LANGUAGE LEARNING STRATEGIES USED BY THAI STUDENTS IN LEARNING ENGLISH AND INDONESIAN

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Abstrak: Penelitian ini bertujuan untuk mengetahui strategi pembelajaran bahasa yang digunakan oleh mahasiswa Thailand dalam memperlajari Bahasa Inggris dan Bahasa Indonesia. Penelitian ini merupakan penelitian kualitatif deskriptif. Hasil dari data penelitian menemukan bahwa strategi belajar yang dipakai oleh mahasiswa Thailand dalam mempelajari bahasa Inggris lebih rendah dari pada bahasa Indonesia. Dari hasil ini dapat disimpulkan bahwa pembelajar bahasa akan menggunakan strategi pembelajaran yang berbeda pada seting yang berbeda pula. Seting pembelajaran yang tidak formal akan dapat memberikan kesempatan yang lebih untuk memberikan pembelajaran yang alami dari pada pembelajaran formal. Oleh karena itu, guru bahasa Inggris sebaiknya menjadikan strategi pembelajaran bahasa sebagai bahan pertimbangan dalam menyusun materi pengajaran dan latihan bahasa agar pembelajaran bahasa dapat lebih dioptimalkan.

Kata kunci : pembelajaran bahasa indonesia, pembelajaran bahasa inggris, strategi pembelajaran bahasa.

Abstract: The objective of this research is to investigate the language learning strategies used by Thai students in learning English and Indonesian. This research used the descriptive qualitative method in collecting and analyzing the data. The result showed that average mean score of the use of language learning strategies in English is lower than in Indonesian and there are significant differences in language strategies used by the Thai students in learning English and Indonesian. Therefore, it can be concluded that the students used different language strategies in different setting. The informal setting in which language learning can naturally happen will give more chance for language learning to use language strategies than in formal setting. Therefore, it is better for English teachers and the students to consider the use of the language learning strategies and design the teaching instruction and activities based on the use of language learning strategies so that the teaching learning process can be optimized.

Keywords: language learning strategies, learning english, learning indonesian.

INTRODUCTION

Over the past few decades, researchers and language teachers started to consider that no single research finding or teaching method could guarantee absolute and predicable success in second or foreign language teaching. Some learners seem to be successful in second or foreign language regardless of teaching methods or techniques (Lee, 2010). Therefore, a considerable number of researchers have shifted their focus from teaching methods or techniques to language learning strategy use.

Learning strategy is generally a factor that helps determine how well a student learns a second language. Language learning strategies are specific actions, steps, behaviors or techniques used by students to enhance their own learning. These actions can be seeking out conversation partners, giving oneself encouragement to tackle a difficult language task (Chamot, 2004). Language learners use the strategies consciously to improve their progress in apprehending, internalizing and using the target language. The strategies are not a single event, but they are creative sequence of actions which a language learner actively use. In other words, they have an explicit aim in assisting learners in improving the target language.

Since the use of appropriate strategies allow learners to take more responsibilities for own learning, LLSs are seen as particularly important in language learning. In such manner, there are two important objectives in the study of LLSs. First, they help the learners use language more effectively. Secondly, the use of these strategies increase the learners' autonomy in learning (Baroujeni, 2014: 45). Therefore, if learners use LLSs efficiently, they can learn by themselves and self-examine their own progress. So having such situation for LLSs can improve learners and enhance their abilities of language.

Students can use a wide variety of strategies in the learning process. It can also be assumed that there may be as many strategies as the number of students. It is because each student selects and employs a different strategy depending upon instructional variables such as individual differences, types of domains, teaching methods, amount of time, learning technologies, kinds of feedback, required level of mastery, ways of measurement etc (Simsek, 2010: 37).

