Language Learning Strategy used by Senior High School Students and its Influence on their Achievement

Semi Sukarni

English Education Program, Purworejo Muhammadiyah University, Central Java
Indonesia
semi.sukarni24@gmail.com.

Abstract

The aims of the study are to investigate the Language Learning Strategy (LLS) used by Senior High School students and analyze the influence of the LLS on their English achievement. The research had been done in two Senior High School in Purworejo. There were 117 participants in the study. Strategy Inventory and Language Learning (SILL) questionnaire and documentation were used to collect the data. The data were analyzed using descriptive and inferential analysis. To test the hypothesis, correlation product moment and linear regression were applied. The result of the study shows that metacognitive strategy is the most frequently used by the students. It is followed by compensation, cognitive, memory, social and effective strategy. The second finding shows that there is a positive and significant correlation between the use of LLS and English achievement as the r-value is 0.562 with the sig. 0.000. The regression test shows that LLS contributes 31.5% to the achievement while 68.5% was contributed by other factors. The implication of the study is it is important to develop teaching models which provide students the opportunity to practice the LLS during the learning process. The English teachers can also use Strategy-based Instruction for teaching LLS which is integrated into the learning tasks.

Keywords: Achievement, influence, LLS, metacognitive, Senior High School

Introduction

There are many factors influence language achievement. It includes internal and external factors. The internal factor related to individual factors as age and sex. Related to age Krashen as cited by "the younger the better". This is fact often contradictory with the practice of language learning in Indonesia as the language learning officially taught at secondary school at the age about thirteen.

Other factors like attitude, motivation, anxiety, learning style, learner belief often called by individual differences (Davies & Elder, 2004, Dornyei, 2005, Freeman & Long, 2014) can also influence the language learning. English teachers must also pay attention to these factors and cannot neglect them.

Besides the above factors there is still other individual factor called learner actions (Freeman & Long, 2014) namely learning strategies and communication strategies. In other words, it is called tactical (Kumaravadivellu, 2008). Learning strategies are tactics or techniques or ways how learners empower themselves in the language learning process in broad language aspects and skills. While communication strategies are also considered as tactics which are used to avoid the communication breakdown. Learning strategies and communication strategies are important factors which can influence learning achievement.

Finally, external factors which related to environmental includes social contexts and educational contexts (Kumaravadivellu B, 2008). Social context refers to the home, the neighborhood, classroom, and society. Whereas, educational contexts that shape language policy, language planning and the language opportunities available for the language learners (Kumaravadivellu.B, 2008).

However, in this paper the writer will not discuss broadly the language factors, the writer will only focus on learner action or language learning strategies (LLS) as it is quite an influential factor to the language achievement. There are some studies related to language learning strategies

(LLS) in the form of exploratory research on the LLS use by the various learners both in L2 context and foreign language learning context (Afdaleni, 2013; Ras, 2013; Tam, 2013; Zare, 2012. As far as the writer read there was no research concerned about the language learning strategies used by senior high school students; how they use their action to learn and achieve the language skills. It is really important for English teachers at this school to learn the information in order to improve their teaching method and learning achievement. Through this paper, the writer believes that it is really important to understand how LLS used by the students. It will give valuable information to the English teachers. So, this paper aims to find the answer to the following research questions.

(1) How are the Language Learning Strategies (LLS) used by Senior High School students?
(2) How is the influence of LLS use on the students' English achievement?

Literature Review

Learning Strategy

Learning strategies are techniques, approaches or deliberate actions that learners use in order to facilitate the learning and recall of both linguistic and content area information (Chamot as cited in Macaro, 2001). Orxford (1990) gave the almost similar definition as "operation employed by the learner to aid the acquisition, storage, retrieval, and use information" (p.6). It was argued by Richards, Platt and Platt, 1992 as cited by Zare & Mobarakeh, (2011) that "learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information". Learning strategies were also illustrated by O'Malley & Chamot (1990) as "special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (p.1).

Hence, learning strategies were seen as special ways of processing information that improve comprehension, learning, or retention of the information. Whereas prior descriptions of learning strategies paid more attention to products of learning and behaviors reflecting unobservable cognitive processes, definitions eventually provided a clearer understanding of what learners think and do during language learning. Furthermore, it was stated by Cohen, (1996) that "learning strategies are processes which are consciously selected by learners and which 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" (p.4).

