

**LANGUAGE LEARNING STRATEGIES OF ESL LEARNERS  
AT MURRAY STATE UNIVERSITY IN IMPROVING  
THEIR ENGLISH LANGUAGE SKILLS**

**Rusnadi, M.Pd.I., MA**

*A Lecturer of English Education Department at Faculty of Tarbiyah and Teachers  
Training, IAIN Antasari Banjarmasin*

**ABSTRACT**

This mini research is intended to know the language learning strategies used by ESL students to improve their English language skills, and whether or not there is a different between male and female in the use of the strategies. The data were collected from 25 participants by using survey technique. The collected data were analyzed by using multiple regression analysis which includes Coefficients of Discrimination ( $r$  squared), Intercept Coefficients (the constant), and Variable Coefficients (slope), and then concluded inductively. The result of this study shows that strategies of language learning have significant influence to the improvement of students' language Skills, specifically for listening, speaking and reading. It is also conclude that there is no significant influence of strategy of learning to the improvement of vocabulary and writing skills. There is no significant difference of using strategy in relation with different genders (male & female). However, there is a slight difference between male and female in the use of reading strategies.

**Key words: Language learning strategies, ESL Learners, language skills**

Language learning strategies have been long becomes the subject of research. However, the majority of studies and overviews have been based on classroom contexts, and less attention has been paid to strategies used by the students in improving their language skills. The students' effort, autonomy, and independency in improving their English should be taken into account in ESL or EFL learning, because learning a language is a gradual process. In English language learning and teaching, strategy of learning is seen as one of the most important factors which will lead students to be successful language learners. It is expected that the learners will find the quickest and easiest ways to learn the target language. Therefore, implementing some strategies of learning may possibly give chances as well as opportunities for the learners to succeed in achieving their goals in learning and using the target language.

Murray State University through its Institute for International Studies (IIS) has been long time provides English as a Second Language (ESL) for international students. Many international students from different countries in the world come to this institute for learning ESL before they are actually enrolled into their program at the university. The English learning and teaching process in this institute is believed will be able to help students to succeed in studying in the university. The students need to improve their English in order to

be successful learners and to compete with other students at the university level. Therefore, it is important to know and investigate the strategies of ESL learners in improving their English language skills, specifically those who are studying at the IIS of Murray State University, Murray, Kentucky. Specifically, this research is aimed to find out some strategies used by those learners to improve their vocabulary, listening, speaking, reading, writing, and grammar or structure. Besides, whether or not gender difference, country of origin, and age influence the use of the learning strategies the students use to improve their language skills.

## **LANGUAGE LEARNING STRATEGIES**

Language learning strategies has become one of the objects of discussion in the field of second or foreign language acquisition. It is seen not only as an integral element in language proficiency, but also as a means of achieving learner's autonomy in language learning process. However, there is no agreement among linguists concerning the definition of this term yet.

Strategy here means specific techniques used to learn something new better, as Oxford stated that "learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990). The students must have some effective and strategies in order to succeed in learning English as a second or foreign language. They also need to apply those strategies consistently in order to improve their English language skills.

Many researchers have defined the term of language learning strategies. Cynthia White stated that "language learning strategies are commonly defined as the operations or processes which are consciously selected and employed by the learner to learn the TL or facilitate a language task" (Hurd & Lewis, 2008, p. 8). Additionally, in relation with second language learning, Oxford acknowledged that L2 learning strategies are the goal-oriented actions or steps (e.g. plan, evaluate, analyze) that learners take, with some degree of consciousness, to enhance their L2 learning (Hurd & Lewis, 2008, p. 41).

The definitions above clearly explained that language learners should actually do some conscious and serious efforts or activities through gradual processes in order to learn the target language or a new language. It is obvious that there is a combination between intention and action while applying a strategy of learning. In this case, learners should aware of their needs, preferences, goals, and problems while learning a language. Many researchers have done some studied concerning to the topic of language learning strategies and its relation with students' achievement in their language learning process. Some of them revealed that students at all levels reported the use of an extensive variety of learning strategies. Geramia & Baighloub in their study indicated that successful EFL students used a wider range of learning strategies and different from those often preferred by their unsuccessful peers. The former often used metacognitive strategies while the latter tended to use surface level cognitive strategies. The results of this study can be beneficial for Iranian language teachers in terms of raising their awareness on narrowing the gap between the students' language learning strategies and their teaching methodologies preferences (Geramia & Baighloub, 2011).

Furthermore, Ehrman and Oxford (1995) indicated that successful students preferred to use cognitive strategies more frequently in their study. Green and Oxford (1995) discovered that high achieving students used all kinds of language learning strategies more frequently than low-achieving students. Qingquan, Chatupote & Teo found that successful students used a wider range of learning strategies for EFL learning significantly more frequently than unsuccessful students. It was also found that the strategies often employed by the successful students are different from those often preferred by their unsuccessful peers. The former often used deep, L2-based, association, active participation, language use, positive attitude taking and learning-process monitoring strategies that are likely to make more contributions to successful L2 learning while the latter tended to use surface, L1- based, word-level, rote memory and gesture strategies (Qingquan, Chatupote, & Teo, 2008). Other researchers found out that significant positive correlation was found between language learning strategy use and self-efficacy beliefs. Students' language learning strategy use is found to be positively correlated with their self-efficacy level in language learning. Students who reported to use more language learning strategies have higher self-efficacy, in other words, were more confident in their language learning abilities. Therefore, there would be a significant and positive correlation existed between language learning strategy use and perceived self-efficacy; highly self-efficacious learners would use more strategies than those with lower self-efficacy (Hsun Su & Duo, 2012).

