

**THE RELATIONSHIPS BETWEEN STUDENTS' USE OF STRATEGIES AND
THEIR PERFORMANCE ON SPEAKING TASK IN PPNS**

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ABSTRACT

This research was intended to meet the objective of the study: to examine the relationships between students' use of strategies and their performance on speaking task. The research used a correlational quantitative design. There were two groups of students. Each group consists of 29 students. Both of the groups were chosen randomly. There were two types of research instruments that were used to collect the data from the experimental and control group; 1) speaking test, and 2) questionnaires. Those data then were analyzed to answer the research questions.

This study used the statistical analysis (SPSS program) to analyze the data from pre-post speaking tests, the data from students' learning strategies and their communicative competence, and the data from pre-post learning strategies questionnaires (SILL). The result of the statistical analysis shows that the hypotheses related to the research problems are accepted.

This study revealed several important findings. Firstly, the student's uses of language learning strategies are proven correlated with their communicative competence. The more the students use the language learning strategies, the higher the students' communicative competence.

Based on the result of this study, there were some suggestions made by the writer which are addressed to English teacher, students and future researchers. It is hoped that English teachers could not only how to teach the language, but also how to develop students' learning strategies. Thus, learners are demanded to learn and use more learning strategies. The students may try or use any learning strategies which enable them to be better in speaking English. For the researchers, it is suggested to take the findings as well as the limitation of the present study for different level of students.

Key Words: SILL, Strategies, Communicative Competence

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui hubungan antara penggunaan strategi belajar dengan tingkat penguasaan kompetensi berbicara mahasiswa di PPNS ITS. Penelitian ini menggunakan desain penelitian eksperimental. Kelompok eksperimental terdiri dari 29 mahasiswa teknik yang diajar dengan mengaplikasikan Strategies-Based Instruction sedangkan kelompok control terdiri 29 mahasiswa yang diajar dengan menggunakan metode konvensional. Kedua kelompok tersebut dipilih secara acak. Penelitian ini menggunakan tiga macam instrument 1) tes speaking, dan 2) kuesionaire. Data yang didapat kemudian dianalisis untuk menjawab pertanyaan dalam penelitian ini.

Studi ini menghasilkan beberapa temuan penting. Penggunaan strategi pembelajaran oleh mahasiswa PPNS terbukti ada korelasi yang positif dengan kompetensi komunikatif mereka. Semakin sering mahasiswa menggunakan strategi pembelajaran mereka semakin tinggi kompetensi komunikatif yang mereka capai.

Berdasarkan hasil penelitian, beberapa saran ditujukan kepada guru bahasa Inggris, murid dan penelitian selanjutnya. Diharapkan guru bahasa Inggris tidak hanya mengetahui cara mengajar bahasa namun juga mengetahui bagaimana cara mengembangkan strategi belajar mahasiswa. Sedangkan siswa diharapkan untuk belajar dan menggunakan strategi pembelajaran yang dapat meningkatkan kompetensi komunikatif mereka. Untuk peneliti, disarankan untuk melakukan penelitian yang sejenis dengan level murid yang berbeda atau bidang yang berbeda.

Kata Kunci: SILL, Strategi belajar , kompetensi komunikatif

INTRODUCTION

PPNS-ITS is an institution whose mission is performing vocational education to produce competent and qualified engineering graduate. These graduates are expected to have knowledge and skill that can compete in global competition. Not only mastering their subject in engineering, but they should also have additional skills. In this case, they have to master foreign language especially English as the international language.

The needs of foreign language can't be negotiated again, since the students will face the global era in competing with not only the domestic competitor but also with foreign competitors. Therefore, PPNS-ITS should also focus their attention in developing students' language skill by improving students' learning.

Mostly in learning English, PPNS students are not aware that they have to use specific learning strategy match with their learning style to be successful in learning a language. They only learn English by doing any assignment given by the teachers. Therefore teachers should make the students aware their specific language learning strategies and urge them to use those strategies in optimizing their competence. Thus the writer believes that by developing students' use of their learning strategies can improve their communicative competence developing students' use of their learning strategies can improve their communicative competence.

Based on the background above, the researcher formulates the following questions:

1. What are the relationships between students' use of strategies and their performance on speaking task?

Learning Strategies

Learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal. Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths (Chamot, 2004).

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence (Oxford, 1990: 1). The research firstly tries to explore students' learning strategies in order to find out their learning strategies.