Oxford (1990), further explained there are features of language learning strategies namely contribute to the main goal, communication competence; allow learners to become more self-directed; expand the roles of teachers; are problem-oriented; are specific actions taken by the learner; involve many aspects of the learner, not just the cognitive; support learning both directly; are not always observable; are often conscious; can be taught; are flexible; are influenced by variety of factors (Oxford, 1990, p.9))

Rubin (1987) suggested that there are three kinds of strategies that contribute directly or indirectly to language learning: learning strategies, communication strategies, and social strategies. O'Malley and Chamot (1990) proposed a framework in which three major types of learning strategies are classified: metacognitive, cognitive, and social/effective. Metacognitive strategies are the ones that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Cognitive strategies, according to O'Malley & Chamot, (1990) "are more directly related to individual learning tasks and entails direct manipulation or transformation of learning materials" (p.8), strategies such as repetition, translation, grouping, deduction, contextualization, and transfer. Social/affective strategies concern interaction with other learners

and native speakers and management of the affective demands made by language learning s such as cooperation, the question for clarification, and self-talk.

Classification of Language Learning Strategies (LLS)

Oxford's model of learning strategies is believed to be one of the most comprehensive classifications (Brown, 2007; Ellis, 1994). In Oxford's (1990) taxonomy, she distinguished between direct and indirect strategies. The former consist of strategies that directly involve the target language, it requires mental processing of the language. The latter, however, provide indirect support for language learning through focusing, planning, evaluating seeking opportunities, controlling anxiety, increasing cooperation and empathy and other means". The strategies under the first category (direct), according to Oxford, are memory strategies, cognitive strategies, and compensation strategies. Memory strategies also called mnemonics which enables learners to store verbal material and then retrieve it when needed for communication (Oxford, 1990). Cognitive strategies vary a lot ranging from repeating to analyzing expressions to summarizing (Oxford, 1990). There are four sets of cognitive strategies namely Practicing, Receiving and sending messages, Analyzing and reasoning, and Creating the structure for input and output (p.17). Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. The second category (indirect) includes "actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process" (Oxford, 1990, p. 47).

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 self-monitoring, and self-evaluating. Affective strategies assist students to manage their emotions, motivation, and attitudes associated with learning. They can be achieved through lowering anxiety, encouraging oneself, and taking emotional temperature (Oxford, 1990).

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 asking questions, cooperating, and empathizing with others.

Language Learning Strategies and Language Learning Achievement

The findings in the area of language learning strategies have showed that the use of language learning strategies leads to better proficiency or achievement in mastering the target language (Alhaisoni, 2012, Altan, 2003; Chand, 2014, Gerami & Baighlow, 2011; Habok & Magyar, Madhumathi, Ramani, Prema, 2014; Nikoopour & Farsani). O'Malley *et al.* (1985) clearly highlighted the importance of learning strategies by defining them as "any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information" (p.23). In a study, O'Malley *et al.* (1985), has found that successful language learners have reported using the more and wider range of learning strategies than less-successful students. Similar conclusions have been reached from the studies that have investigated the relationship between learning strategies and L2 development. (1) the strategies that the learners elect to use reflect their stage L2 development; (2) successful learners appear to use learning strategies more frequently and in qualitatively different ways than learners who less successful; (3) successful language learning involves attention to both form and meaning. Good language learners appear

able to switch the focus of their attention while they are performing the task; the more successful adult learners are better to talk about the strategies they use (Ellis, 1999).

Overview of English at Senior High School

Teaching English at SMA focus at developing students' competence to use the language to reach communication purposes in the various context both spoken and written with more complexity compare to materials of Junior High School. The English competence in SMA covers three text types namely interpersonal, transactional and functional.

The goal of English subject of SMA is to develop learners' competence in order to acquire communicative competence in interpersonal, transactional and functional texts by using various English texts both spoken and written (Kementerian Pendidikan Dan Kebudayaan Jakarta, 2016). The materials include text types like recount, procedure, narrative, report, exposition; short functional texts like notice, announcement, advertisement and functional expression like expressing sympathy, congratulate, apologizing, etc. At SMA, English subject has three learning periods for the tenth grade and four learning periods for the eleventh and the twelveth grades.

