LANGUAGE LEARNING STRATEGIES IN LEARNING ENGLISH

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Abstract: The purposes of this research are to find out the language learning strategies used by the students and determining the most language learning strategies used by the students. Direct communication toward students and questionnaire are considered as a technique and tool of data collecting. The method applied is descriptive study. The result of the research shown that the students of sixth semester of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012 who had higher rank of GPA use Compensation Strategy in as the first rank or dominant or preference strategy in learning English and the mean score of the students answer is 3.59 which is classified high. The second rank is Cognitive Strategy, the mean score is 3.38 which is classified moderate. The third rank is Metacognitive Strategy, the mean score is 3.33 which is classified moderate. The forth rank is Social Strategy, the mean score is 3.16 which is classified moderate. The fifth rank is Memory Strategy, the mean score is 2.71whicht is classified moderate. The sixth or last rank is Affective Strategy, the mean score is 2.63 which is classified moderate.
Keywords: English Language Learning Strategies

Abstrak: Tujuan dari penelitian ini untuk mengetahui strategi belajar Bahasa Inggris siswa dan menentukan strategi yang paling sering digunakansiswa. Komunikasi secara langsung terhadap siswa dan angket adalah tehnik dan alat pengumpulan data metode yang digunakan adalah penelitian deskriptif hasil dari penelitian ini menunjukkan bahwa mahasiswa semester 6 Program Studi Pendidikan Bahasa Inggris FKIP Untan Pontianak pada tahun akademik 2011/2012 yang memiliki IPK tertinggi menggunakan compensation strategy pada urutan pertama dengan nilai rata-rata 3,59 dengan kategori tinggi. Urutan kedua adalah cognitive strategy dengan nilai rata-rata 3,38 dengan kategori sedang. Urutan ketiga adalah metacognitive strategy dengan nilai rata-rata 3,33 dengan kategori sedang. Urutan keempat adalah social strategy dengan nilai rata-rata 3,16 dengan ketegori sedang. Urutan kelima adalah memory strategy dengan nilai rata-rata 2,71dengan kategori sedang. Urutan terakhir adalah affective strategy dengan nilai rata-rata 2,63 dengan kategori sedang.
Kata Kunci: Strategi Belajar Bahasa Inggris

The students of English Education Study Program of Teacher Training and Education Faculty (FKIP) Tanjungpura University are hoped to have good competency of English both written and spoken well. English is used as the main medium of instruction in any subject. Therefore, the students should be aware of what appropriate strategies used in order to have good competency of English.

Language learning strategies are specific actions, behavior and technique that used by students to improve their skill in language learning. According to Oxford cited in Dornyei defines that language learning strategies are specific actions, behaviors, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language (2005: 163). Then, O'Malley and Chamot cited in Dornyei (2005: 167) say that strategies involve "special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information".

Strategies can make students become successful in learning. As Brown (2002) said that successful students are students who spend a lot of time doing the following things, one of them is using many different strategies for learning. The students choose their appropriate strategies to help them in understanding the language skills. The successful learners can be labeled by good language learner.

Learning strategies have relationship with academic achievement. The strategies are used by the students can control their achievement. This idea is supported by Mustafa Onur Cesur (2011) found that using language learning strategies more frequently increase the level of achievement.

Therefore, the writer is interested to conduct the research about language learning strategies to the students whose have high achievement. The writer will take ten students in high rank of GPA. Then, the writer analyzes language learning strategies used by the students. By doing this research, the writer hopes that the students who category in low achievement can imitate the language learning strategies from the students whose have high achievement.

A well-known classification is proposed by Oxford (1990) cited in Griffiths (2004) classified learning strategies into two major classes, direct strategies and indirect strategies. Both of them are subdivided into six groups (memory, cognitive, compensation, metacognitive, affective and social). Language learning strategies that directly involve the target language are called direct strategies (Oxford, 1990:37). Direct strategies divided into three groups *memory strategies* (which relate to how students remember language), *cognitive strategies* (which relate to how students think about their learning), *and compensation strategies* (which enable students to make up for limited knowledge). Oxford (1990) defines "indirect strategies are the strategies that support language learning without directly involving target language". Indirect strategies include *metacognitive strategies* (relating to how students manage their own learning), *affective strategies* (relating to students' feelings) and *social strategies* (which involve learning by interaction with others).