In addition to developing students' communicative competence, Language Learning Strategies (LLS) are important because research suggests that training students to use LLS can help them become better language learners.

In this part, the writer discusses about the classification of language learning strategies. The writer uses the classification of language learning strategies proposed by Oxford because she provides the most comprehensive taxonomy of learning strategies currently available.

Oxford (1990) divides these strategies into what has come to be known as direct strategies which learners apply directly to the language itself, and indirect strategies in which learners manage or control their own learning process.

Direct strategies, which “involve direct learning and use of the subject matter, in this case a new language” are subdivided into three groups: memory strategies, cognitive strategies and compensation strategies. Direct strategies require mental processing of the language. According to Oxford (1990), memory strategies such as creating mental linkages and employing actions, aid in entering information into long-term memory and retrieving information when needed for communication. The purpose of using the memory strategies is to store and retrieve new information.

Memory strategies help language learners to cope with their problems in remembering the large amounts of vocabulary. They enable learners to store verbal material and then retrieve it when needed for communication.

Cognitive strategies, on the other hand, help learners to understand and produce new language through a series of means such as summarizing and reasoning, among others. Cognitive strategies are used for forming and revising internal mental models and receiving and producing messages in the target language. These strategies are essential in learning a new language.

When learners feel they have certain limitations in getting their messages through or in understanding what other people are telling them, they make use of the compensation strategies to fill in the gaps in communication, like making intelligent guesses, asking for clarification, asking for repetition, and so forth.

Compensation strategies are used by learners when a language task is beyond their reach, to make up for their incompetence in the target language so as to continue the communication.

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge.

In contrast, indirect strategies "support and manage language learning without involving the target language" (Oxford, 1990, p. 135). They are subdivided into metacognitive, affective, and social strategies. Indirect language learning strategies contribute indirectly but powerfully to learning.

Meta-cognitive strategies help learners to regulate their learning through planning, arranging, focusing, and evaluating their own learning process. Metacognitive strategies allow learners take control of their own knowledge by using functions such as centering, arranging, planning and evaluating. Since learners get very confused with all of the rules, vocabulary, and writing systems when learning a new language, they get hold of the metacognitive strategies to reorganize their schemata or previous knowledge and overview and link new material with old material.

Thus, metacognitive strategies are actions which go beyond purely cognitive devices and which provide a way for learners to coordinate their own learning process.

The term affective refers to emotions, attitudes, motivations, and values. Krashen (1988) has highlighted the need to foster a low affective filter in language learning since it is one of the biggest influences on language learning success or

failure. Positive emotions and attitudes are accomplished through the affective strategies when learners are engaged in relaxation activities, when they are involved in music and laughter, when they take risks wisely and are self-rewarded, or when they take their own emotional temperature and realize when they are anxious by doing checklists, writing a language learning diary or by discussing their feelings. Affective strategies enable learners to control feelings such as confidence, motivations, and attitudes related to language learning.

Language is a form of social behavior; it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. Social strategies, such as asking questions and cooperation with others, facilitate interaction with others, often in a discourse situation.

METHODS

The design of the study is using quantitative research methods. This study involves collecting the data quantitatively, since the purpose of this study is aimed at identifying the relationship between students' use of strategies and their performance on speaking task. This research only recognizes trends and patterns in data, but it does not go so far in its analysis to prove causes for these observed patterns. The data, relationships, and distributions of variables are studied only. Variables are not manipulated; they are only identified and are studied as they occur in a natural setting. Therefore, this study will be best conducted in a correlational research because it attempts to determine the extent of a relationship

between two or more variables using statistical data. In this type of design, relationships between and among a number of facts are sought and interpreted.

Participants

The participants of this study are the students of non-English Department, *Politeknik Perkapalan Negeri Surabaya ITS*. There are five Departments/ Study programs in *PPNS ITS* namely Design & Construction, Shipbuilding, Marine Engineering, Marine Electrical Engineering, and Occupational Health & Safety Engineering, but the researcher takes two classes as the subject of the study, they are DC A and DC B of Design Construction Department.

The subjects of this study are 58 students, 29 students are from DC A class and the other 29 students are from DC B class. Both of these classes, are not taught by the researcher but by another teacher who has been trained how to teach learning strategies. The teacher has received practical training in techniques to raise awareness of individual differences and learning strategies preferences, introduce systematic strategy use in the classroom, integrate strategies-based activities into daily lesson plans, and facilitate discussions of strategy effectiveness. Thus, the teacher teaches both classes with different treatments.

