognitive Learning Strategies and Metacognitive Learning Strategies) contribute directly to the development of the language system created by the language learner.

Cognitive strategies refer to the steps or measures which are taken in learning or problem-solving that involves direct analysis, transformation, or synthesis of learning materials Rubin's (1987). Six major cognitive learning strategies contributing directly to language

learning are identified by Rubin as: Clarification / Verification, Guessing / Inductive Inferencing, Deductive Reasoning, Practice, Memorization, Monitoring.

Metacognitive strategies are used to supervise, control or self-direct language learning. They involve different procedures as planning, prioritizing, setting goals, and self-management.

2. Communication Strategies

Communication strategies are not as much of directly related to language learning since their emphasis is on the process of communication through conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are exploited by speakers when they are faced with some troubles regarding their communication and conversation or when confronted with misunderstanding by a co-speaker. A usual communication strategy is to make use of one's linguistic or communicative knowledge to remain in the conversation.

3. Social Strategies

Social strategies are activities in which learners are exposed to the opportunities that can be a great help to practice their knowledge. Even though these strategies Her exposure to the target language, they contribute to learning indirectly since they do not lead directly to the obtaining, storing, retrieving, and using of language (Zare, 2012).

2.2.4. O'Malley's (1985) Classification of LLS

O'Malley *et al.* (1985) divided language learning strategies into three main categories: A. Metacognitive Strategies, B. Cognitive Strategies, and C. Socioaffective Strategies

1. Metacognitive Strategies

O'Malley *et al.* (1985) state that metacognitive is an expression to indicate an executive function, strategies which involve planning for learning, thinking about the learning process as it is taking place, observing of one's production or comprehension, correcting your own mistakes, and evaluating learning after an activity is completed. Based on O'Malley's classification, advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation are included among the major metacognitive strategies.

2. Cognitive Strategies

It has been stated (Zare. 2012) that "Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself". Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, and inferencing are among the most important cognitive strategies.

3.Socioaffective Strategies

Socioaffective strategies have close relationship with social-mediating activity and interacting with others. The main socioaffective strategies include cooperation and question for clarification (Brown, 2007).

2.3. Current Researches on Language Learning Strategies

Learner strategies may vary with the task, the learning stage, the age of the learner, the context, individual styles and cultural differences in cognitive learning styles. Such factors might relate to characteristics of the learner, such as language learning aptitude, attitude, and motivation, personality variables; or relate instead to characteristics of the learning situation, such as length of exposure to the language, the teaching method employed.

There are some factors elated to the choice of language learning strategies which can be described as follows.

2.3.1 Language Learning Strategies and Language Proficiency

Many studies show the relationship between language learning strategies and language proficiency. Dreyer and Oxford (1996 cited by Nambiar, 2009: 137) found a very high correlation between language proficiency and strategy use among Afrikaans. Proficient learners used the cognitive strategy of using mental processes, the compensation strategy of compensating for missing knowledge, and the metacognitive strategy of organizing and evaluating learning significantly more than less proficient learners. The use of social strategies was more common among the less

proficient learners.

Kayad (1999 cited by Nambiar, 2009: 137) investigated the correlation between proficiency level and learning strategies use among university undergraduates in Malaysia and found that there existed a pattern of strategy use, which suggested that second language proficiency level has an effect on the use of strategies. In this study, proficient learners reported using cognitive strategies for listening, reading and writing more than less proficient learners. Using strategies for active, naturalistic use of English (watching TV or movies in English, reading for pleasure, writing in English) is strongly related to a high level of proficiency. The less proficient learners, on the other hand, used more affective strategies and compensation strategies and the metacognitive strategy of thinking about their progress in learning. These strategies are useful in supporting learning but may not be directly involved in actual learning.

Nambiar (2009: 138) investigated learning strategies use among beginning, intermediate, and advanced learners in a Malaysian tertiary setting to explore the relationship between strategy use and proficiency and discovered that although the three groups used similar strategies, their manipulation of the strategies were different. The advanced learner was very confident in the choice of strategy and did not use compensation strategies like guessing and social strategies like asking for help to complete the language activity. Both the intermediate learners and the beginners used the affective strategies when they had difficulty understanding the task. In

this case what they did was to try and mask their anxiety by laughing it off. The advanced learner used the affective strategy only as a form of encouragement to take risks wisely and as a reward when accurate in answers.