Related Research

This research was inspired by the previous research related to Language Learning Strategy (LLS) in learning English both in second and foreign language contexts. Among them were Gerami and Baighlow's study (2011) which focused to examine the application of LLS by successful and unsuccessful Iranian EFL students. The finding revealed that the successful EFL learners used a wider range of learning strategies and different from the unsuccessful learners. Second, a study which focused on investigating the most preferred strategy used by EFL students in Iran. The finding revealed that Iranian EFL learners preferred to use metacognitive as the least frequently one. In terms of overall strategy use, Iranian EFL learners are moderate strategy users (Nikoopour, Farsani, & Neishabouri, 2011). Third, a study which reviewed the research results *on second/foreign language learning indicates that language learning strategies play an influential role in the process of language learning.* The findings had concluded that the employment of language learning strategies facilitate and improve language learning and assist language learner in different ways. It was also found that a direct correlation existed between language proficiency and language learning achievement (Yang, 2007; Ya-Ling, 2008 as cited in Zare & Mobarakeh, 2011). Fourth, is a study which focused to investigate the type and frequency of LLS used by male and female Saudi EFL students enrolled in an intensive English language program at the University of Ha'il. It found that the students used strategies with low to medium frequency. They preferred to use cognitive and metacognitive the most (Alhaisoni, 2012). The fifth was Afdaleni's (2013) study entitled *"Language Learning Strategy in English Reading Comprehension Used by Successful and Unsuccessful Learners at College"*. The finding showed that the language learning strategy used by learners in reading comprehension are memory, cognitive, compensation, metacognitive, affective and social strategies(Afdaleni, 2013)(Afdaleni, 2013)(Afdaleni, 2013)(Afdaleni, 2013)(Afdaleni, 2013). The sixth study was done by Ras (2013)) entitled *"Outstanding Students' Learning Strategies in Learning English at Riau University, Indonesia"* The findings showed different language learning strategies among the students based on gender, ethnic group, parents' income, and academic results in secondary school. It was found that there was no significant difference in learning strategies among excellent students based on types of school. The seventh study was Tam's (2013) entitled *"A study on language learning strategies (LLSs) of university students in Hong Kong"* The major finding was that males and females had a significant difference in using Memory, Compensation, Cognitive, Metacognitive, and Social Strategies to learn English, with females using all of these strategies more frequently than males (Tam, 2013). (Tam, 2013)(Tam, 2013)(Tam, 2013)(Tam, 2013)The eighth study was done by

Madhumathi, Ramani, & Prema, (2014) entitled *"Language Learning Strategy Use and English Proficiency of below Average Indian ESL Students"*. The study found a linear relationship between the low proficiency students and their overall strategy use. This indicated that the most frequent users of language learning strategy among the underachievers scored comparatively higher scores in TOEFL. In addition, the study revealed that the least use of metacognitive and cognitive strategies was the reason for these students becoming unsuccessful learners. Ninth, Chand (2014) investigated the relationship between strategy preferences and proficiency in academic writing. The result indicated that Metacognitive and cognitive strategies were used most frequently followed by social, compensation, memory and effective. There was a weak positive correlation between strategy use and academic language proficiency. Tenth, Ghafournia (2014) investigated the differences across varying levels of EFL learners in the frequency and choice of learning strategy. The finding showed that as the learners' reading ability improved, the learners are more inclined to choose strategies to facilitate reading processing, which was reflective of greater autonomy for language learning. Eleventh, Habók & Magyar (2018) examined LLS use in connection with foreign language attitude, proficiency and general achievement among lower secondary school in Hungary. The result showed that Hungarian students mainly engaged in metacognitive strategies. The metacognitive strategies had a slight impact on school achievement as well as on foreign language marks. These studies are considered exploratory research by investigating the LLS use. These studies classified the language learning strategies use based on Oxford (1990) namely Memory, Compensation, Cognitive, Metacognitive, Affective and Social Strategies. There were quantitative descriptive studies which were done by Chand (2014), Ghafournia (2014), Habók & Magyar (2018) and Madhumathi, Ramani, & Prema, (2014).

Further studies are experimental research which applied the teaching-based strategy. Among them are first, Kashef (2014) focused on t*he impact of strategies based Instruction (SBI) on undergraduate students' strategy used in EAP context.* The result shows that the teaching intervention by applying SBI had a significant effect on students' reading strategy use. Second, Mohammadi, Birjandi, & Maftoon (2015) examined the impact of teaching-learning strategies on learners' beliefs about language learning and reading comprehension ability. The results of independent t-test indicated that the instruction of learning strategies changed the university students' beliefs about language learning. Other finding showed that learning strategy instruction could boost their reading comprehension ability. The third, Sukarni, Rukmini, Sofwan, & Hartono, (2017) focused on investigating the effectiveness of *Strategy-based reading Instruction* (SBRI) on reading comprehension. The study proved that *Strategy-based reading Instruction* is effective for teaching reading. Based on the interview result *Strategy-based Reading Instruction* was helpful and practical for solving reading comprehension difficulty.