Furthermore, Su & Duo suggested that there is significant positive correlation was found between language learning strategy use and self-efficacy beliefs. Students' language learning strategy use is found to be positively correlated with their self-efficacy level in language learning. Students who reported to use more language learning strategies have higher self-efficacy, in other words, were more confident in their language learning abilities. Therefore, there would be a significant and positive correlation existed between language learning strategy use and perceived self-efficacy; highly self-efficacious learners would use more strategies than those with lower self-efficacy (Hsun Su & Duo, 2012). In addition to that, Hashemi in his study to Iranian EFL students about cognitive and social strategies concluded that cognitive and social strategies were the popular strategies used by Iranian learners and that such strategies could be related to gender, cultural and educational background differences. It is clear that language learning strategies could facilitate the learning of the target language by the language learner. Language learners in general use language learning strategies in the learning process. Since the factors like age, gender, personality, motivation, self-concept, life-experience, learning style, etc. affect the way in which language learners learn the target language, it is not reasonable to assume that all language learners use the same good language learning strategies or should be trained in using and developing the same strategies to become successful learners (Hashemi, 2011).

Relating to gender issue, it is seen that gender is an issue with important theoretical and pedagogical implications in second language learning, it has received some attention in language learning strategy research (e.g., Oxford, 1993; Oxford, Young, Ito & Sumrall, 1993; Oxford, 1995; Young & Oxford 1997). These studies have found that gender can have a significant impact on how students learn a language. An emerging theory for this gender difference proposes that although sometimes males surpassed females in the use of a particular strategy, females employ more learning strategies or employ strategies more

effectively (Erhman and Oxford, 1989; Nyikos, 1990; Oxford, 1994; Sheorey, 1999). Ehrman and Oxford (1990) stated that women at the Foreign Service Institute definitely reported more use of strategies. Also Green and Oxford (1995) reported concluded that females used strategies significantly more often than males. Yabukoshi and Takeuchi found out that females reported more use of strategies than males, and interestingly enough, that no positive relationship was found between English proficiency and strategy use (Yabukoshi & Takeuchi, 2009).

It is also believed that age and level of proficiency have significant influence to the use of strategies in language learning. Some studies regarding to this issues found out that students in lower grade showed clearer preferences for particular types of strategies than older students, and the relationship between learning strategies and EFL grades was stronger in younger students (Tragant & Victori, 2012). Regarding to the perception of teachers and students to the use of language learning strategies, it was found out that teachers perceive that course level and learning strategies are significantly correlated and it is highly important (Griffiths, 2007). Furthermore, students view that language learning strategies is very useful and students tended to believe in the usefulness of all four groups of strategies but seemed more often to use use-focused ones. Correlations were found between perceptions of the usefulness and perceived use of the strategies (Zhang & Goh, 2006).

## RESEARCH QUESTIONS

To that purpose, this research questions is focused on the following:

1. What strategies do ESL learners use to improve their English language skills?
2. Is there any different between male and female in using the learning strategies?

## METHOD OF RESEARCH

### Participants

This study is conducted at the Institute for International Studies (IIS) of Murray State University, Murray, Kentucky. The participants of this study are 25 ESL students who are studying ESL at the institute and which are taken randomly from different gender, age and nationality (table 1). Almost all of them have been studying English between 5 – less than 10 years (84%), while the rest have been studying English between 2 – less than 5 years (16%).

Table 1  
Demographic Description of Participants

	n	%
Gender:		
Male	13	52%
Female	12	48%
Age:		
20 or under	6	24%
21 – 25	11	44%
26 – 30	6	24%
30 or older	2	8%
Nationality:		

Saudi Arabia	8	32%
China	6	24%
Korea	4	16%
Central America	2	8%
Indonesia	2	8%
Japan	1	4%
Thailand	1	4%
Vietnam	1	4%

### **Instrument**

The data of this research are collected through survey questionnaire which consist of 20 statements each describing the use of one strategy, and which grouped into 5 categories of strategy: vocabulary, listening, speaking, reading, and writing. Each participant had to indicate their attitude toward 20 key statements of language learning strategies by rating them using a 4 Likert scale; very often, often, rarely, and never.

### **Data Presentation and Analysis**

The collected data from the survey are categorized based on scale very often, often, rarely, and never. In order to be able to analyze the data this scale is then scored based on assumption that very often = 100, often = 75, rarely = 50, and never = 0. Based on that score the collected data will be presented and the analyzed. The data are analyzed using *multiple regression analysis* which includes *Coefficients of Discrimination* (r squared), *Intercept Coefficients* (the constant), and *Variable Coefficients* (slope).

## **DISCUSSION AND ANALYSIS**

### **Strategies of ESL learners to improve their English language skills**

#### ***Listening Strategies***

Based on the result of the survey for the Listening Strategies, it is found out that there are four strategies that ESL students use to improve their listening skills. They are attending out-of-class events where English is spoken (strategy 1); listening to song, talk shows, news, and watching movies (strategy 2); listening to people in a restaurant or a store (strategy 3); and listening to people who are having conversation in English (strategy 4). The following table shows the result of the data regarding to the Listening Strategies.