Memory strategies enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and

retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard).

Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

Compensatory strategies (e.g., guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words) help the learner make up for missing knowledge.

Metacognitive strategies into three strategy sets; centering your learning, arranging and planning your learning and evaluating your learning. Centering your learning has three strategies, linking upcoming information with known material, paying attention to the tasks and delaying speech production. Arranging and planning set has a lot of strategies than the other. Such as find out how to learn new language, organizing place or time for learning a new language, setting goals, seeking practice opportunities, identifying the purpose of language task (language skills). The last set is evaluating your learning. Two strategies fall into this set, self-monitoring (make correction, noticing the difficulties in using the new language), selfnl-evaluating (checking the progress of learning).

Affective strategies into three sets, lowering your anxiety, encouraging yourself and taking your emotional temperature. Lowering your anxiety including using music, using laughter, meditation or relaxation, those strategies make learners feel happy and calm in learning process. Encouraging own learning usually forgotten by language learner especially the learners who expect encouraging by other people.

Social strategies are strategies use by interacting with other, such as working in group or asking to the teacher. In language learning process, learners need to ask the other people to correct their new language produce. In communication skill the learners may ask for clarification, such as asking the other to speak slow down, paraphrase, repeat and explain what the other has said. For example, "Please speak slowly" "Pardon me?"

METHOD

In order to achieve the aim of the research, the method of this research is a descriptive study. According to Ary, et al (2009) say that descriptive studies are designed to obtain information concerning status of phenomena; the aim is to describe what exist with respect to variables or condition in a situation that in this case is students' language learning strategies in learning English.

The participant of this research is sixth semester students of English Education Study Program FKIP UNTAN Pontianak in academic year

2011/2012 which are divided into three classification; they are students who have high rank of GPA (3.00 to 4.00), moderate rank of GPA (2.50 to 2.99) and the lower rank of GPA (below 2.00 to 2.49). Then, the writer takes 10 students who have higher rank of GPA (3.00 to 3.89) as the sample and participants of the research.

In this research the writer uses direct and indirect communication technique. Direct communication technique is represented by interview. Indirect communication technique is represented by questioner. The questionnaire consists of 50 items that is divided into six part of learning strategy. The questionnaire items were taken from oxford (1990) learning strategy list. While the interview to get the dept information about the learning strategy that they were used. Creswell (2012:376) says that survey researches is collecting data using questionnaire or interview and statically analyze the data to describe trends about responses to questions.

This research is descriptive research which is use survey method and the tools of collect the data on students' learning language strategies are questionnaire and interview. Brown cited in Dornyei (2003, p. 6) defines "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". The questionnaire used is SILL (Strategy Inventory for Language Learning) conducted by Oxford. The SILL has 50 statements which is and grouped in six parts. The participants of research have to answer the questionnaire by giving checklist on the column provided. There were four options in each statement number 1 mean never, number 2 mean rarely, number 3 mean sometime, number 4 usually and number 5 mean always. Below is the description table specification of the questionnaire.

Table 1
Table of Specification of Questionnaires

No	Part	Category	Number of items	Item's number
1	A	Memory	9	1 – 9
2	B	Cognitive	14	10 – 23
3	C	Compensation	6	24 – 29
4	D	Metacognitive	9	30 – 38
5	E	Affective	6	39 – 44
6	F	Social	6	45 – 50
Total of items			50	

Interview was used to get the depth information about the students' language learning strategies in learning English. In this research, the interview delivers to the participants of the research to get the information when the answer of the questionnaire is not enough. Scoring students' response on the language learning strategies based on Likert scale type.