It is interesting to note here that the level of proficiency does indeed influence the strategy employed by the individual learner but it is not the only factor to consider. The review above indicates that cognitive and metacognitive strategies are popular with proficient learners who use them purposefully. These strategy groups are used by learners to retrieve information, to create mental linkages, and analyze and reason while learning. They are equally necessary skills to perform successfully in learning. Generally, however, it would appear that the less proficient the learner is the more s/he would rely on strategies that would help raise his/her level of confidence in the learning. Strategies would include affective, social and compensation strategies. It is important to reiterate here that the studies mentioned above have all found that proficiency does influence the learning strategies a learner employs in learning.

2.3.2 Learning Environments and Learning Strategies

Most learning strategy research has been done with learners from mainstream school and university settings and as such the findings are also applicable to these environments. There are however different settings where the learning conditions are varied because of a host of difficulties like

classes being too large, input-poor environments, or even insufficient and untrained teachers (Kouraogo, 1993 cited by Nambiar, 2009: 137). It has been hypothesized that learning environment does influence the use of learning strategies although no definite conclusions have been made on the extent of the influence.

LoCastro (1994 cited by Nambiar, 2009: 138) examined the strategies successful Japanese learners of English used to learn language in a large class environment. Using group interviews and the SILL, the study found that when the students were in junior and senior high school, they were mainly interested in passing the examination and employed memorization strategies to do this. In addition, they all looked to the teacher for motivation because of the large class size. Interestingly, this idea that the teacher is an important motivator in the classroom has emerged even in this study and many studies involving Asian students. In university settings, however, the learners were motivated to learn English because they saw it as a language of international communication: their passport to go abroad.

Kouraogo (1993 in Nambiar, 2009: 139) discusses language learning strategies in input-poor environments, which he defines as “language learning contexts where learners have little opportunity to hear or read the language outside or even inside the classroom” (p. 167). Citing the examples of learning EFL in Burkina Faso and French in US high schools, Kouraogo posits a lack of motivation and a real opportunity to practice the language as major problems that may be found in many parts of the world and argues that conscious learning is a crucial factor in these contexts needing attention.

Mah (1999 cited by Nambiar, 2009: 140) investigated the learning strategies used by students from two different learning environments in Malaysia—one where the medium of instruction was Bahasa Melayu and the other where the medium of instruction was Mandarin. Mah's study found that the cultural background of the learner does determine to some extent the use of learning strategies. The study found that the students did use different strategies although the number of respondents was too few for any conclusive findings. As expected, rote learning and memorizing were popular with the learners from the Mandarin speaking school background. This is because rote learning is heavily practiced in these schools where learners are required to memorize times tables, vocabulary, and stock phrases for communication. This study suggests that the learner's learning environment, both formal and informal, both in school and out of school, does affect the learning of the language and, even more importantly, what strategies are used and how they are used.

The environment in which the learner learns does influence how the learner learns a language. As discussed above, learners desire to learn a language is related to the value attached to learning that language in society, how motivated they are, and what opportunities to practice are readily available to them .

2.3.3. Gender

Research has demonstrated increasing evidence of sex differences in the use of language learning strategies, with females using more strategies more frequently than males. Studies done by Hashim and Sahil

cited by Cabaysa and Beitiong (2010: 18) showed females to be better strategy users than males. However, Males tended to use global strategies while females used more of local strategies in reading. Females were inclined towards using strategies for learning vocabulary. Different gender also affects the motivation as female learners' concern for achievement in their studies. Females show more use of social learning strategies; more frequent use of formal rule-based practice strategies and conversational input elicitation strategies, female EFL students in China showed greater use of cognitive, metacognitive, and social strategies.

The relationship between gender and choice of learning strategies continues to be the most controversial. Still it remains an issue of importance since men and women are being raised and educated differently in different cultures (Eldib. 2004: 86). However, Males tended to use global strategies while females used more of local strategies in reading. Females were inclined towards using strategies for learning vocabulary. Different gender also affects the motivation as female learners' concern for achievement in their studies. This result might be related to female's social skills, stronger verbal skills, and greater conformity to academic and linguistic norms.