Table 2. Listening Strategies

<b>Respondent</b>	<b>Y</b>	<b>strategy 1</b>	<b>strategy 2</b>	<b>strategy 3</b>	<b>Strategy 4</b>
1	75	75	50	100	75
2	62.5	50	75	75	50
3	81.25	75	100	100	50
4	87.5	100	75	100	75
5	75	75	50	75	100
6	87.5	75	75	100	100

7	31.25	0	75	50	0
8	75	50	100	75	75
9	75	100	100	0	100
10	68.75	50	100	50	75
11	50	75	75	0	50
12	81.25	100	75	50	100
13	81.25	100	100	50	75
14	75	75	100	75	50
15	75	75	100	50	75
16	75	50	100	75	75
17	93.75	100	75	100	100
18	75	75	100	50	75
19	31.25	0	75	0	50
20	68.75	50	100	50	75
21	43.75	50	75	0	50
22	50	75	75	0	50
23	81.25	100	75	50	100
24	81.25	100	100	50	75
25	56.25	75	100	0	50

Based on Statistical analysis for the Listening Strategies, the Coefficient of discrimination ( $r^2$ ) that will explain how fits the subset of model multiple liner regression give a result equal to 1 ( $r^2 = 1$ ). It means that the equation of this data can explain completely the dependent variable.

The following are the intercept coefficients (the Constant) for the independent variables (the slope) of the Listening Strategies:

<i>Coefficients</i>	
Intercept	-7.10543E-15
Strategy 1	0.25
Strategy 2	0.25
Strategy 3	0.25
Strategy 4	0.25

$$\text{Model: } y = \alpha + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4$$

$$y = -7.10543E-15 + 0.25x_1 + 0.25x_2 + 0.25x_3 + 0.25x_4$$

Based on the regression model, it can be concluded that the subset of the interdependent variables (listening strategy 1 -4) have the same influence toward the improvement of listening skills (dependent variable), since the slope of each variable is just the same (0.25). Therefore, each interdependent variable coefficient contributes a 25% probability in improving the students' listening skills, and since the intercept coefficients of this data has a big minus (-7.10543E-15), so it can be said that students will not be able to improve their listening skills unless they employ one or more strategies above.

### *Vocabulary Strategies*

The result of the research shows that there are five vocabulary strategies which are used by the participants in order to improve their vocabulary skills. Those strategies are memorize every new words (strategy 1), list new words with other words that are related to them (strategy 2), group the words based on parts of speech (strategy 3), use flash card in a systematic ways to learn new words ((strategy 4), and use or practice new words and familiar words in different ways (strategy 5). The result of the collected data for the vocabulary learning strategy can be seen in the following table.

Table 3. Vocabulary Strategies

<b>Respondents</b>	<b>Y</b>	<b>strategy 1</b>	<b>strategy 2</b>	<b>strategy 3</b>	<b>strategy 4</b>	<b>Strategy 5</b>
1	90	75	100	75	100	100
2	40	50	50	50	0	50
3	60	75	50	0	75	100
4	90	100	75	75	100	100
5	75	75	100	50	75	75
6	80	75	75	75	100	75
7	50	50	75	75	0	50
8	70	75	75	50	50	100
9	65	75	75	50	50	75
10	75	75	100	50	75	75
11	90	100	75	75	100	100
12	65	75	75	50	50	75
13	90	75	100	75	100	100
14	55	75	75	0	50	75
15	80	100	75	75	75	75
16	65	75	50	50	75	75
17	80	75	50	100	75	100
18	80	75	100	75	75	75
19	75	75	50	75	75	100
20	80	100	75	75	75	75
21	90	100	75	75	100	100
22	65	75	75	50	50	75
23	90	75	100	75	100	100
24	55	75	75	0	50	75
25	80	100	75	75	75	75

Based on Statistical analysis for the Vocabulary Strategies, the Coefficient of discrimination ( $r^2$ ) that will explain how fits the subset of model multiple liner regression give a result equal to 1 ( $r^2 = 1$ ). It means that the equation of this data can explain completely the dependent variable.

The following are the intercept coefficients (the Constant) for the independent variables (the slope) of the vocabulary strategies:

	<i>Coefficients</i>
Intercept	3.55271E-15
Strategy 1	0.2
Strategy 2	0.2
Strategy 3	0.2
Strategy 4	0.2
Strategy 5	0.2

$$\text{Model: } y = \alpha + \beta x_1 + \beta x_2 + \beta x_2 + \beta x_4 + \beta x_5$$

$$y = 3.55271\text{-E}15 + 0.20x_1 + 0.20x_2 + 0.20x_3 + 0.20x_4 + 0.20x_5$$

Based on the regression model, it can be concluded that the subset of the interdependent variables of vocabulary strategies have the same influence toward the improvement of vocabulary skills (dependent variable), since the slope of each variable is just the same (0.20). Therefore, each interdependent variable coefficient contributes a 20% probability in improving the students' vocabulary skills, and since the intercept coefficients of this data is positive (3.55271E-15), so it can be said that students will be able to improve their vocabulary skills without employing one or more strategies above. However, if the students apply one or more of those five strategies, they will surely improve their vocabulary with 20% probability for each strategy.

### *Speaking Strategies*

The result of the research shows that there are four speaking strategies which are used by the participants in order to improve their speaking skills. Those strategies are practice saying new expressions/sentences (strategy 1), initiate conversation in English as much as possible (strategy 2), seek out opportunity to speak with native speakers (strategy 3), and ask questions as a way to be involved in the conversation (strategy 4). The table below will show you the result of the collected data for the speaking strategies.