Instrument

1. Speaking test

The most important instruments for the data-collection in this study are the speaking tests. They are used to measure the students' communicative

competence. The students' performances during these tests are recorded to get the data. These speaking tests are composed by the teacher in accordance with the lesson plan during the semester. The speaking test consists of five questions dealing with a common procedure, describing a picture, telling a story, discussing job interview and describing a graph. There are some pictures in this speaking test that can help the students to talk easily.

The rating scale (band) used for measuring the students' speaking skill takes TSE rating scale (1995). The writer uses this type of rating scale because TSE can cover all communicative competence: grammatical, sociolinguistic, strategic and discourse competence. With regard to the rating scale criteria of the TSE test, they in fact include four categories: ability to perform the language function clearly and effectively (functional competence), appropriateness of the response to the designated audience or situation (sociolinguistic competence), coherence of the response and use of cohesive devices (discourse competence), and accuracy in the use of linguistic features (linguistic competence).

However, since the score is given holistically based on the examinee's overall communicative oral language performance, no single area of competence, such as linguistic competence, is over-emphasized. The raters react to the examinee's speech as a whole: they do not think about the individual components of the speaking ability or count the number of errors that the examinee makes. For example, the examinee can get the score of 60 if he communicates effectively regardless of his minor errors. This scoring method encourages the examinee to focus on the overall effectiveness of his communication rather than merely on the

accuracy of his language use. It matches the theory of communicative language ability underlying the test.

Thus the TSE rating scale was developed by ETS (English Testing Service) in 1995. As of July 1995, the TSE score consists of a single score of communicative language ability, which is reported on the following scale:

TEST OF SPOKEN ENGLISH (TSE) RATING SCALE

Approved by TSE Committee, December 1995

60 Communication almost always effective: task performed very competently.

Functions performed clearly and effectively

Appropriate response to audience/situation

Coherent, with effective use of cohesive devices

Use of linguistic features almost always effective; communication not affected by minor errors

50 Communication generally effective: task performed competently.

Functions generally performed clearly and effectively

Generally appropriate response to audience/situation

Coherent, with some effective use of cohesive devices

Use of linguistic features generally effective; communication generally not affected by errors

40 Communication somewhat effective: task performed somewhat competently.

Functions performed somewhat clearly and effectively

Somewhat appropriate response to audience/situation

Somewhat coherent, with some use of cohesive devices

Use of linguistic features somewhat effective; communication sometimes affected by errors

30 Communication generally not effective: task generally performed poorly.

Functions generally performed unclearly and ineffectively

Generally inappropriate response to audience/situation

Generally incoherent, with little use of cohesive devices

Use of linguistic features generally poor; communication often impeded by major errors

20 No effective communication: no evidence of ability to perform task.

No evidence that functions were performed

No evidence of ability to respond appropriately to audience/situation

Incoherent, with no use of cohesive devices

Use of linguistic features poor; communication ineffective due to major errors
Diagram: 3.1. TSE Rating Scale (Brown, 2004)

2. Questionnaire

The most frequent and efficient method for identifying students' learning strategies is through questionnaires. In this study, SILL questionnaires are administered to get the data about all the strategies that the subjects employed. This instrument has been used extensively to collect data on large numbers of mostly foreign language learners (Chamnot, 2004). SILL is a standardized measure with versions for students of a variety of languages, and as such can be used to collect and analyze information about large numbers of language learners (Oxford, 1990).

In this research, SILL is used to collect students' data about their learning strategies in general. These strategies are not linked to any specific tasks, but rather represent strategies that learner could use throughout the language learning process. SILL consists of 50 statements that should be answered by the participants. They must read each statement and fill in the bubble of the response (1, 2, 3, 4, or 5) that tells HOW TRUE THE STATEMENT IS. The answers chosen should be how well the statement describes them not how they think they should be, or what other people do. **There are no right or wrong answers** to those statements. So the students should choose the responses that best describe themselves.

This questionnaire consists of six parts in accordance with the six kinds of learning strategies proposed by Oxford; memory strategies, cognitive strategies

compensation strategies, metacognitive, affective, and social strategies. Those six kinds of learning strategies would be correlated to the students' communicative competence.

Data Collection

In this study, both of the groups get the speaking test. The speaking test is done during the teaching process. Thus, the writer has designed the items for speaking tests. This speaking test is recorded since the data about speaking is easily gone. Meanwhile, the results of the speaking test were scored using TSE speaking rating scale. In this phase, the researcher is assisted by her fellow teacher to keep the objectivity of the test result.

