

UNDERGRADUATE THESIS

**PROFILING THE LANGUAGE LEARNING STRATEGIES OF FOURTH-
GRADE ELEMENTARY SCHOOL EFL STUDENTS IN BALI**



I GEDE RAMA DHARMAWICAKSANA LINARDI

NIM 121711233088

**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITAS AIRLANGGA
SURABAYA**

2022

UNDERGRADUATE THESIS

**PROFILING THE LANGUAGE LEARNING STRATEGIES OF FOURTH-
GRADE ELEMENTARY SCHOOL EFL STUDENTS IN BALI**



I GEDE RAMA DHARMAWICAKSANA LINARDI

NIM 121711233088

**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITAS AIRLANGGA
SURABAYA**

2022

**PROFILING THE LANGUAGE LEARNING STRATEGIES OF FOURTH-
GRADE ELEMENTARY SCHOOL EFL STUDENTS IN BALI**

UNDERGRADUATE THESIS

by

I GEDE RAMA DHARMAWICAKSANA LINARDI

NIM 121711233088

**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITAS AIRLANGGA
SURABAYA**

2022

DECLARATION

I declare that this undergraduate thesis submitted in partial fulfillment of degree of Sarjana Humaniora (S.Hum) of the English Department, Faculty of Humanities, Universitas Airlangga. Hereby, I confirm the following point:

1. This thesis is entirely my own work.
2. It is not copied from any other person's work (published or unpublished).
3. It has not previously been submitted for assessment either at Universitas Airlangga or elsewhere.

I understand that breaking any or all of the above points will result in the withdrawal of the awarded degree and disciplinary action in accordance with the regulation at Universitas Airlangga.

Surabaya,



I Gede Rama Dharmawicaksana Linardi

July 31st 2022

APPROVAL SHEET

Title : Profiling the Language Learning Strategies of Fourth-
Grade Elementary School EFL Students in Bali
Name : I Gede Rama Dharmawicaksana Linardi
Student's Number : 121711233088
Department : English Department

Approved to be submitted on 10th of July 2022 by:

Advisor,



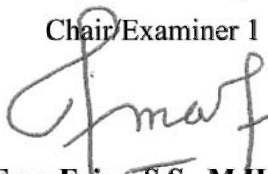
Dr. Lilla Musyahda, Dra., M.Pd.

NIP. 196612102007012001

And has been examined and accepted by the Board of Examiners:

Surabaya, 21st of July 2022

Chair/Examiner 1



Ema Faiza, S.S., M.Hum.

NIP. 19741042003122001

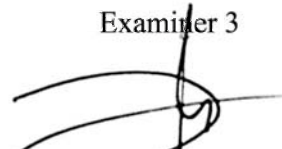
Examiner 2



Dr. Lilla Musyahda, Dra., M.Pd.

NIP. 196612102007012001

Examiner 3



Sa'imah, S.S., M.Ed.

NIP. 197910062008122001

Acknowledged by

Head of English Department



Dr. Layli Hamida, S.S., M.Hum.

NIP. 197512162003122001

ACKNOWLEDGEMENTS

Om Swastiastu

Angayu bagia aturang titiang majeng ring Sang Hyang Parama Kawi, Ida Sang Hyang Widhi Wasa sangkaning paswecan Ida antuk ngicen waranugraha sane neten surud-surud miwah pamargi sane becik majeng ring sikian titiang rikalaning ngemargiang perkuliahan puniki.

First of all, I am greatly indebted to my parents, I Made Mudalara and Teny Yuliasuti, for the constant stream of tolerance and provision that have been given to my academic and personal life. Their input has helped me realize, time and time again, of the impetus of this research's completion; the academic journey I have been partaking would not have been possible without the help of my parents in the first place, and it pushed me constantly to finish my research. I would also like to thank my brother, I Made Raditya Dharma Laksmiana, who had helped alleviate the burden of research writing by the constant banter and fun we had during my off-time from this research. I would also like to extend my gratitude to my grandparents, Sunarmi and Sulistyono, for being a parental figure to provide for me in times when my parents could not. Their care and support were second to none and I continue to cherish them in my heart.

Next, I would like to acknowledge the support that I have received from Dr. Lilla Musyahda, Dra., M.Pd in her role as the advisor for this research. Her input in many aspects of this research has helped substantially in terms of making this research a feasible and realistic one to do. I would also like to thank my academic advisor, Lastiko Endi Rahmayanto, S.S., M.Hum., for being a very compliant and understanding advisor who had guided me through every step of my academic life in Universitas Airlangga. His guidance and clemency have helped me through numerous difficult academic situations. Besides my advisors, I would also like to thank the board of examiners for my thesis: Ema Faiza, S.S., M.Hum. as the chair/first examiner, and Salimah, S.S., M.Ed as second examiner. Their suggestions have helped to shine light in the aspects of this research that can still be polished and made better.