Table 4. Speaking Strategies

<b>Respondent s</b>	<b>Y</b>	<b>strategy 1</b>	<b>strategy 2</b>	<b>strategy 3</b>	<b>strategy 4</b>
1	75	75	50	100	75
2	56.25	75	50	50	50
3	68.75	75	50	100	50
4	87.5	75	100	75	100
5	75	75	75	75	75
6	81.25	100	75	75	75
7	43.75	50	75	0	50
8	50	75	50	0	75

9	87.5	100	100	75	75
10	87.5	75	100	75	100
11	81.25	100	75	75	75
12	87.5	75	100	75	100
13	62.5	75	50	50	75
14	93.75	100	100	75	100
15	68.75	75	50	75	75
16	56.25	50	50	75	50
17	81.25	100	75	75	75
18	62.5	75	75	50	50
19	68.75	75	50	75	75
20	87.5	75	100	75	100
21	81.25	100	75	75	75
22	87.5	75	100	75	100
23	62.5	75	50	50	75
24	93.75	100	100	75	100
25	68.75	75	50	75	75

Based on Statistical analysis for the speaking strategies, the Coefficient of discrimination ( $r^2$ ) that will explain how fits the subset of model multiple liner regression give a result equal to 1 ( $r^2 = 1$ ). It means that the equation of this data will be able to explain completely the dependent variable.

The following are the intercept coefficients (the Constant) for the independent variables (the slope) of the speaking strategies:

<i>Coefficients</i>	
Intercept	-7.10543E-15
Strategy 1	0.25
Strategy 2	0.25
Strategy 3	0.25
Strategy 4	0.25

$$\text{Model: } y = \alpha + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4$$

$$y = -7.10543E-15 + 0.25x_1 + 0.25x_2 + 0.25x_3 + 0.25x_4$$

Based on the regression model, it can be concluded that the subset of the interdependent variables of speaking strategies have the same influence toward the improvement of student' speaking skills (dependent variable), since the slope of each variable is just the same (0.25). Therefore, each interdependent variable coefficient contributes about 25% in improving the students' speaking skills, and since the intercept coefficients of this data is a big minus/negative (-7.10543E-15), so it can be said that students will not be able to improve their speaking skills without employing one or more strategies above.

### *Reading Strategies*

Based on the result of the research, it is known that there are four reading strategies which are employed by the ESL students to improve their reading skills. Those strategies are reading as much as possible in English (strategy 1), finding magazines or novel to read for pleasure (strategy 2), finding materials that are at or near students' level (strategy 3), and read a story or dialog several times until understand it (strategy 4). The presentation of the data for the reading strategies can be seen in the following table.

Table 5. Reading Strategies

<b>Respondents</b>	<b>Y</b>	<b>strategy 1</b>	<b>strategy 2</b>	<b>strategy 3</b>	<b>strategy 4</b>
1	75	75	50	100	75
2	56.25	75	50	50	50
3	68.75	75	50	100	50
4	87.5	75	100	75	100
5	75	75	75	75	75
6	81.25	100	75	75	75
7	43.75	50	75	0	50
8	50	75	50	0	75
9	87.5	100	100	75	75
10	87.5	75	100	75	100
11	81.25	100	75	75	75
12	87.5	75	100	75	100
13	62.5	75	50	50	75
14	93.75	100	100	75	100
15	68.75	75	50	75	75
16	56.25	50	50	75	50
17	81.25	100	75	75	75
18	62.5	75	75	50	50
19	68.75	75	50	75	75
20	87.5	75	100	75	100
21	81.25	100	75	75	75
22	87.5	75	100	75	100
23	62.5	75	50	50	75
24	93.75	100	100	75	100
25	68.75	75	50	75	75

Based on Statistical analysis for the reading strategies, the Coefficient of discrimination ( $r^2$ ) that will explain how fits the subset of model multiple liner regression give a result equal to 1 ( $r^2 = 1$ ). It means that the equation of this data will be able to explain completely the dependent variable.

The following are the intercept coefficients (the Constant) for the independent variables (the slope) of the reading strategies:

	<i>Coefficients</i>
Intercept	-7.10543E-15
Strategy 1	0.25
Strategy 2	0.25
Strategy 3	0.25
Strategy 4	0.25

$$\text{Model: } y = \alpha + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4$$

$$y = -7.10543E-15 + 0.25x_1 + 0.25x_2 + 0.25x_3 + 0.25x_4$$

Based on the regression model, it can be concluded that the subset of the interdependent variables of reading strategies have the same influence toward the improvement of student' reading skills (dependent variable), since the slope of each variable is just the same (0.25). Therefore, each interdependent variable coefficient contributes about 25% in improving the students' reading skills, and since the intercept coefficients of this data is a big minus/negative (-7.10543E-15), so it can be said that students will not be able to improve their reading skills without employing one or more strategies above.

### ***Writing Strategies***

Based on the survey research it is known that there are 3 different strategies that students used to improve their writing skills. Those three strategies are: practice writing English by keeping journal or diary (strategy 1), try to writing different kinds of texts in English (e.g personal notes, messages, letters, and course papers) (strategy 4), and take class note in English as much as possible (strategy 5). The data about students' strategies to improve their writing skills are presented in the following table.

Table 6. Writing Strategies

<b>Respondents</b>	<b>Y</b>	<b>strategy 1</b>	<b>strategy 2</b>	<b>strategy 3</b>
1	83.3	100	75	75
2	75	50	100	75
3	58.3	50	50	75
4	83.3	75	75	100
5	66.67	50	75	75
6	83.3	75	100	75
7	58.3	50	50	75
8	58.3	0	75	100
9	83.3	75	75	100
10	75	50	100	75
11	58.3	50	50	75
12	83.3	75	75	100
13	58.3	0	75	100

14	83.3	75	75	100
15	75	50	75	100
16	66.67	50	75	75
17	83.3	75	75	100
18	66.67	50	75	75
19	66.67	50	75	75
20	83.3	75	75	100
21	75	50	75	100
22	66.67	50	75	75
23	83.3	75	75	100
24	66.67	50	75	75
25	83.3	75	75	100

Based on Statistical analysis for the writing strategies, the Coefficient of discrimination ( $r^2$ ) that will explain how fits the subset of model multiple liner regression give a result equal to 1 ( $r^2 = 1$ ). It means that the equation of this data will be able to explain completely the dependent variable.