To get the data about student's language learning strategies, the researcher administers the questionnaires taken from Oxford's SILL questionnaires. Before the students answer all the items on the questionnaires, the researcher explains it first, so that the students know how to answer it accurately. Then, the researcher supervises the students during the process of answering the questionnaires in order to anticipate the difficulty they faced if there is unclear question. After collected, the answer of the questionnaires is used as the main data for the description of the learning strategies used by the students' in developing their speaking competence.

Data Analysis

According to Bogdan and Biklen (1992: 153) data analysis is the process of systematically searching and arranging the interview transcript, field notes, and

other materials that the researcher gathers to enlarge his own understanding of them to enable him to contribute what he has discovered to others.

The data are collected from the recorded of the students' speeches in their speaking tests and the data of the SILL questionnaires. The data then analyzed to get answers to the research problems.

To analyze the speaking tests scores from the two groups, the writer applies the Statistical Package for the Social Sciences (SPSS). The Statistical Package for the Social Sciences, SPSS, (<http://oss.software.ibm.com/SPSS> Regression Models, 2009) is one of computer programs for analyzing the research which involves more than two variables and subjects, such as multiple regression analysis.

SPSS is a versatile set of interrelated programs that affords great flexibility in data manipulation, data editing, and data analysis (Pedhazur, 1982; 85) which is to be the most powerful statistic software up to now. Some researcher stated that the advancement of computer technology has reduced the reluctant and fear to conduct study which involves many variables and subjects. They recommend that researcher take full advantage of computer in data processing, such as the SPSS program. Therefore, in this study, the writer's experimental data were analyzed by the SPSS, in which the findings of the research were on the basis of the results of the computer work.

The SPSS is also used to process the data obtained in the SILL questionnaires. Descriptive statistics in term of the means and frequencies are calculated and reported. The T-test is used to determine the statistically significant

differences in the mean scores of the learning strategies used by the subject of different learning strategies and their communicative competence. Pearson Product Moment Correlation is used to investigate the strength and the direction of the relationship and how strong that relation can be.

FINDINGS

The relationship between students' use of strategies and their performance on speaking task.

Students Learning Strategies

To answer the research problem, the SILL questionnaires were administered to two groups of students. There were some findings relating to that question. The results of SILL questionnaires are presented below.

Table 1 Students' Learning Strategies frequencies

STUDENT	MEMORY	COGNITIVE	COMPENS	METACOG	AFFECTIVE	SOCIAL
Student 1	3.1	3.6	3.7	3.7	3.8	3.5
Student 2	4.6	4.1	4.7	4.4	4.7	3.8
Student 3	3.0	3.7	3.8	3.8	4.0	3.5
Student 4	4.7	4.4	4.8	4.6	4.7	4.0
Student 5	3.0	3.5	3.7	3.7	3.8	3.8
Student 6	3.0	3.5	3.7	3.7	3.8	4.0
Student 7	3.4	3.8	4.0	3.9	4.0	3.2
Student 8	3.6	3.8	4.0	3.9	4.0	3.5
Student 9	3.4	3.6	3.8	3.4	3.8	3.2
Student 10	4.0	4.1	4.5	4.3	4.7	4.5
Student 11	4.1	4.1	4.5	4.0	4.3	3.7
Student 12	3.4	3.6	3.8	3.6	3.8	3.3
Student 13	3.7	3.9	4.2	3.9	4.2	2.8
Student 14	3.8	4.0	4.2	4.0	4.3	3.0
Student 15	3.7	3.9	4.0	4.0	4.2	4.0
Student 16	3.3	3.1	3.3	3.4	3.5	3.2
Student 17	4.3	4.4	4.8	4.4	4.7	4.2
Student 18	4.2	4.2	4.7	4.2	4.5	3.7

Student 19	3.7	3.4	3.5	3.4	3.8	3.2
Student 20	4.0	4.0	4.5	4.1	4.5	3.3
Student 21	4.0	3.9	4.5	3.9	4.2	3.5
Student 22	3.2	3.7	4.0	3.7	3.8	3.2
Student 23	4.1	4.0	4.5	3.9	4.2	2.8
Student 24	3.9	3.8	4.3	4.0	4.0	4.0
Student 25	3.6	3.7	4.0	3.7	4.0	3.2
Student 26	3.7	3.6	4.0	3.4	4.2	3.8
Student 27	3.2	3.4	3.7	3.2	3.8	3.2
Student 28	2.9	2.9	3.3	3.0	3.2	3.0
Student 29	3.4	3.6	3.8	3.7	3.5	2.8

Table 1 shows the frequencies of students' learning strategies. The table reveals that every student has different frequencies of learning strategies uses. The students' uses of learning strategies are varied. It means that there is no identical use of learning strategies. The means of these learning strategies frequencies range from 2.84 (Medium or sometimes used) until 3.47 (Medium or sometimes used).