I would also like to thank SD Saraswati 6 Denpasar as a whole for letting me conduct a research centered around their school. Being one of the highest-rated primary schools in Denpasar and also Bali as a whole, their openness and eagerness to provide for this research and help me through every step of data collection process I had were second to none. My gratitude extends to these members of SD Saraswati 6 Denpasar for making this research possible: I Gusti

Ayu Ari Nuratih, S.Pd., M.Pd. as the Headmaster of SD Saraswati 6 Denpasar, Made Mardika, S.Ag., M.Pd.H. as the Deputy Head of Public Relations and Gusti Ayu Komang Tri Prabhawanti, S.S. as the English teacher of the fourth-graders of SD Saraswati 6 Denpasar as well as being my personal counselor during the data collection process.

Next, I would like to thank Class A students of the fourth-grade of SD Saraswati 6 Denpasar who had cooperated and immensely helped carry this research out. Their contributions, both in the forms of questionnaire and interview results, were second to none in the context of this research. They also had a substantial part in making this research an enjoyable and worthwhile one to do; their demeanor and behavior within the timespan of the data collection process so warm and so approachable it brought a sense of joy and respect to these students. I would also like to extend my deepest gratitude to these fourth-grade Class A students of SD Saraswati 6: Ristya, Dwi, Adit, Sathya, Azza, Pramasta, Komang, Rania, and Panca for acting as interviewees for this research. Even if these students were only elementary school students, the input they gave both directly and indirectly was as influential as other people would have been able to provide, in my honest opinion.

I would also like to thank all Class of 2017 members of EDSA UNAIR as well as fellow Linguistics of 2017 members of EDSA UNAIR. I am grateful for the support and the sense of togetherness they provided that had made me feel comfortable pursuing my education in Universitas Airlangga, knowing that I was surrounded with like-minded people that were not only academically proficient but also great to be friends with.

Furthermore, I would like to thank Dwika Muzakka, Magna Aurizza, Nabila Taradhia, Syahridan ‘Zidane’ Muhammad, Naufal Shabri, and Nabila Hanintyas; members of the group *Keluarga Aurizza* for their generous company as fellow scholars and members of the EDSA community whom I had grown to feel close to. Their support in these past four years together – even beyond the constraints of lockdowns issued due to the COVID-19 outbreak – were greatly influential to my personal development and also my academic life. I continue to appreciate the key moments in life we shared together and will continue to feel grateful that our friendship extends beyond our short time as Universitas Airlangga students.

Finally, I would like to thank Naufal Iman for his generous help in the completion of this research. His support as an Indonesian linguist helped the process of translation required for the SILL questionnaire immensely, and his insight and mental support as fellow scholar is irreplaceable. If there was someone

so tireless to remind me and support me to complete my research, that would be him. I would also like to thank my friends and fellow scholars whom I had known through him, as their input and insight proved to be as helpful and beneficial to me as a researcher and as a person.

At last, I would like to thank myself for sticking through the thick and thin of academic life and the process of conducting a research from scratch to its completion. I sincerely hope that this can serve as a testament for myself to never give up; to always stick around and persevere in life. I will continue to feel grateful for myself for sticking around to see things improve and get better. Of course, this would not be possible without the guidance and the merciful help given by Ida Sang Hyang Widhi Wasa – His guidance and mercy have helped me persevere and come out from the hardest points of my academic life as a better person than I was before.

EPIGRAPH

**This is a marathon,
not a sprint.**



- LEWIS HAMILTON

TABLE OF CONTENTS

DECLARATION	i
APPROVAL SHEET	ii
ACKNOWLEDGEMENTS	iii
EPIGRAPH	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURES	xi
ABSTRAK	xii
ABSTRACT	xiii
CHAPTER I INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the Problems	9
1.3. Objectives of the Study	10
1.4. Significance of the Study	10
1.5. Definition of Key Terms	11
CHAPTER II LITERATURE REVIEW	12
2.1. Theoretical Framework	12
2.1.1. Language Learning Strategies.....	12
2.1.1.1. Memory strategies.....	19
2.1.1.2. Cognitive strategies.....	22
2.1.1.3. Compensation strategies	25
2.1.1.4. Metacognitive strategies	27
2.1.1.5. Affective strategies	29
2.1.1.6. Social strategies	31
2.2. Review of Previous Related Studies	32
CHAPTER III METHODS OF THE STUDY	41
3.1. Research Approach	41
3.2. Research Instrument.....	42
3.2.1. Oxford's Strategy Inventory for Language Learning (SILL).....	42
3.2.1.1. Background questionnaire	45
3.2.1.2. Main SILL questionnaire	47
3.3. Data Sample	56
3.4. Technique of Data Collection	57
3.5. Technique of Data Analysis	58