The following are the intercept coefficients (the Constant) for the independent variables (the slope) of the writing strategies:

<i>Coefficients</i>	
Intercept	5.32907E-14
X Variable 1	0.333333333
X Variable 2	0.333333333
X Variable 3	0.333333333

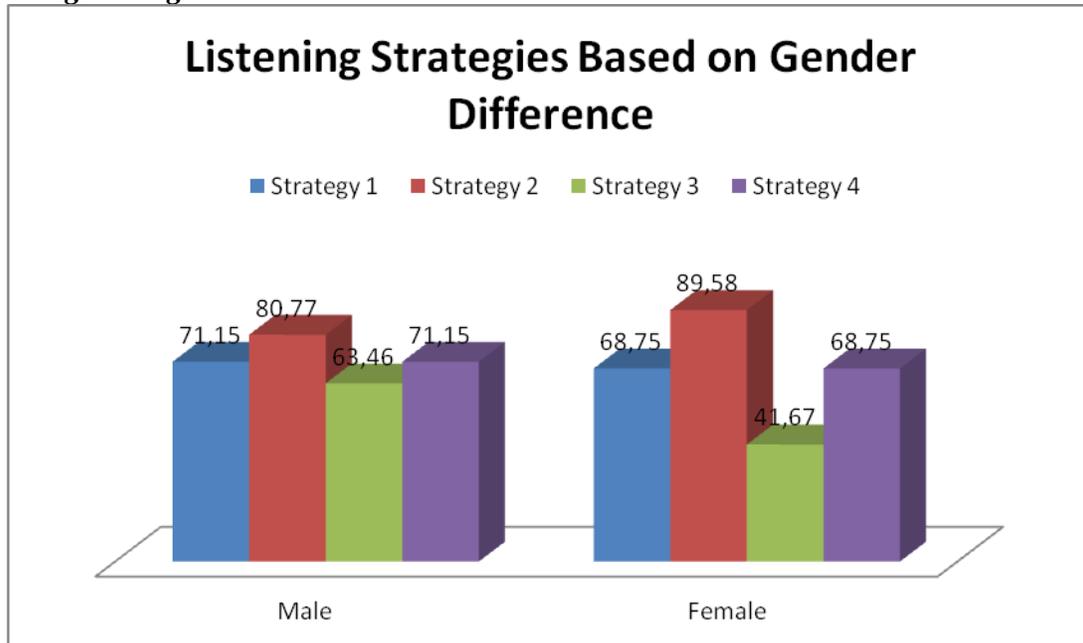
$$\text{Model: } y = \alpha + \beta x_1 + \beta x_2 + \beta x_3$$

$$y = -7.10543E-15 + 0.25x_1 + 0.25x_2 + 0.25x_3$$

Based on the regression model, it can be concluded that the subset of the interdependent variables of writing strategies have the same influence toward the improvement of reading skills (dependent variable), since the slope of each variable is just the same (0.20). Therefore, each interdependent variable coefficient contributes a 20% probability in improving the students' speaking skills, and since the intercept coefficients of this data is positive (3.55271E-15), so it can be said that students will be able to improve their speaking skills without employing one or more strategies above. However, if the students apply one or more of those five strategies, they will surely improve their vocabulary with 33% probability for each strategy.

## The difference between male and female in using strategies of learning to improve their English language skills

### *Listening Strategies*



**Notes:**

Strategy 1: Attending out-of-class events where English is spoken

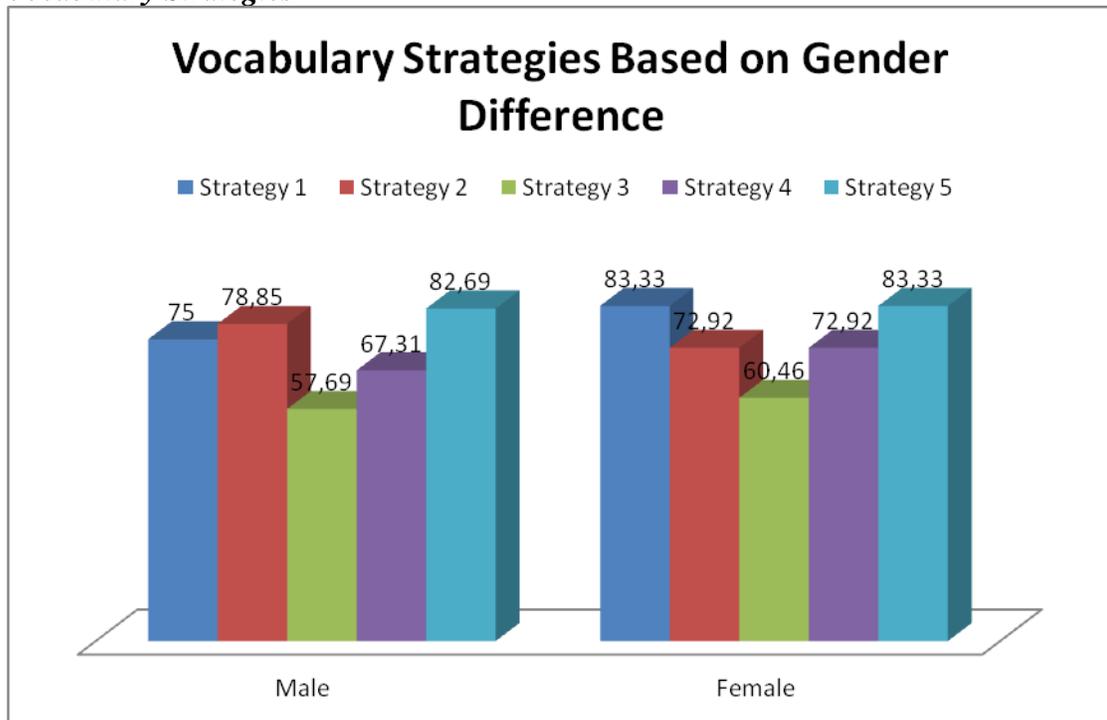
Strategy 2: Listening to song, talk shows, news, and watching movies