Table 2. The Means score of Strategies

No	STRATEGIES	MEANS SCORE
1	Memory	2.84
2	Cognitive	3.42
3	Compensation	3.36
4	Metacognitive	3.46
5	Social	3.09
6	Afective	3.47

Based on the means score of strategies uses, we can see that the lowest usage of learning strategies is the usage of Memory strategy (2.84). Thus, the highest usage is in affective strategies usage (3.47). However, the means score of

strategies usage also tells us that those strategies are used in Medium level which means they are sometimes used by the students.

Students' Communicative Competence

In the first group, the result of test 1 is gained with range score between 30 and 50 and the mean score is 39.6. Meanwhile in the test 2, the range score is between 32 and 55 and the mean score is 45.6. The data calculation and raw scores of the test 1 and 2 of the first class can be described as follows:

Table 3. Speaking Tests Scores Class A

No	Student	Test 1	Test 2
1	Student#1	35	41.4
2	Student#2	50	52
3	Student#3	40	43
4	Student#4	55	55
5	Student#5	35	41.2
6	Student#6	30	41
7	Student#7	35	45
8	Student#8	50	45.2
9	Student#9	30	43
10	Student#10	45	48.2
11	Student#11	45	48.2
12	Student#12	40	43
13	Student#13	43	46
14	Student#14	40	47
15	Student#15	40	46
16	Student#16	30	38
17	Student#17	52	54
18	Student#18	50	52
19	Student#19	38	40.4
20	Student#20	40	50
21	Student#21	45	49
22	Student#22	35	44
23	Student#23	40	49
24	Student#24	35	48

25	Student#25	35	45.6
26	Student#26	35	46
27	Student#27	35	42
28	Student#28	30	33.2
29	Student#29	35	44.6

The result of test1 in second class is gained with range score between 30 and 55 and the mean score is 37.5. Meanwhile, the result of test 2 is gained with range score between 30 and 56.2 and the mean score is 39.2. Thus, the data calculation and raw scores of the tests of second class can be described as follows:

Table 4. Speaking Tests Scores Class B

No	Student	Test 1	Test 2
1	Student#1	45	45.2
2	Student#2	30	32.8
3	Student#3	35	36
4	Student#4	43	44.4
5	Student#5	30	37.6
6	Student#6	45	45.2
7	Student#7	35	36.2
8	Student#8	30	33
9	Student#9	35	35.2
10	Student#10	30	30
11	Student#11	30	32
12	Student#12	35	34.2
13	Student#13	35	33.8
14	Student#14	32	32.2
15	Student#15	30	30.6
16	Student#16	45	46.2
17	Student#17	30	32.4
18	Student#18	30	30
19	Student#19	35	38
20	Student#20	45	45.2
21	Student#21	45	46.2
22	Student#22	40	42
23	Student#23	43	43.8
24	Student#24	55	56.2
25	Student#25	45	51

26	Student#26	50	51.8
27	Student#27	40	40
28	Student#28	30	35.2
29	Student#29	35	40

The relationship between students' use of strategies and their performance on speaking task

This section includes the statistical analysis of the relationship between students' use of strategies and their performance on speaking task. Thus, to see the relationship between students' use of strategies and their performance on speaking competence, the writer uses the Pearson correlation analysis. This analysis reveals significant relationship among speaking competence and the use of each learning strategy as shown in table 2

Table 2 The result of Pearson Correlation between Students' learning strategies and Students' communicative competence

Strategies	r-value	p-value
Memory	0.895	0.000
Cognitive	0.959	0.000
Compensation	0.967	0.000
Metacognitive	0.889	0.000
Affective	0.912	0.000
social	0.416	0.000

In detail, it can be seen than communicative competence is significantly positively correlated with the overall learning strategies. Meanwhile, the highest significant

positive correlation is also found out between communicative competence and the compensation strategy categories. Thus, the table also shows the value of Pearson moment correlation in every strategies; memory strategy ($r= 0.895$ $p=0.000$), cognitive strategy ($r= 0.959$, $p= 0.00$), compensation strategy ($r= 0.967$, $p= 0.000$), metacognitive strategy ($r= 0.889$, $p=0.00$) and affective strategy ($r= 0.912$, $p= 0.00$). The least correlated strategy of the six strategies is social strategy with 0.416 r-value and 0.000 p-value.