Table 2
Students' Response of Questionnaires

Score (n)	Scale
1	Never
2	Rarely
3	sometimes
4	Usually
5	Always

To analyze this data, the writer used *mean* formula adapted from Sugiyono (2009, p. 49)

$$Me = \frac{\sum x_i}{n}$$

Notes :

Me = mean

$\sum x_i$ = the sum of language learning strategy choice by a student

N = total number of the question

The result from the mean formula then classified using the criterion suggested by Naimie, Zahra and Akram naimie (2007:6) cited in Dewi ismu (2011:30). Below is the criterion to determine the data of the research.

Table 3
The Criterion to Determine the Result of the Student's Score

Range score	Description	Classification
4.5 to 5.0	Always or almost used	High
3.5 to 4.4	Usually used	
2.5 to 3.4	Sometime used	Moderate
1.5 to 2.4	Generally not used	Low

Adobted from Dewi Ismu (2011:30)

FINDING AND DISCUSSION
Findings

To answer the problem that stated in chapter 1 this research intended to find out the language learning strategies used by the students at the sixth semester of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012. The language learning strategies classified into 6 categories: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. The language learning strategies that is used by the students of sixth semester of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012 who had higher rank of GPA can be described in the following table of learning strategy .

Table 4
Student's Score on Memory Strategy

Item No.	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
1	3	3	2	5	4	3	4	3	4	4
2	4	3	3	5	3	3	3	3	3	4
3	3	2	3	4	3	4	4	2	1	3
4	3	2	3	5	3	2	4	1	4	5
5	1	3	1	2	1	2	1	2	2	2
6	2	1	4	1	1	1	1	2	3	1
7	2	2	2	5	1	4	4	4	2	2
8	3	3	2	2	1	2	2	3	3	2
9	4	4	3	3	2	1	3	3	3	3
TS	25	23	23	32	19	22	26	23	25	26
M	**2.78**	**2.56**	**2.56**	**3.56**	**2.11**	**2.44**	**2.89**	**2.56**	**2.78**	**2.89**

Based on the table 4 shown that the students of the students of sixth semester of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012 who had higher rank of GPA mostly in the level of moderate. In other words, the students mean that they were sometime use memory strategy in learning English. It is because the mean score of the students is in the level 2.71. There was 1 student in the level of high or usually use memory strategy in learning English. There were 8 students in the level moderate or sometimes use memory strategy. And there was 1 student in the level low or generally not used memory strategy in learning English.

Table 5
Student's Score on Cognitive Strategy

Item No.	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
10	2	2	2	5	4	3	4	4	5	3
11	5	2	2	5	5	4	2	4	4	5
12	4	3	3	5	4	4	4	4	3	5
13	2	4	3	3	4	3	3	5	3	4
14	3	4	1	3	4	2	3	2	2	3
15	5	5	4	4	3	5	4	3	4	4
16	4	4	4	2	4	4	2	3	3	3
17	4	4	3	3	3	2	1	3	3	3
18	3	4	3	4	1	2	4	2	4	4
19	2	3	2	4	3	2	4	1	2	4
20	4	3	4	4	4	4	3	2	4	5
21	3	3	2	5	5	4	4	2	3	3
22	3	3	4	5	4	5	2	5	3	4
23	3	3	1	5	4	3	3	3	2	5
TS	47	47	38	57	52	47	43	43	45	55
M	**3.36**	**3.36**	**2.71**	**4.07**	**3.71**	**3.36**	**3.07**	**3.07**	**3.21**	**3.93**

Based on the table 5 mostly the students of sixth semester of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012 who had higher rank of GPA in the level of moderate. In other words, the students mean that they were sometime use cognitive strategy in learning English. It is because the mean score of the students is in the level 3.38. There were 3 students in the level of high or usually use memory strategy in learning English. There were 7 students in the level moderate or sometimes use memory strategy. And there was no student in the level low or generally not used memory strategy in learning English.