Strategy 3: Listening to people in a restaurant or a store

Strategy 4: Listening to people who are having conversation in English

The above bar chart shows that there is no significant difference in the use of strategies of learning between male and female in improving their listening skills. The most frequent strategy that is used by both genders was the strategy 2; listening to song, talk shows, news, and watching movies with 80.77% and 89.58% for male and female in turn. On the contrary, the least frequent strategy that is used by both female and male was the strategy 3; listen to people in a restaurant or a store, which 63.46% of males use it and only 41.67% of females use it to improve their listening skills.

a. *Vocabulary Strategies*



Notes:

Strategy 1: Memorize every new words

Strategy 2: List new words with other words that are related to them

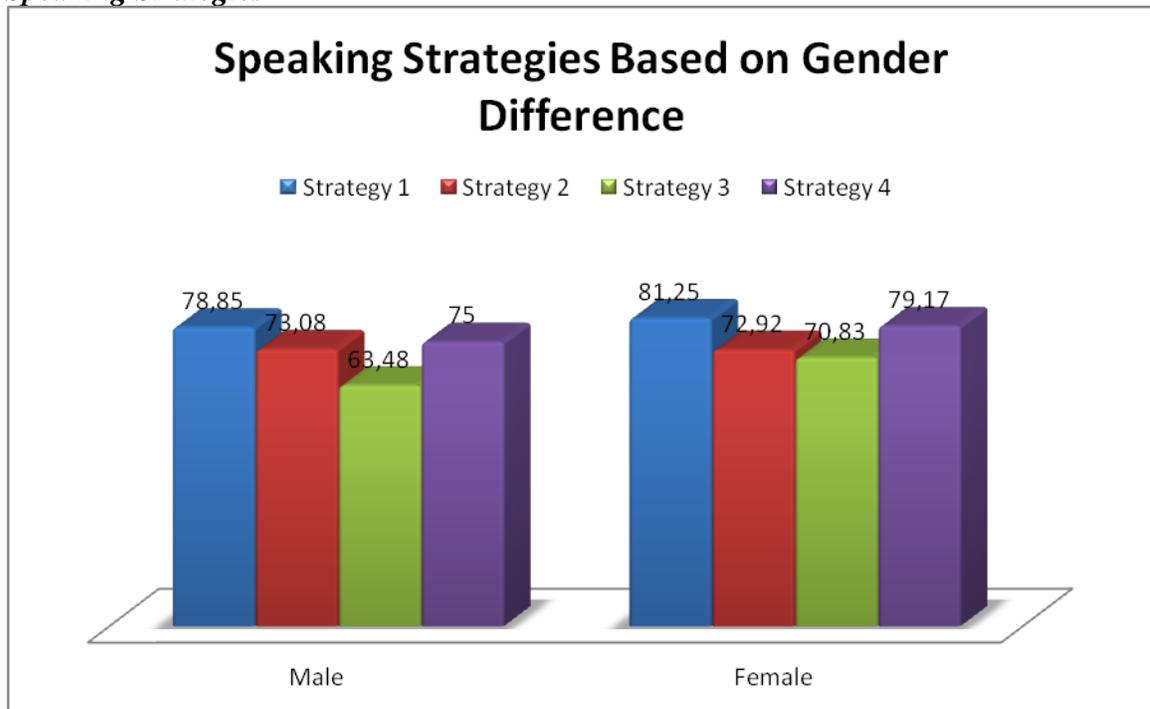
Strategy 3: Group the words based on parts of speech

Strategy 4: Use flash card in a systematic ways to learn new words

Strategy 5: Use or practice new words and familiar words in different ways

Just like the listening strategies, the chart shows that there is no significant difference between both genders; male and female in the use of strategies of learning to improve their vocabulary skills. Strategy 5 and strategy 2 were considered as the most frequent strategies are used by 82.68% and 78.85% of males in turn. For female, there are about 83.33% of them use strategy 1 and strategy 5 more frequently compared to the other strategies. In contrast, the least frequent strategy used by both female and male was the strategy 3 with only 57.69% of males use it and about 60.46% of females use it to improve their vocabulary skills.