Based on the previous studies which had been done by the earlier researchers above there was no interest on conducting research at senior high school in Indonesia, analyzing the different use of language learning strategies among the learners, its relationship between LLS and the English achievement and the influence of LLS on the students English achievement. This is the reason why the writer conducted the research.

Methodology

This study used correlational design as there are two variables namely language learning strategies (LLS) as the independent variable and English achievement as the dependent variable. Correlation can be used to test a relationship between or among variables and to make a prediction (Mackey & Gass, 2005, p.145).

This study was conducted at the chosen SMA in Purworejo Regency of Central Java. The schools which were chosen are state schools, they are SMA 6 and SMA 8. The data were collected in May 2018. The subject of the study were 117 students of Senior High School (SMA) 6 Purworejo and SMA 8 Purworejo with the age range between 16-17 years old and consists of male

and female students. At these schools, the percentage of female students are more than male students.

Technique for data collection was non-test and documentation. The first instrument was a questionnaire and the second one was documentation. The questionnaire was used to collect the data for language learning strategies, whereas, documentation was used to collect the data for students' English achievement. The questionnaire was adopted and adapted from Strategy-Inventory Language Learning (SILL) and was translated into Indonesian Version. The questionnaire consists of 50 items which were classified into six categories namely Memory, Compensation, Cognitive, Metacognitive, Affective and Social Strategies. To get the data of students' English achievement, the researcher asked the English teacher in each school to give a copy of the final score of the English subject.

The data were analyzed by using descriptive and inferential analysis. The descriptive analysis found the average of students' use of language learning strategies overall and each school The inferential analyses were done by applying Pearson Correlation and simple regression which were done by using SPSS Version 22. Pearson Correlation was used to test the correlation between the independent variable (LLS use) and the dependent variable (students' English achievement). Whereas, simple regression was used to figure out the influence of LLS use on students' English achievement. Before conducting a correlation test, testing linearity was made to assume that the two variables were linear (Ho, 2014). To conduct the descriptive and inferential analyses SPSS Version 22 was applicated.

Finding and Discussion

The Use of LLS by Senior High School Students
To calculate the LLS use of each student, the researcher counted the total score of each questionnaire item divided by 50 (the total items). For example, S12 got total score 178, to know the LLS use it must be divided by 50 (178/50=3.56). So, the LLS use of S12 is 3.56. To interpret the LLS use, it can refer to Oxford's SILL score range and meaning as it guided in the questionnaire.
1 - Never or almost never true of me
2 - Usually not true of me
3 - Somewhat true of me
4 - Usually true of me
5 - Always or almost always true of me

To explain the LLS use in each category, the researcher counted the total use of LLS in each category divided by a number of the item. Fifty items are spread through six categories, i.e.

Memory	Cognitive	Compensation	Metacognitive	Affective	Social	Total
9	14	6	9	6	6	50

For example, the total score S15 of memory strategy is 20, to know the LLS use of memory strategy is divided into 9. So, the use of LLS S15 of cognitive category is 2.22.

Table 1
Descriptive Statistics of LLS used by SMA students

	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Memory	117	3,34	1,22	4,56	318,36	2,7210	,65714	,432
Cognitive	117	3,84	,85	4,69	340,93	2,9139	,79219	,628
Compensation	117	3,36	1,33	4,69	344,08	2,9409	,78424	,615
Metacognitive	117	4,30	,59	4,89	374,15	3,1979	,89544	,802
Affective	117	3,33	1,00	4,33	312,15	2,6679	,70676	,500
Social	117	4,00	1,00	5,00	332,01	2,8377	,88127	,777