Significant positive correlation between communicative competence and compensation strategy is the strongest, whereas the least significant association is between students' communicative competence and social strategy. Based on the overall correlation between communicative competence and the six strategies mentioned, it can be concluded that the higher the grade of speaking competence the students achieved, the more the students use their learning strategies.

The finding of this study shows that the students use a number of learning strategies to cope with learning tasks of English speaking. In other words, they do not rely on a single strategy. It means that the students did not use a single strategy to accomplish a certain task, but they employed more strategies simultaneously, even the least proficient student.

However, the students have some preferences in the use of the learning strategies, which can be seen from the degree of frequencies they employed the strategies. The statistical analysis also reveals a significant positive correlation between students' learning strategies use and their speaking competence levels.

CONCLUSIONS AND SUGGESTIONS

This chapter is intended to present the conclusions of the present study which are based on the major findings. In addition, the researcher offers some suggestions for both the practical application for learners and teachers, and for future related studies.

A. Conclusion

The following conclusion is drawn from the research findings of the present study. Based on the statistical computation, it can be concluded that the students' uses of language learning strategies are correlated with their communicative competence. The more the students use the language learning strategies, the higher the students' communicative competence.

B. Suggestions

Based on the results of the present study, several suggestions are made. This section consists of two parts. The first part presents the suggestions for practical applications of the study. In the second part is addressed to recommendations for future related research on language learning strategies.

1. Suggestions for practical application

The suggestions for practical applications are addressed to the foreign language learners and instructors or teachers.

a. Learners

Learners are suggested to learn and use more learning strategies. The students may try or use any learning strategies which enable them to be better in speaking English.

b. Teachers

Teachers are demanded to know not only know how to teach the language, but also know how to develop students' learning strategies.

2. Suggestions for future related research

Although the findings of this study have convincingly proven that student's uses of learning strategies are correlated with their communicative competence, other future researchers, replication of such studies in other regions all over Indonesia are still needed.

This correlational study is conducted for University students. It is not yet known whether conducted in lower levels also yields the same results. For other levels, Senior High, Junior High and Elementary schools need to be proven.

Finally, it is hoped, although the results of this study obtains positive and significant correlation between students' uses of learning strategies and students' communicative competence, other experiments concerning the use of learning strategies in studying other subjects

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Appendix 1. SPEAKING TEST

Question 1. Giving Instruction

Direction: In this part of the test, you will explain how to perform a common procedure related to your field of study. Choose one of these pictures and tell me about the procedure to operate one of these machines.

Example:

How to operate a washing machine:

First, turn on the power button

Second, open the washing machine

Third,



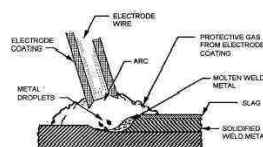
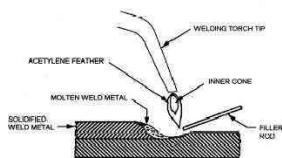
A computer



a public phone



a drilling machine



Welding machine

Question 2. Maritime Article

Direction: Now please look at this picture. I would like you to tell me the story of this picture. Please take only 1 minute to look at the picture and think about the story. Do not begin to tell the story until I tell you to do so.