Table 6
Student's Score on Compensations Strategy

Item No.	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
24	4	3	2	5	4	5	4	3	3	3
25	3	4	4	5	3	4	3	3	3	3
26	3	5	3	5	4	1	4	3	3	3
27	4	3	5	3	4	3	2	4	2	3
28	3	3	3	5	5	3	3	4	3	5
29	4	5	4	5	5	4	4	3	3	4
TS	21	23	21	28	25	20	20	20	17	21
M	3.50	3.83	3.50	4.67	4.17	3.33	3.33	3.33	2.83	3.50

Based on the table 6 mostly the students of sixth semester of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012 who had higher rank of GPA in the level of high. In other words, the students mean that they were usually use compensations strategy in learning English. It is because the mean score of the students is in the level 3.59. There were 6 students in the level of high or usually use memory strategy in learning English. There were 4 students in the level moderate or sometimes use memory strategy. And there was no student in the level low or generally not used memory strategy in learning English.

Table 7
Student's Score on Metacognitive Strategy

Item No.	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
30	5	3	3	2	4	3	3	5	4	3
31	5	3	2	2	3	4	3	5	4	2
32	5	4	4	4	5	4	4	3	4	4
33	4	3	3	3	4	4	2	5	2	3
34	1	1	3	3	3	2	3	2	3	3
35	4	2	2	3	5	4	2	5	4	3
36	3	3	3	3	4	4	3	3	4	3
37	2	3	2	2	4	4	2	3	4	3
38	5	5	3	3	5	4	4	3	3	3
TS	34	27	25	25	37	33	26	34	32	27
M	3.78	3.00	2.78	2.78	4.11	3.67	2.89	3.78	3.56	3.00

Based on the table 7 the students of sixth semester of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012 who had high rank of GPA mostly in the level of moderate. In other words, the students mean that they were sometime use metacognitive strategy in learning English. It is because the mean score of the students is in the level 3.33. There was 6 student in the level of high or usually use memory strategy in learning English. There were 4 students in the level moderate or sometimes use memory strategy. And there was no student in the level low or generally not used memory strategy in learning English.

Table 7
Student's Score on Affective Strategy

Item No.	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
39	4	4	2	5	2	3	4	4	4	5
40	4	5	1	5	1	4	3	4	4	4
41	1	1	1	2	1	1	4	1	3	2
42	3	3	2	3	1	4	3	4	4	3
43	3	1	1	2	1	1	1	1	4	1
44	2	4	2	2	1	2	4	2	2	2
TS	17	18	9	19	7	15	19	16	21	17
M	2.83	3.00	1.50	3.17	1.17	2.50	3.17	2.67	3.50	2.83

Based on the table 7 The students of sixth semester of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012 who had high rank of GPA mostly in the level of moderate. In other words, the students were sometime use affective strategy in learning English. It is because the mean score of the students is in the level 2.63. There was 1 student in the level of high or usually use memory strategy in learning English. There were 7 students in the level moderate or sometimes use memory strategy. And there were 2 studenst in the level low or generally not used memory strategy in learning English.

Table 8
Student's Score on Social Strategy

Item No.	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
45	4	5	3	5	3	3	4	4	3	4
46	1	5	4	3	4	4	3	5	1	3
47	4	4	2	4	4	1	3	4	3	3
48	1	3	4	2	4	4	2	4	1	2
49	3	3	2	4	3	2	3	3	2	3
50	3	4	5	3	3	5	2	3	2	2
TS	16	24	20	21	21	19	17	23	12	17
M	2.67	4.00	3.33	3.50	3.50	3.17	2.83	3.83	2.00	2.83

Based on the table 8 the students of sixth semester of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012 who had high rank of GPA mostly in the level of moderate. In other words, the

students mean that they were sometime use social strategy in learning English. It is because the mean score of the students is in the level 3.16. There were 4 students in the level of high or usually use memory strategy in learning English. There were 5 students in the level moderate or sometimes use memory strategy. And there was 1 student in the level low or generally not used memory strategy in learning English.