Valid N (listwise)	117

The table shows that the mean of a metacognitive strategy is the highest (3.19). It means that the most frequent type of strategy used by the SMA students is metacognitive. While effective is the lowest (2.66). It means that the least frequent type of strategy used by the SMA students is effective. To make the result clearer below is the chart for LLS used by SMA students. There are six bars describe the use of LLS from each type of strategy.
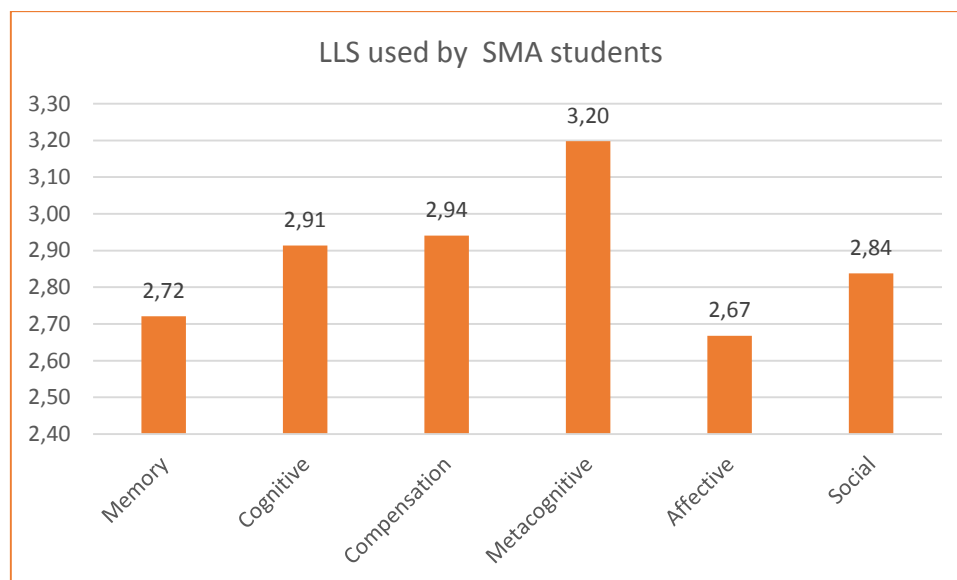

Figure 1

Chart of LLS used by SMA students

The chart shows the bar of metacognitive strategy is the highest, the second is Compensation strategy, while the bar of effective strategy is the lowest.

There are 50 items of Strategy Inventory Language Learning (SILL) questionnaire. The researchers counted the score of each strategy used by the students. It ranged from the strategy which was most frequently used to the strategy which was the least frequently used. The chart below presents the 10 most strategies frequently used by SMA students.
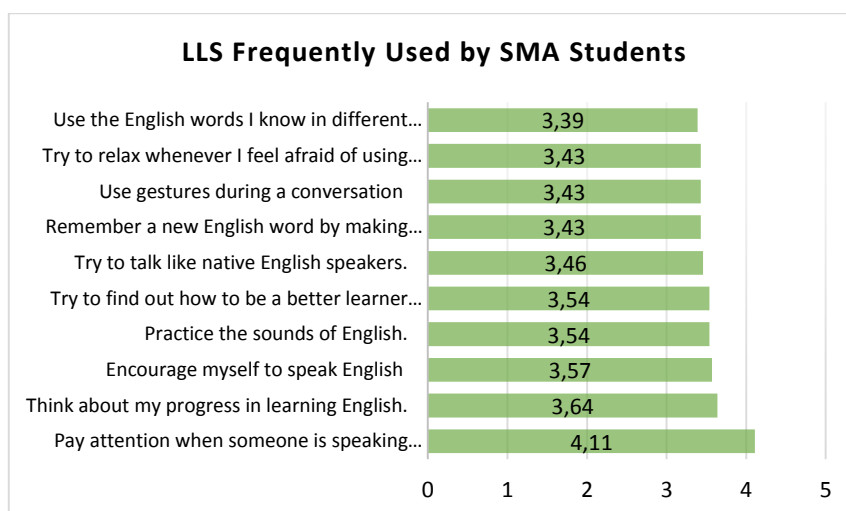

Figure 2

Chart of LLS Frequently used by SMA students

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Among the strategy sets in each LLS category used in the Strategy Inventory Language Learning (SILL) questionnaire "Paying attention when someone is speaking English" is mostly used by the students as the score is 4.11. This strategy belongs to metacognitive. The second strategy is "Thinking about my progress in learning English" as the score used is 3.64. This strategy is also metacognitive. The third strategy is "Encouraging myself to speak English" as the score used is 3.57. It is also effective strategy. Meanwhile, the least frequent strategy used by the students is "I write down my feelings in a language learning diary" as the score is 1.82. This strategy belongs to effective.

The English achievement of SMA students

The data of English achievement was obtained by using documentation, i.e copying the final score of English subject from the English teacher from each school. The score was categorized based on the achievement table below.