CHAPTER IV FINDINGS AND DISCUSSION	61
4.1. Results Obtained from SILL	61
4.1.1. Background questionnaire.....	64
4.1.2. Part A: Memory strategies	72
4.1.3. Part B: Cognitive strategies.....	79
4.1.4. Part C: Compensation strategies	89
4.1.5. Part D: Metacognitive strategies	94
4.1.6. Part E: Affective strategies	100
4.1.7. Part F: Social strategies.....	105
4.2. LLS Usage Profiles of Fourth-Grade EFL Students in SD Saraswati 6 Denpasar	110
4.2.1. Synthesis of questionnaire results with interview results on the LLS usage profiles	112
CHAPTER V CONCLUSION	159
5.1. Conclusion	159
5.2. Further Suggestions.....	162
REFERENCES.....	166
APPENDICES	172

LIST OF TABLES

Table 2.1	Key Features of LLS established by Oxford (1990).....	7
Table 3.1	Scoring Method of the SILL, Proposed by Oxford (1990).....	44
Table 3.2	Breakdown of Part A of the SILL's Main Questionnaire.....	48
Table 3.3	Summary of Part A of the SILL	48
Table 3.4	Breakdown of Part B of the SILL's Main Questionnaire	50
Table 3.5	Summary of Part B of the SILL.....	50
Table 3.6	Breakdown of Part C of the SILL's Main Questionnaire.....	51
Table 3.7	Summary of Part C of the SILL.....	52
Table 3.8	Breakdown of Part D of the SILL's Main Questionnaire.....	53
Table 3.9	Summary of Part D of the SILL	53
Table 3.10	Breakdown of Part E of the SILL's Main Questionnaire	54
Table 3.11	Summary of Part E of the SILL.....	54
Table 3.12	Breakdown of Part F of the SILL's Main Questionnaire.....	55
Table 3.13	Summary of Part F of the SILL	56
Table 4.1	Total answer frequencies obtained by SILL from Class A Students of SD Saraswati 6 Denpasar.....	62
Table 4.2	Distribution of gender of Class A Students of SD Saraswati 6 Denpasar obtained from the SILL	66
Table 4.3	Differences of mother tongues of Class A Students of SD Saraswati 6 Denpasar obtained from the SILL	67
Table 4.4	Amount of prior EFL learning experience of Class A Students of SD Saraswati 6 Denpasar obtained from the SILL.....	69
Table 4.5	Differences of self-rating of EFL proficiency of Class A Students of SD Saraswati 6 Denpasar obtained from the SILL	70
Table 4.6	Enjoyment of English learning of Class A Students of SD Saraswati 6 Denpasar obtained from the SILL.....	71
Table 4.7	Overall Results Frequencies of Part A Obtained by the SILL.....	72
Table 4.8	Overall Results Frequencies of Part B Obtained by the SILL.....	79
Table 4.9	Overall Results Frequencies of Part C Obtained by the SILL.....	89
Table 4.10	Overall Results Frequencies of Part D Obtained by the SILL.....	94
Table 4.11	Overall Results Frequencies of Part E Obtained by the SILL.....	101
Table 4.12	Overall Results Frequencies of Part F Obtained by the SILL.....	105

Table 4.13	Frequency of LLS Usage Levels of the fourth-grade students of SD Saraswati 6 Denpasar.....	110
Table 4.14	Memory strategies and their individual strategy category means obtained from the SILL.	114
Table 4.15	Cognitive strategies and their individual strategy category means obtained from the SILL	119
Table 4.16	Compensation strategies and their individual strategy category means obtained from the SILL	123
Table 4.17	Metacognitive strategies and their individual strategy category means obtained from the SILL	126
Table 4.18	Affective strategies and their individual strategy category means obtained from the SILL	130
Table 4.19	Social strategies and their individual strategy category means obtained from the SILL.....	135
Table 4.20	Breakdown of overall results obtained by the SILL, unsorted	139
Table 4.21	Breakdown of overall results obtained by the SILL, sorted from most utilized to least utilized.....	140
Table 4.22	Five of the most utilized strategy categories by the fourth-grade EFL students of SD Saraswati 6 Denpasar.	142
Table 4.23	Breakdown of overall results obtained by the SILL, sorted from least utilized to most utilized	144
Table 4.24	Five of the least utilized strategy categories by the fourth-grade EFL students of SD Saraswati 6 Denpasar	145
Table 4.25	Five of the most utilized strategy categories and their reason of use according to the fourth-grade EFL students of SD Saraswati 6 Denpasar.	154
Table 4.26	Five of the least utilized strategy categories and their reason of use according to the fourth-grade EFL students of SD Saraswati 6 Denpasar.	157