2.3.4. Age and Learning Strategies

Learners of different ages approach language learning in different ways owing their significance to psychological and social differences between them. Age is an important factor to consider but it is often

overlooked in strategy research. Most learning strategy studies have been with adolescents, especially undergraduates as well as adults. Most learning strategy studies with children have made use of observational data while those with adults relied on self-report data. With observations social strategies tend to be most prominent while studies with adults emphasize cognitive and metacognitive strategies. What causes this difference is not clear because it could be either the age of the respondents or the methodology used.

Gunning (1997 cited by Nambiar, 2009: 141) found that successful beginning level ESL learners actually displayed a different pattern of strategy use from unsuccessful learners. Successful learners were also seen to be better in selecting strategies that were more effective and appropriate than unsuccessful learners. This is expected because if a learner chose effective strategies, the chances of success in learning are enhanced and this is a common finding even in studies involving adult learners.

Age does appear to have an influence on how learning strategies are used by learners but the findings from the studies reviewed do not point to any clear indication of how age impacts the use of strategies.

2.3.5. Learning Styles and Learning Strategies

Learning styles refer to the specific cognitive, affective, and physiological traits that determine how a learner processes information. These specific characteristics distinguish one learner from another which explains why some learners are visually or auditory oriented, reflective or

impulsive and vary in their tolerance to ambiguity. The learning styles of an individual will help determine to some extent the strategies employed in language processing.

Rossile (1989 cited by Nambiar, 2009: 142) found that how a learner uses learning strategies is related to his/her learning style. A visual learner, it was claimed, tended to depend heavily on visualization strategies. Learning style has a strong influence on the way learners use strategies and how they advance in their language learning. They claim that a greater understanding of learning styles would enable trainers to better deal with different learners to enhance learning performance.

Nuril Huda (1998 cited by Nambiar, 2009: 142) investigated the relationship between reflectivity-impulsivity and learning strategies choice. This study found only a partial support for the idea that reflectivity-impulsivity influences a learner's choice of learning strategies. A learner's ability and willingness to work is very much determined by his/her learning style and the learning strategies s/he employs to help him/her cope within various instructional methodologies. Understanding a learner's individual style preferences can help teachers to orient their L2 instruction and also apply appropriate strategy training.

2.3.6. Motivation and Learning Strategies

There seems to be a strong correlation between motivation and learning strategy use with highly motivated students using more strategies than students who are not highly motivated. Highly motivated learners

tended to use more strategies from formal rule-related practice strategies, functional practice strategies, general study strategies, and conversational strategies. Wharton (2000 cited by Nambiar, 2009: 143), investigating strategy use among foreign language learners in Singapore, also found that motivation had a significant effect on the use of language learning strategies.

Kaylani (1996 cited by Nambiar, 2009: 143) found that male students in Jordan tended to be more integratively motivated while females were instrumentally motivated. This was seen to be at odds with the idea that the males were under pressure to gain admission into a university by passing English, establish a career for them and, thereby, become respected members of their society. The Jordanian females, however, saw proficiency in English as giving her status for marriage and employability later. For Korean high school students, extrinsic motivation was stronger than intrinsic motivation, and those with higher motivation also possessed a richer repertoire of strategies which they employed more frequently.

It is generally accepted that highly motivated learners employ more strategies frequently than less highly motivated learners. If motivation is seen as part of the make-up of the individual learner together with attitudes, confidence levels and learning styles, then it is natural to consider it as important in helping learners to attain success in language learning.

2.4 Frame of Thinking

The necessity in the modern world of expertise in more than two foreign languages has been felt by any international students who live outside of their countries. Therefore, some students will attempt to optimize their sources and strategies to master English effectively. In this case, language learning strategies will always be used by students in learning target language either in their own country or in abroad. There are many programs aimed at optimizing the success of language learning by sending the students abroad to study and communicate directly. This immersion teaching methodology development was based on the theory that the target language is best acquired if the learner is placed in the target language environment. The purpose of immersion program is to immerse the language learners in the target language environment as much as possible to improve the language learning efficiency. However, the effectiveness and success of those programs are still debated.

Some immersion programs are also available in Indonesia. Many foreign students are willing to study in Indonesia. Since most of all teacher or lecturer's explanation and instruction use Indonesian language, many foreign students will face some difficulties in studying. This case leads to the problems in optimizing the foreign students' achievements. Dealing with those problems, they will attempt to use some strategies in learning target language especially when they have to face two new different languages in the same time.