Table 2
English achievement of SMA students

Range Score	Category	Predicate	Number of Students	Percentage (%)
86-100	Very Good	A	30	25.6
71-85	Good	B	87	74.4
56-70	Sufficient	C	0	0
≤ 55	Low	D	0	0
	Total		117	

Table 2 shows the result of the SMA students' English achievement. It shows the students achieved "Good "and "Very Good"categories. There were no students in "Low" or "Sufficient" categories.

To figure out the achievement, a chart is provided below. The vertical line shows the number of students. While the horizontal line shows a range score for each category.
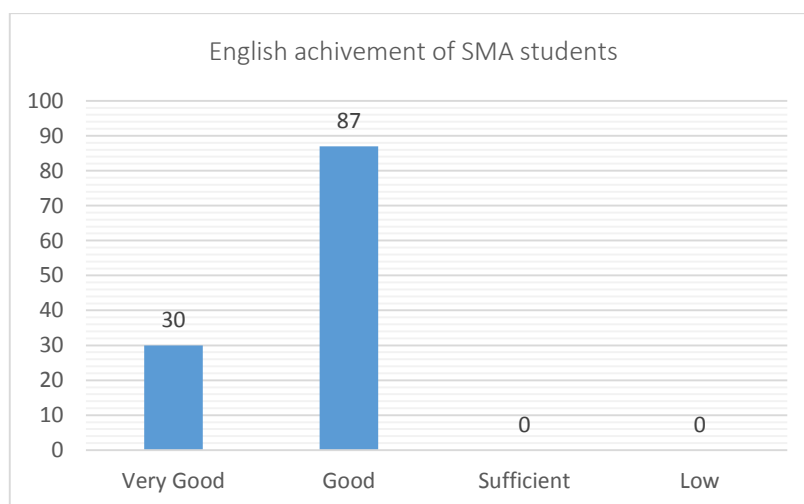

Figure 3
English achievement of SMA students

Figure 3 shows the English achievement of SMA students in bars. There are only two bars in the "Very Good" and "Good" level. It shows that the students had achieved English well.

The influence of LLS on English Achievement of SMA students

To examine the influence of dependent on independent variable, the two sets of data are presented below.

Table 3

Descriptive statistic of LLS and achievement

		LLS	"Achievement"
N	Valid	117	117
	Missing	0	0
Mean		2,8799	82,97
Median		2,9200	83,00
Mode		2,92	84[a]
Std. Deviation		,59012	3,689
Variance		,348	13,611
Range		3,00	18
Minimum		1,29	76
Maximum		4,29	94
Sum		336,95	9708

a. Multiple modes exist. The smallest value is shown

Table 3 shows the descriptive statistic of students' LLS use and English achievement. The mean of LLS use is 2.87 with a minimum score of 1.29 and a maximum score of 4.29. Meanwhile, the mean of English achievement 82.97, with the minimum score 76 and maximum score 94.

To analyze the influence of LLS use on students' English achievement, correlation and regression tests were used. The assumption of correlation, the two variables must be linear. Before testing the hypothesis the linearity of the two variables must be tested. The result is shown below.

Table 4
ANOVA table of linearity

			Sum of Squares	df	Mean Square	F	Sig.
"Achievement" * LLS	Between Groups	(Combined)	1294,123	89	14,541	1,379	,173
		Linearity	497,898	1	497,898	47,202	,000
		Deviation from Linearity	796,225	88	9,048	,858	,710
	Within Groups		284,800	27	10,548		
	Total		1578,923	116			

Based on the ANOVA output, value sig. *Deviation from linearity* is 0.710. it is higher than 0.05 (0.710. > 0.05). It can be concluded that the two variables: LLS use and English achievement are linear as the two variables met the assumption. It was continued for testing the Pearson correlation. The table below shows the guide to interpret the coefficient correlation (Sugiyono, 2009, p.184).

Table 5
Coefficient Correlation Level

Coefficient Interval	Correlation Level
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

Table 6
Correlation of LLS on English achievement of SMA students

		LLS	"Achievement"
LLS	Pearson Correlation	1	,562**
	Sig. (2-tailed)		,000
	N	117	117
"Achievement"	Pearson Correlation	,562**	1
	Sig. (2-tailed)	,000	
	N	117	117

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.10 shows that R-value of = 0.562 with sig. 0.000 (2-tailed). The correlation is medium as it is in the interval between 0.40 – 0.599. Sig. (1-tailed) = 0.000 < 0.05, Ho is rejected so it can be concluded that there is a positive correlation between LLS use and English achievement.