*b. Speaking Strategies*



Notes:

Strategy 1: Practice saying new expressions/sentences

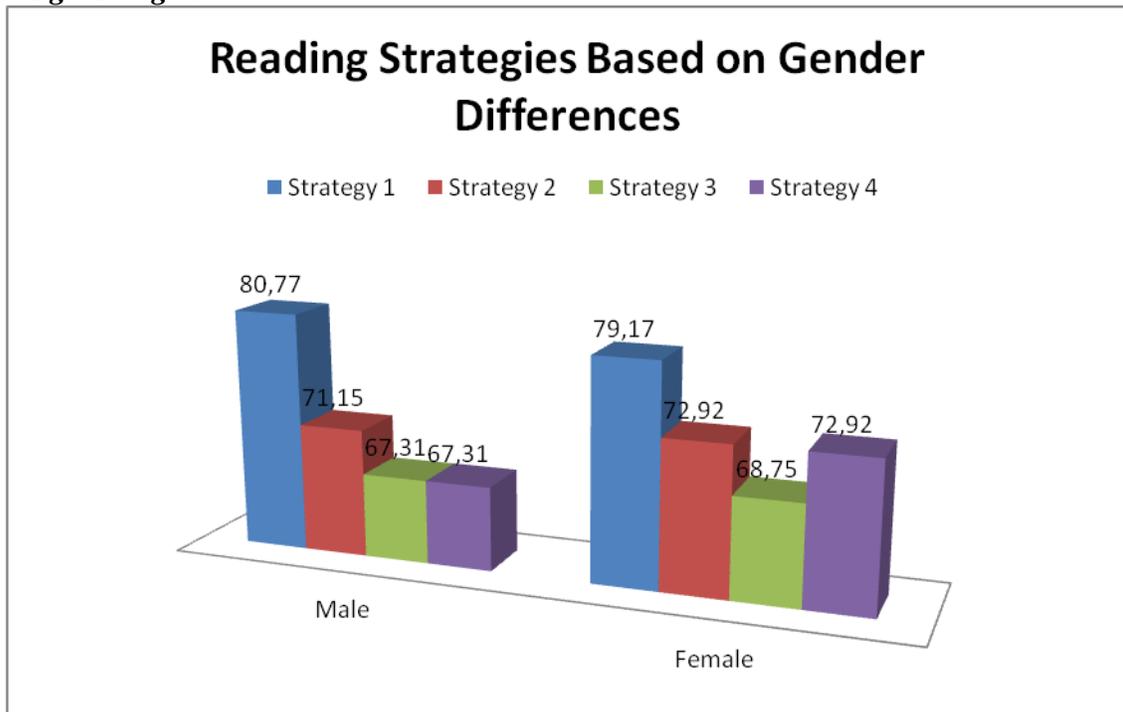
Strategy 2: Initiate conversation in English as much as possible

Strategy 3: Seek out opportunity to speak with native speakers

Strategy 4: Ask questions as a way to be involved in the conversation

It can be seen clearly from the chart that there is no significant difference between both genders; male and female in the use of strategies of learning to improve their speaking skills. Strategy 1 and strategy 4 were considered as the most frequent strategies are used by both genders. About 78.85% and 75% of males use strategy 1 and strategy 4 to improve their speaking skills, while for female there are about 81.25% and 79.17% of them use strategy 1 and strategy 4 in turn. Similarly, the two other strategies (strategy 2 and strategy 3) were also used by the same percentage of males and female, which is just about 70s% of them, and interestingly, only 63.48% of male use strategy 3 to improve their speaking skills.

### Reading Strategies



Notes:

Strategy 1: Reading as much as possible in English

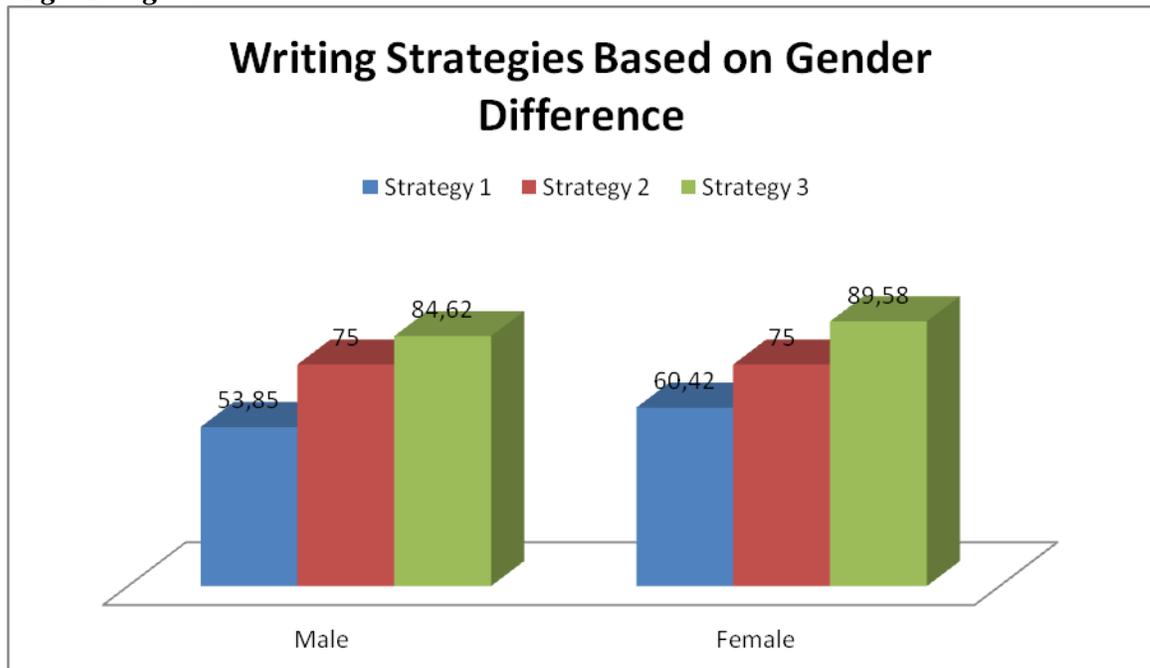
Strategy 2: Finding magazines or novel to read for pleasure

Strategy 3: Finding materials that are at or near students' level

Strategy 4: Read a story or dialog several times until understand it

The chart above shows that in reading strategies, there are slight difference learning strategies used by both genders; male and female in improving their reading skills. The most frequent strategy that is used by both genders was the strategy 1; reading as much as possible in English with 80.77% and 79.17% of male and female in turn. On the contrary, the least frequent strategy that is used by female was strategy 3 (only 68.75%), and while by male were strategy 3 and strategy 4 (only 67.31% of them). While strategy 2 was used by almost the same number of participant from both genders (71.15% of male and 72.19% of female).