Some of aspects which affect the students' learning strategies are related to the language context. They might have to deal with more than one new language. It would seem logical that the acquisition of a new language by

multilinguals would differ from that of monolinguals. Having had more experience with language learning through exposure to and acquisition of more than one language, multilinguals or bilinguals may have certain skills, strategies, or beliefs that enable them to approach the process of language learning more efficiently than people with experience in only one language (Hong-Nam and Leavel. 2007:72). In this case, it can predicted that there is a meaningful difference in terms of the use of language learning strategies between monolingual and bilingual students.

2.5. Hypothesis

Concerning to the concept and frame of thinking above, the researcher formulated the hypothesis as follows:

1. In learning English, Thai students show a greater preference for affective and memory strategies well as a disinclination to use social strategies.
2. In learning Indonesian, Thai students prefer use social strategies as well as a disinclination to use affective strategies.
3. The differences in language learning strategies used by Thai students in learning English and Indonesian lie on the use of language learning strategies that in learning English, they tend to focus on themselves in memorizing and analyzing English language pattern individually while in learning Indonesian, they prefer having interactions toward Indonesian students.

III. RESEARCH METHODOLOGY

This chapter presents research methods that deal with the research design, the place of the research, the subjects of the research, the data collection, the procedure of research and the data analysis.

3.1. Research Design

This research used the descriptive quantitative method in collecting and analyzing the data. The purpose of this research described carefully as possible about a situation, symptoms, individuals or other groups through the calculation of the figures according to the calculation formula that has been determined. This research has been conducted to describe the language learning strategies used by Thai students in learning English and Indonesian.

3.2. Source of Data

The researcher selected the people or participant who knows the phenomenon of the problem. In this research, the participants were the Thai university students who had been taking English education department in IAIN Raden Intan Lampung in Academic Year of 2016/2017. There were 13 students which all of them were female students who had been taking English education major in IAIN Raden Intan Lampung which can be described below:

No	Length of Study	Number of participants
1	First year	-
2	Second year	-
3	Third year	-
4	Fourth year	13
Total		13

The researcher used purposeful sampling to choose the participants. Purposeful sampling is the technique of selecting participants and sites intentionally to learn or understand the central phenomenon (Creswell, 2005). The researcher chose all of the Thai university students who have been taking English education department in IAIN Raden Intan Lampung in Academic Year of 2016/2017.

3.3. Research Procedure

This research has been conducted by the procedures as follows:

- 1) Collecting the complete personal data of the research participant.

The personal data have been collected in order to help the description of research implementation and source of data.

- 2) Asking the students to answer the questionnaire.

After doing some activities, the students have been asked to answer the SILL questionnaire. The questionnaire has been given in both English and Malay language so that the answer can be more accurate.

- 3) Giving personal interview.

After finishing questionnaire, the researcher gave personal interview toward the participants. This interview aims in clarifying some of the questionnaire statements which need to be clarified further.

- 4) Collecting Data

The data from questionnaire and interview has been collected and analyzed

further.

5) Reporting and Evaluating Research

This is the final step in conducting the research. The researcher reported the result of the data in the form of research paper.

3.4. The Research Instrument

In collecting the data, the researcher used triangulation technique. It consists of interview and questionnaire. The description of those instruments is as follows:

1. Questionnaire

The questionnaire was the primary research instrument. The researcher used Strategy Inventory For Language Learning (SILL) by Oxford (1990) which divided the students' language learning strategies into six categories; Cognitive strategies, Metacognitive strategies, Memory strategies, Compensation strategies, Affective strategies, and Social strategies. The questionnaire has been given to the students both in English and Malay language in order to reduce the chance of the bias answer of the questionnaire from the participants.

It is a 50-item Likert-type questionnaire with five-scale responses regarding the six major strategy groups as distributed in Table below. According to Oxford (1990) classification, learners with the mean of 3.5 or more were considered as high strategy users, learners with the mean of below 2.4 are low strategy users and the mean for medium strategy users is between 2.4 and 3.5.