To examine the influence of the dependent variable (LLS use) on Independent variable (English achievement), regression test was applied. The result can be seen below.

Table 7
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,562[a]	,315	,309	3,066

a. Predictors: (Constant), LLS

Based on the regression test R Square = 0.315. It means the contribution of LLS use to English achievement 31.5%, the rest (68.5%) from other variables or other factors. The result shows the contribution of LLS use to English achievement is great enough. To examine whether the influence was significant or not is shown in the ANOVA table.

Table 8
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	497,898	1	497,898	52,967	,000[b]
	Residual	1081,025	115	9,400		
	Total	1578,923	116			

a. Dependent Variable: "Achievement"
b. Predictors: (Constant), LLS

The ANOVA table shows coefficient determination. The result found that F value of = 52.97 with a sig. = 0.000. It is lower than 0.05 (0.00 < 0.05). It means that LLS has a significant influence on English achievement.

Table 9
Coefficients

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	72,864	1,418		51,389	,000
	LLS	3,511	,482	,562	7,278	,000

a. Dependent Variable: "Achievement"

The coefficient table shows t value = 7.278 with a sig. = 0.000. It is lower than 0.05 (< 0.05). It shows that LLS use has the positive influence on English achievement. It means the higher LLS use, the higher students' English achievement.

Discussion

The first question in this study sought to analyze the Language Learning Strategies (LLS) used by Senior High School (SMA) students. Among the six strategies, metacognitive is the most frequently used by the students. After metacognitive, it is followed by compensation, cognitive, memory, social and effective strategy. The finding of this study supports Chand's (2014), Gerami and Baighlow's and Nikoopour, Farsani, & Neishabouri's (2011) finding that metacognitive strategy is mostly used by the participants. However, the sequence strategy after metacognitive is different. In Chand, it is followed by cognitive, social, compensation, memory and effective. The mean of LLS use is 2,87. It belongs to moderate strategy users as it is less than 3.00 (mid-high). This finding supports Nikoopour, Farsani, & Neishabouri's (2011) finding, however, it different from Alhaisoni's (2012) finding as the Saudi EFL learners was low-medium users.

The second question in this study sought to analyze the correlation between Language Learning Strategies use on the students' English achievement. Based on the finding of the correlation of LLS use and English achievement of SMA students that there is a medium positive significant correlation between LLS use toward English achievement as r-value 0.562 with the sig. 0.000. This finding is a bit similar to Chand's (2014) as there was a weak positive correlation between strategy use and academic language proficiency. The influence of LLS use on English achievement is 31.5%. The influence is quite great. Compare to

Habók & Magyar's (2018) finding had a slight impact on school achievement as well as on foreign language marks.

Conclusion

Based on the finding and discussion, the following conclusions can be drawn from the present study. The Language Learning Strategies (LLS) is used by Senior High School (SMA) students can be ranked from the most frequent to the least frequent, namely metacognitive, compensation, cognitive, memory, social and effective strategy.

Among 50 strategy sets in each category in the Strategy Inventory Language Learning (SILL) questionnaire, a metacognitive strategy "Paying attention when someone is speaking English" is mostly used by the students. Whereas, the least frequent strategy used by the students is an effective strategy "I write down my feelings in a language learning diary". The average score of LLS use is only 2.83. It is less than 3.00 from the range $1 - 5$. It means the students used the Language Learning Strategies "*Less haft of their time*" or in moderate use.

There is a medium positive significant correlation between LLS use toward English achievement as r-value 0.562 with a sig. 0.000. The influence of LLS use on English achievement is 31.5%.

Implication

The most frequent strategies used by SMA students are metacognitive strategies. As metacognitive strategies related to planning, executing and evaluating the language learning. It implicates that these activities must be emphasized in language learning. The SMA students belong to moderate LLS users. It is implied that the English teacher needs to increase the LLS use of the students. Students need to plan activities, executing the plans in the learning process and evaluate the progress whether the learning is successful or not.

The finding shows that there is a positive and significant influence of LLS use on English achievement. And the influence of LLS use on English achievement is 31.5%. This finding has important implications for developing a teaching model which teach the students to use learning strategies. In order to improve the students learning achievement of English subject not only in knowledge but skills as well.

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