Based on the result of analysis, it was indicated that the most preferred language learning strategy used by the students is compensation strategy with the mean score 3.59. Cognitive strategy ranked the second with the mean score 3.39. The third place was taken by metacognitive strategy with the mean score 3.34. Then, social strategy and memory strategy ranked the fourth and the fifth place with a mean score 3.17 and 2.17. Finally, the last strategy used was affective strategy with the lowest mean score 2.63.

Table 9
Language Learning Strategies Preferences of the Students

Rank	Language Learning Strategies	Mean
1	Compensation Strategy	3.59
2	Cognitive Strategy	3.38
3	Metacognitive Strategy	3.33
4	Social Strategy	3.16
5	Memory Strategy	2.71
6	Affective Strategy	2.63

Discussion

The students of sixth semester of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012 were deliberated to have good achievement on their study. The sample of the research had good achievement higher rank of GPA used learning strategy to support their achievement. In this case the students of sixth semester of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012 used Compensation Strategy Cognitive Strategy, Metacognitive Strategy, Social Strategy, Memory Strategy and Affective Strategy.

The result of the analysis of the data of the questionnaire shown that was found that language learning strategies often used by the students at the sixth semester of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012 is Compensation Strategy as the first preference learning strategy in learning English. The student's mean score is 3.59 it is classified high. It means that the students are usually use compensations strategy in learning English. In other word, the students often use this strategy in their learning to achieve the higher rank of GPA. It is because the students of sixth semester of English program can learn from the new things that exist around them. Oxford (1990: 47) says "compensation strategies enable learners to use the new language for either comprehension or production despite limitation in knowledge. However, the students may use their knowledge to guess the new thing that they are never meet before by using compensatory

strategy in learning English. It is beneficial for the students who have limited knowledge of English. If he (student 4) does not know the word in English, he uses gestures and tries to find the synonym of the word and speaks Indonesian language if the interlocutor is Indonesian. He will stop if he gets difficulty in learning English.

The second preference strategy that commonly used by the students of sixth semester of English program of FKIP is Cognitive Strategy. The mean score of cognitive strategy is 3.38 it is classified moderate. In this case the students sometime used metacognitive strategy in learning English. This strategy is varying from repeating, practicing the sound of English and analyzing the language contrastively. This category relates to the manipulation and transformation of the target language of the learner and enables the learners to understand and produce language in direct way.

In this strategy the learners use usually or sometime to practice their English as well as they can to develop their ability in using English skills. For example in speaking the learners try to speak English with themselves or the other people like their friends, lecture or family as many as they can. As the students 1 said that she tried to speak with herself and she also joined English club so that she had more opportunity in using English. In writing the learners try to write everything in English. For example the learners write a diary in English as the student 4 says "I write my diary in English". Next, to increase listening comprehension the learners can go to English movie or watch TV program that spoken English. As the student 6 says "…I like watching movie, while I watching movie I try to not look at the translation. The last is reading. In reading comprehension the learners read something in English such as books novels, magazines, newspapers etc. Like the student 8 thought that reading is his hobby and he loved to read books oe articles in English.

The third strategy used by the students of sixth semester of English program of FKIP is Metacognitive Strategy. Because the means score of the students questionnaire is 3.33 it is classified moderate. In this category the students learn English using their own strategy and beyond their cognitive strategy. Oxford (1990: 136) "metacognitive strategies are actions which go beyond purely cognitive device and which provide a way for learners to coordinate their own learning process."

In this strategy the learners have to make planning during the language learning process. So, if the learners have certain schedule in learning English they will increase their knowledge about English language. On the other hands the learners also set the goal why they learn English. The goal includes short-term goals (such as finishing short story in one week) and long-term goals (such as can use the language for communication in work field). Such as the students 8 says "I learn English because I think English very important as a man in communication in this globalization era."