### Writing Strategies



Notes:

Strategy 1: Practice writing English by keeping journal or diary

Strategy 2: Try to writing difference kinds of texts in English

Strategy 3: Take class note in English as much as possible

Just like listening, vocabulary, and reading strategies, the above chart shows that there is no significant difference in the use of the three strategies for writing between the two genders. Both male and female used strategy 3 more frequently than the two other strategies to improve their writing skills (84.62% of male and 89.58% of female). Strategy two was used by 75% of both female and female, while strategy 1 is considered as the least frequent strategy used by the two genders (only 53.85% of male and 60.42% of female).

### CONCLUSION

1. Strategies of language learning have significant influence to the improvement of students' language Skills, specifically for listening, speaking and reading. It is also conclude that there is no significant influence of strategy of learning to the improvement of vocabulary and writing skills.
2. There is no significant difference of using strategy in relation with different genders (male & female). However, there is a slight difference between male and female in the use of reading strategies.

### LIMITATION OF THE STUDY AND RECOMMENDATION

1. This study cannot be generalized, since the study only used survey technique in collecting the data, which there a possibility of bias from the participant responses. Therefore, there should be more comprehensive methods of collecting the data like

interview and observation that will confirm the participants' response toward the survey questions.

2. The number of participants of this research was too small only 25 participants, so it would be hard to gain representative data. Therefore, it would be better if the next researcher who is interested in researching this topic to add the number of participants.

## REFERENCES

- Baker, W. & Boonkit, K. (2004). Learning Strategies in Reading and Writing: EAP Contexts. *Regional Language Centre Journal*. 35 (3), 299 – 328. DOI: 10.1177/0033688205052143
- Gerami, M.H., & Baiglou, S.M.G. (2011). Language Learning Strategies Used by Successful and Unsuccessful Iranian EFL Students. *Procedia-Social and Behavioral Science*. 29, 1567-1576. doi:10.1016/j.sbspro.2011.11.399
- Griffiths, C. (2007). Language learning strategies: Students' and Teachers' Perceptions. *ELT Journal*, 61, 91-99.
- Hashemi, M. (2011). Strategies of Iranian EFL Learners. *International Journal of Academic Research*.
- Hsun Su, M., & Duo, P. (2012). EFL Learners' Language Learning Strategy use and Perceived Self-Efficacy. *European Journal of Social Sciences*, 335-345.
- Hurd, S., & Lewis, T. (2008). Language Learning Strategies in Independent Settings. In S. Hurd, & T. Lewis, *Language Learning Strategies in Independent Settings* (p. 8). Toronto, Canada: Multilingual Matter.
- Main, R. D. (2012, November 13). *The Huffington Post.com*. Retrieved from The Huffington Post.com: [http://www.huffingtonpost.com/2012/11/06/hurricane-damage-climate-change\\_n\\_2081960.html](http://www.huffingtonpost.com/2012/11/06/hurricane-damage-climate-change_n_2081960.html)
- Oxford, R. L. (1990). Language learning strategies: What every teacher should know. In R. L. Oxford, *Language learning strategies: What every teacher should know* (p. 8). Boston, MA: Heinle & Heinle Publishers.
- Oxford, R. L. & Burry-Stock, J.A. (1995). Assessing the Use of Language Learning Strategies Worldwide with the ESL/EFL Version of the Strategy Inventory for Language Learning (SILL). *System*. 23 (1), 1 – 23. 0346-251X(94)00047-6
- Oxford, R.L. & Ehrman, M.E. (1995). Adults' Language Learning Strategies in an Intensive Foreign Language Program in the United States. *System*. 23 (3), 359 -386. 0346-251X(95)00023-2
- Qingquan, N., Chatupote, M., & Teo, A. (2008). A Deep Look into Learning Strategy Use by Successful and Unsuccessful Students in the Chinese EFL Learning Context. *RELC Journal*, 29(3), 338-358. doi:10.1177/0033688208096845
- Riley, J., & Jolis, A. (2012, November 13). *AOL On NEWS.com*. Retrieved from AOL On NEWS.com: <http://on.aol.com/video/opinion--dont-blame-climate-change-for-frankenstorm-517523373>
- Su, MH., & Dou, PC. (2012). EFL Learners' Language Learning Strategy Use and Perceived Self-Efficacy. *European Journal of Social Science*, 27 (3), 335 -345. ISSN 1450-2267
- Tragant, E., & Victori, M. (2012). Language Learning Strategies, Course Grade, and Age in EFL Secondary School Learners. *Language Awareness*, 21(3), 293-308.

- Wong L.L.C., & Nunan, D. (2011). The Learning Styles and Strategies of Effective Language Learners. *System*, 39, 144 – 163. doi:10.1016/j.system.2011.05.004
- Yabukoshi, T., & Takeuchi, O. (2009). Language Learning Strategies Used by Lower Secondary School Learners in Japanese EFL Context. *International Journal of Applied Linguistics*, 136.
- Zhang, D., & Goh, C. C. (2006). Strategy Knowledge and Perceived Strategy Use: Singaporean Students' Awareness of Listening and Speaking Strategies. *Language Awareness*, 15(3), 199-210. doi:10.2167/la342.0