Table 2. Distribution of strategy items

Strategy Type	Items	Total
Memory	1-9	9
Cognitive	10-23	14
Compensation	24-29	6
Metacognitive	30-38	9
Affective	39-44	6
Social	45-50	6
		50

The items were in the form of statements and the participants graded them from 1 to 5 where:

1- means **never true of me.**

2- means **rarely true of me.**

3- means **sometimes true of me.**

4- means **usually true of me.**

5- means **always true of me.**

The specification of SILL Instrument based on Oxford (1990) as follows:

0.0 - 1.4 = low strategy use

1.4 - 2.4 = medium low strategy use

2.5 - 3.4 = medium strategy use

3.5 - 4.4 = medium high strategy use

4.5 - 5.0 = high strategy use

2. Interview

The interview was the secondary instrument in collecting the data. It has been conducted by one-on-one interview to help the researcher in understanding the phenomenon in the research. The interview was about some of questions related to the questionnaire statements which need to be clarified further.

3.5. The Validity of the Data

The aim of validity is to enable the research to be trusted and make the data valid. Therefore, in this research, the researcher used triangulation. Triangulation is the value of multiple perspectives. First, the researcher used questionnaire developed by Oxford (1990), the *Strategy Inventory for Language Learning (SILL)*. This instrumen is chosed because it has been used extensively to collect data on large numbers of mostly foreign language learners. It also has passed the numerious validity and reliability tests in the previous researches. The *SILL* is a standardized measure with versions for students of a variety of languages, and as such can be used to collect and analyze information about large numbers of language learners. Second, the interview has been done in order to clarify some of the questionnaire questions which difficult to be interpreted so that the data could be valid to be analyzed further.

3.6. The Data Analysis

In order to reveal the language learning strategies used by Thai students in learning English and Indonesian, the participant has been given the

questionnaire of *Strategy Inventory for Language Learning (SILL)* to be answered. From this data, the researcher has got the data of students' classification of language learning strategies based on their score in answering the questionnaire as a participant might have more than one strategy in learning language. Mean scores of the overall strategy use and the six subcategories of the Strategy Inventory for Language Learning (SILL) were calculated for each proficiency group.

After collecting the questionnaire answers, the researcher did the individual interview to clarify their answer. This has been done in order to reduce the chance of bias data from participants who may claim to use strategies that in fact they do not use, or may not understand the strategy descriptions in the questionnaire items. Based on the try-out of SILL toward three Thai students outside of the research participants, there are some instrument items which need to be clarified because they are difficult to be understood or need to be restated to ensure the answer of the questionnaire (see the appendix). After collecting the data from questionnaire and interview, the data has been analyzed, and described to reveal the language learning strategies used by Thai students in learning English and Indonesian.

V. CONCLUSIONS AND SUGGESTIONS

This part describes the conclusions of the research and also the suggestions for the other researchers and English teachers related to the use of language learning strategies. They are elaborated as follows.

5.1. Conclusions

The different language setting tends to lead the different use of language learning strategies. 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. Thai students in learning Indonesian language were in natural setting where all people interacts each other by using Indonesian and there were a lot of Indonesian language resources. When they face some difficulties in learning it, they can directly ask or use the available resource to help in solving those problems.

The different case happened in learning English where it is not used for daily communication and daily need. They also have limited sources in learning English which made them difficult to solve their problems in learning English. Therefore, the use of Indonesian language strategies is higher than English language strategies.

In this study, Thai students focused more on the direct learning, being serious in achieving their language target, and minimizing the additional language instructions which mainly focused on increasing their language motivation and pleasure in learning language, such as self-reward, reading for pleasure, and so on. Therefore, the characteristics of the language learners can be viewed as potential cause of the different language strategies use.

5.2. Suggestions

In accordance with the conclusions above, there are some suggestions given for the English teachers, students and researchers.

In order to support the teaching and learning process, it is better for English teachers to consider of the students' language learning strategies and administer the teaching instruction and activities based on the students' differences and circumstances so that the teaching learning process can be more successful. It is also suggested for teachers to teach the students the use of language learning strategies so that they can better exploit them while they are learning a language.

The students should also be aware of the use of language learning strategies in order to optimize their learning achievements.

Meanwhile, the next researchers of use of language learning strategies could put more emphasis on the other factors affecting the use of language learning strategies and and the different contexts of languages which can affect the students' choice of language learning strategies.

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