The fourth strategy is Social Strategy, because this strategy was in the fourth rank among the other strategy and the mean score of the students is 3.16 it sis classified moderate. In this case, the students of sixth semester of English program of FKIP interact with other, such as working in group or asking to the

lecturer. According to Oxford (1990: 144) "language is a form of social behavior, it is communication occur between and among people". In language learning process, learners need to ask the other people to correct their new language produce. In communication skill the learners may ask for clarification, such as asking the other to speak slow down, paraphrase, repeat and explain what the other has said. For example, "Please speak slowly" "Pardon me?" In the other hand, language learners cooperate with the other in order to improve their language skill. It can be in pair or small group, or they cooperate with native speaker to get more information about the new language.

The fifth strategy used by the students of sixth semester of English program of FKIP is memory Strategy. The mean score of memory strategy is 2.71. It is classified moderate or sometimes use the strategies. As the students 2 says "…sometime I make such a picture in my mind to show to reflect the meaning of the word…".Memory strategy related strategies to help learner's link or concept with another but do not necessarily involve deep understanding. Various memory strategy enable the learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard).

The last category or the lowest category that used by the students of sixth semester of English program of FKIP is affective Strategy. The student's means score is 2.63, it is classified moderate. Although this category classified moderate but the mean score of the students is the lowest score that the students choose in the questionnaire. In this category, the student's anxiety when learning English occurs. Affective strategy was the strategy that was the lowest category used by the students of sixth semester of English department of FKIP.

Regarding the lowest strategy used by the students of sixth semester of English department of FKIP who have higher rank of GPA, it is suggested to control their emotion when using new language. Some strategy to avoid the anxiety of students in learning English can be done by the following thing: (a) Using progressive relaxation. In this stage, the students should take deep breathing to solve their problem. (b) Using laughter, when students feel anxious in starting to speak in English, the students can laugh in a second or if it is possible make a joke. It is because both laughter and joke can decrease student's anxiety and make students relax. (c) Making positive statement, in this case the students should think that they can speak or learn English well. Moreover students do not feel worry although they have mistake. (d) Rewarding own self, the students should appreciate of what thy have. Appreciate make the students motivated to learn English. (e) Listening to the student's body when feel anxiety. Sometime the students suddenly feel stomachache when they want to start learning or speaking. (f) Discussing with

other person, in this case the students can discuss about the problem when they learning or speaking. Hopefully the partner can give the solution.

CONCLUSIONS AND SUGGESTIONS
Conclusion

Based on the result on the analysis it can be conclude that generally the students of sixth semester of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012 who had higher rank of GPA use overall language learning strategy in learning English. Then for specifically, the students of sixth semester of English Education Study Program of FKIP UNTAN Pontianak in academic year 2011/2012 who had higher rank of GPA use Compensation Strategy in as the first rank or dominant or preference strategy in learning English. The mean score of the students answer is 3,59 it is classified high. The second rank is Cognitive Strategy, the mean score is 3.38 it is classified moderate. The third rank is Metacognitive Strategy, the mean score is 3,33 it is classified moderate. The forth rank is Social Strategy, the mean score is 3,16 it is classified moderate. The fifth rank is Memory Strategy, the mean score is 2,73 it is classified moderate. The sixth or last rank is Affective Strategy, the mean score is 2,63 it is classified moderate. It is the lowest score among the learning strategy in learning English

Suggestions

Relating to the result of the research, it is necessary for the writer besides drawing the conclusion of the research, the writer also would like to give some suggestion as follows: (1) The students are suggested to used and explore the language learning strategy used by the higher rank of GPA in order to have good competence of English skill (listening, speaking, reading and writing). (2) Regarding the student's anxiety in learning English, it is suggested to reduce the student's anxiety in learning English by using language learning strategy suggested by the oxford (1990). (3) The important of language learning strategy, it is suggested to apply the learning strategy to the students who have low rank of GPA (under 2,75). In the classroom activity it is suggested to do direct observation during teaching learning process. (4) The further research is suggested to conduct a research on the factor cause of the student's lower rank of GPA which is focusing on the language learning strategy such as gender, motivation, and culture. (5) The lower rank of GPA is suggested to adopt or imitate the strategy used by the student's strategy in learning English by adapting to their behavior.

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