LIST OF FIGURES

Figure 1.1 Comparison of English proficiency level of Indonesians to other Asian countries. (Graph adapted from EF Education First. In EF English Proficiency Index 2021. EF Education First, 2021, 20).	7
Figure 2.1 Oxford's (1990) Classification of LLS	18
Figure 2.2 Oxford's (1990) Classification of Memory Strategies.....	21
Figure 2.3 Oxford's (1990) Classification of Cognitive Strategies.....	24
Figure 2.4 Oxford's (1990) Classification of Compensation Strategies	27
Figure 2.5 Oxford's (1990) Classification of Metacognitive Strategies	29
Figure 2.6 Oxford's (1990) Classification of Affective Strategies	31
Figure 2.7 Oxford's (1990) Classification of Social Strategies.....	32

ABSTRAK

Penelitian mengenai Strategi Pembelajaran Bahasa (*Language Learning Strategies/LLS*) telah mengalami peningkatan sejak kemunculannya pada era 1970an. Terlepas dari banyaknya penelitian mengenai Strategi Pembelajaran Bahasa (LLS), penelitian yang berkaitan dengan penggunaan strategi bagi pelajar ESL/EFL pada tingkat Sekolah Dasar masih terbatas (Su, 2003; Lan & Oxford, 2003; Lan, 2005). Penelitian ini membahas tentang penggunaan Strategi Pembelajaran Bahasa (LLS) siswa kelas 4 di SD Saraswati 6 Denpasar, dan bertujuan untuk menjawab dua masalah dalam Strategi Pembelajaran Bahasa (LLS): (1) jenis Strategi Pembelajaran Bahasa (LLS) yang digunakan; dan (2) alasan pemakaian strategi tersebut. Penelitian kualitatif ini menggunakan data yang dikumpulkan melalui dua fase: (1) fase kuesioner, menggunakan *Strategy Inventory for Language Learning* (SILL) yang diusulkan oleh Oxford (1990); dan (2) fase wawancara, menggunakan pertanyaan wawancara semi-terstruktur yang dirancang berdasarkan hasil kuisisioner *Strategy Inventory for Language Learning* (SILL) siswa. Temuan penelitian ini menunjukkan bahwa semua strategi yang diusulkan oleh Oxford (1990) digunakan oleh siswa kelas 4 SD Saraswati 6 Denpasar. Strategi Pembelajaran Afektif (*Affective strategies*) adalah strategi yang paling populer di kalangan siswa kelas 4, dan Strategi Pembelajaran Sosial (*Social strategies*) adalah strategi yang paling tidak populer. Penelitian ini juga menemukan beberapa persepsi siswa terhadap strategi tertentu dapat mempengaruhi frekuensi penggunaan strategi tersebut, seperti pada strategi yang kerap digunakan siswa merupakan strategi yang mempunyai persepsi cenderung positif dari siswa, sedangkan strategi yang jarang digunakan siswa merupakan strategi yang mempunyai persepsi cenderung negatif dari siswa.

Keywords: *Strategi pembelajaran bahasa, pembelajar bahasa, Strategy Inventory for Language Learning, EFL.*

ABSTRACT

Studies concerning Language Learning Strategies (LLS) had witnessed an increase ever since the first wave of Language Learning Strategies (LLS) research was initiated in the 1970s by Rubin (1975) and the second wave of Language Learning Strategies (LLS) research sustained its relevance through publications from Oxford (1990) and Chamot & O'Malley (1990). Despite the prevalence, little advancement has been made in the context of Language Learning Strategies (LLS) research concerning elementary school ESL/EFL learners (Su, 2003; Lan & Oxford, 2003; Lan, 2005). This study, which investigates fourth-grade EFL students' usage of Language Learning Strategies (LLS) in SD Saraswati 6 Denpasar, aims to answer issues following overviews of problems from prior research in Language Learning Strategies (LLS) in respect to the two following areas: (1) the types of Language Learning Strategies (LLS) used, and (2) the reason of certain strategies' popularity – or lack thereof. Data was gathered through two main phases: (1) questionnaire phase utilizing the *Strategy Inventory for Language Learning* (SILL) proposed by Oxford (1990), and (2) interview phase utilizing semi-structured interview questions based on the *Strategy Inventory for Language Learning* (SILL) results of students. The findings pointed out that all of the strategies proposed by Oxford (1990) were utilized by the fourth-grade EFL students of SD Saraswati 6 Denpasar, as patterns of avoiding particular strategies from the *Strategy Inventory for Language Learning* (SILL) results were not present. Affective strategies were the most popular strategy among the fourth-grade EFL students, and Social strategies were the least popular strategy among the students. This study was also able to find that students' perceptions of a strategy directly influence their strategy usage, where widely-used strategies were also strategies that were positively perceived by the students, and not-so widely-used strategies were also strategies that were negatively perceived by the students.

Keywords: *Language learning strategies, language learners, Strategy Inventory for Language Learning, EFL.*