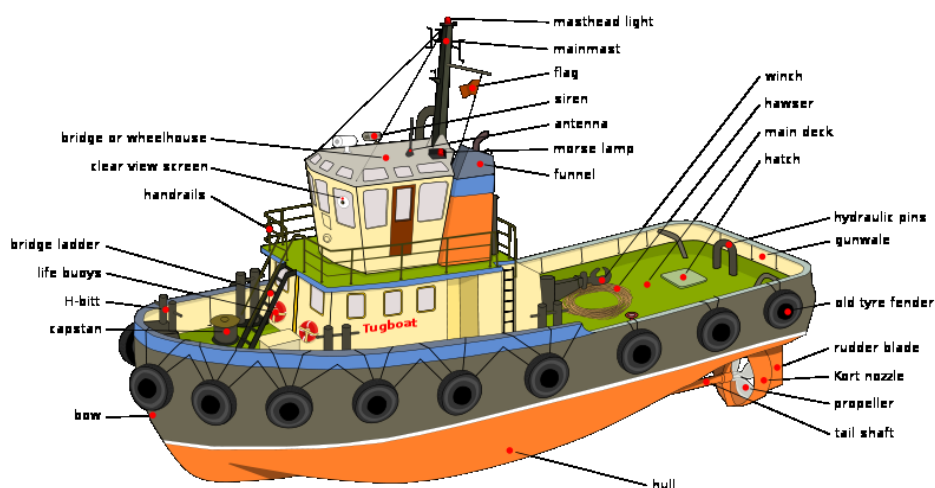
1. Tell me the story that the picture shows!



2. What could the sailors have done to prevent this?
3. Imagine that this happens to you. You are one of the sailors in the picture.
What should you do to avoid accidents in the ship?
4. What do you know about maritime safety?

Question 3. Describing Object

Direction: In this part of the test, you will describe the picture in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture.



1. What do you know about this ship? What kind of ship is it?
2. Mention any parts of the ship and its function!

Question 4. Discussing about Jobs

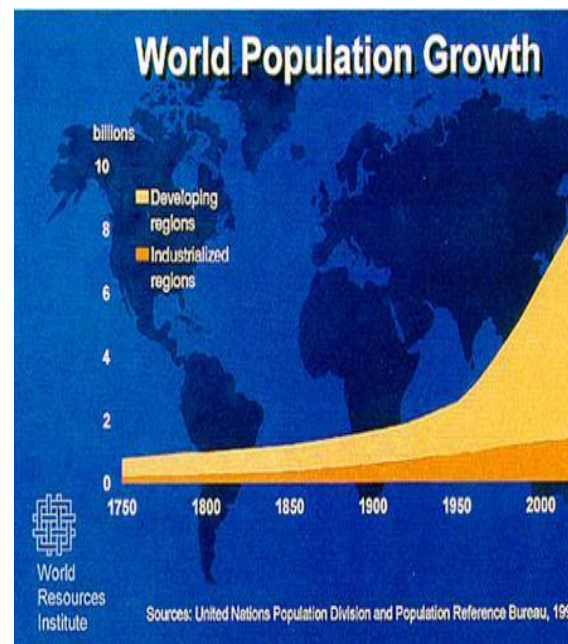
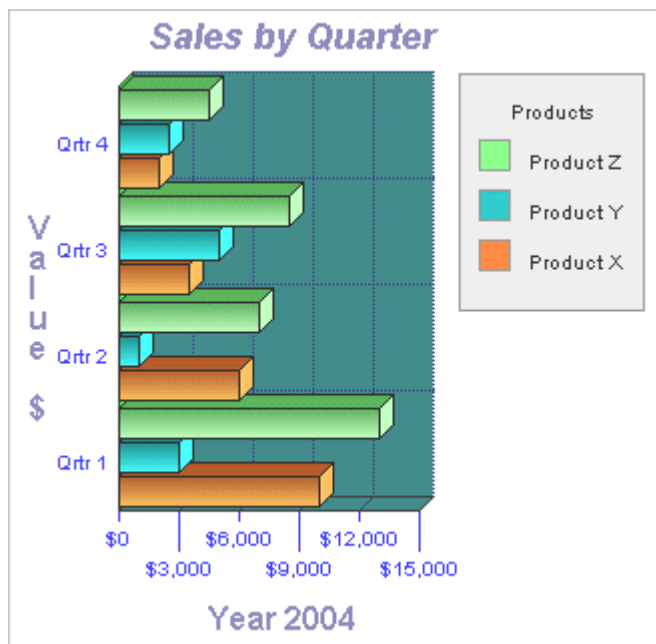
Direction: Now I would like to hear your ideas on a variety of topics. Be sure to say as much as you can in responding to each question. After I ask each question, you may take a few seconds to prepare your answers then begin speaking when you are ready.

1. Nowadays, the competition to find a good job is very high. As a student of Politeknik Perkapalan Negeri Surabaya, what qualities that make you deserve to get a good job than others?
2. How do you prepare yourself to face that competition?
3. What do you want to do in the future?

Question 5. Presentation

Direction: Study these graphs carefully. Choose only one graph.

1. Describe to me the information given in the graph.
2. Predict what will happen in the future.
3. In your presentation, do not just read the information printed but present it as if you were talking to a group of people.



###THE END###

Appendix 2. SILL Questionnaires

Strategy Inventory for Language Learning (SILL)

This form of the strategy inventory for language learning (SILL) is for students of a second language (SL). Please read each statement and fill in the bubble of the response (1, 2, 3, 4, or 5) that tells HOW TRUE THE STATEMENT IS.

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

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. **There are no right or wrong answers** to these statements.

Part A	
1. I think of relationships between what I already know and new things I learn in the SL.	1 2 3 4 5
2. I use new SL words in a sentence so I can remember them.	1 2 3 4 5
3. I connect the sound of a new SL word and an image or picture of the word to help me remember the word.	1 2 3 4 5
4. I remember a new SL word by making a mental picture of a situation in which the word might be used.	1 2 3 4 5
5. I use rhymes to remember new SL words.	1 2 3 4 5
6. I use flashcards to remember new SL words.	1 2 3 4 5
7. I physically act out new SL words.	1 2 3 4 5
8. I review SL lessons often.	1 2 3 4 5
9. I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign.	1 2 3 4 5
Part B	1 2 3 4 5
10. I say or write new SL words several times.	1 2 3 4 5
11. I try to talk like native SL speakers.	1 2 3 4 5

12. I practice the sounds of SL.	1 2 3 4 5
13. I use the SL words I know in different ways.	1 2 3 4 5
14. I start conversations in the SL.	1 2 3 4 5
15. I watch SL language TV shows spoken in SL or go to movies spoken in SL.	1 2 3 4 5
16. I read for pleasure in the SL.	1 2 3 4 5
17. I write notes, messages, letters, or reports in the SL.	1 2 3 4 5
18. I first skim an SL passage (read over the passage quickly) then go back and read carefully.	1 2 3 4 5
19. I look for words in my own language that are similar to new words in the SL.	1 2 3 4 5
20. I try to find patterns in the SL.	1 2 3 4 5
21. I find the meaning of an SL word by dividing it into parts that I understand.	1 2 3 4 5
22. I try not to translate word for word.	1 2 3 4 5
Part C	1 2 3 4 5
24. To understand unfamiliar SL words, I make guesses.	1 2 3 4 5
25. When I can't think of a word during a conversation in the SL, I use gestures.	1 2 3 4 5
26. I make up new words if I do not know the right ones in the SL.	1 2 3 4 5
27. I read SL without looking up every new word.	1 2 3 4 5
28. I try to guess what the other person will say next in the SL.	1 2 3 4 5
29. If I can't think of an SL word, I use a word or phrase that means the same thing.	1 2 3 4 5
Part D	1 2 3 4 5
30. I try to find as many ways as I can to use my SL.	1 2 3 4 5
31. I notice my SL mistakes and use that information to help me do better.	1 2 3 4 5
32. I pay attention when someone is speaking SL.	1 2 3 4 5
33. I try to find out how to be a better learner of SL.	1 2 3 4 5

34. I plan my schedule so I will have enough time to study SL.	1 2 3 4 5
35. I look for people I can talk to in SL.	1 2 3 4 5
36. I look for opportunities to read as much as possible in SL.	1 2 3 4 5
37. I have clear goals for improving my SL skills.	1 2 3 4 5
38. I think about my progress in learning SL.	1 2 3 4 5
Part E	1 2 3 4 5
39. I try to relax whenever I feel afraid of using SL.	1 2 3 4 5
40. I encourage myself to speak SL even when I am afraid of making a mistake.	1 2 3 4 5
41. I give myself a reward or treat when I do well in SL.	1 2 3 4 5
42. I notice if I am tense or nervous when I am studying or using SL.	1 2 3 4 5
43. I write down my feelings in a language learning dairy.	1 2 3 4 5
44. I talk to someone else about how I feel when I am learning SL.	1 2 3 4 5
Part F	1 2 3 4 5
45. If I do not understand something in SL, I ask the other person to slow down or say it again.	1 2 3 4 5
46. I ask SL speakers to correct me when I talk.	1 2 3 4 5
47. I practice SL with other students.	1 2 3 4 5
48. I ask for help from SL speakers.	1 2 3 4 5
49. I ask questions in SL.	1 2 3 4 5
50. I try to learn about the culture of SL speakers.	1 2 3 4 5

Adapted from <http://homework.wtuc.edu.tw/sill.php> (May 5, 2009)