Since LLSs have potential to be extremely important part of second/foreign language teaching and learning, there is need to understand what are LLSs; in what manner it is possible to teach them to one learner; and how one learner choices and uses them. Such assumption lead that research on LLSs has witnessed profile and vigorous growth, and numerous studies around the world have contributed to both theory and

teaching LLSs on numerous population (Judge, 2012: 38), which explain the growing interest in defining how learners can take charge of their own learning and clarifying how teachers can help students become more autonomous.

In some cases, the language learners have to deal with more than one new language. It would seem logical that the acquisition of a new language by multilinguals would differ from that of monolinguals. Having had more experience with language learning through exposure to and acquisition of more than one language, multilinguals or bilinguals may have certain skills, strategies, or beliefs that enable them to approach the process of language learning more efficiently than people with experience in only one language (Hong-Nam and Leavel, 2007:72). In this case, it can be stated that there is a meaningful difference in terms of the use of language learning strategies between monolingual and bilingual students. Therefore, this study wants to reveal the language learning strategies used by Thai students in learning English and Indonesian.

METHODS
This research used the descriptive quantitative method in collecting and analyzing the data. The participants were 13 female Thai university students who have been taking English education department in IAIN Raden Intan Lampung in Academic Year of 2016/2017. The main research instrument is questionnaire of Strategy Inventory For Language Learning (SILL) by Oxford (1990) which

divided the students' language learning strategies into six categories; Cognitive strategies, Metacognitive strategies, Memory strategies, Compensation strategies, Affective strategies, and Social strategies, and the secondary research instrument is interview.

After getting the data from the questionnaire, the researcher analyzed the students' classification of language learning strategies as a participant might have more than one strategy in learning language. After collecting the questionnaire answers, the researcher did the individual interview to clarify their answer. This has been done in order to reduce the chance of bias data from participants who may claim to use strategies that in fact they do not use, or may not understand the strategy descriptions in the questionnaire items. Then the data has been analysed further to reveal the language learning strategies used by Thai students in learning English and Indonesian.

RESULTS
The following tables show the result of SILL questionnaire which has been collected from Thai students in describing the use of language strategy in learning English.

Table 1 Mean Score of Overall Strategy in Learning English

Rank order	Strategies	No. Of item	Mean	Frequency of the use of strategies
1	Metacognitive strategy	9	3,43	Medium High
2	Affective strategy	6	3,12	Medium
3	Cognitive strategy	14	2,97	Medium
4	Memory strategy	9	2,91	Medium

5	Compensation strategy	6	2,76	Medium
6	Social Strategy	6	2,68	Medium
Total Mean of English LLS			**2,99**	**Medium**

Based on the table above, although the level of use by strategy category differs in one way or another, all means for the six strategy categories fell within the range of 2.68-3.43, which indicates that the subjects used each strategy category at medium frequency. These results also coincide with the finding reported above that the students' overall strategy use was also at medium frequency. The result above also shows that the most frequently used in learning English is Metacognitive strategies (M= 3.43). The following frequently used LLS were Affective strategy (M= 3.12), Cognitive strategy (M= 2.97), Memory strategy (M= 2.91), Compensation strategy (M= 2.76), and Social Strategy (M= 2.68) respectively.

The following tables show the result of SILL questionnaire which has been collected from Thai students in describing the use of language strategy in learning Indonesian which will be explained in detail for each strategies.

Table 2. Mean Score of Overall Strategy in Learning Indonesian

Rank order	Strategies	No. Of item	Mean	Frequency of the use of strategies
1	Metacognitive strategy	9	3,68	Medium High
2	Social Strategy	6	3,67	Medium High
3	Cognitive strategy	14	3,47	Medium High
4	Memory strategy	9	3,26	Medium
5	Affective strategy	6	3,18	Medium
6	Compensation strategy	6	3,03	Medium

|			
Total Mean of Indonesian LLS		**3,38**	**Medium**

Based on the table above, there are two strategies which can be categorized in medium high use; Metacognitive strategies, Social Strategies and cognitive strategies. The other strategies can be said in category of medium frequency. These results also conclude that the students' overall strategy use was also at medium frequency. The result above also shows that the most frequently used in learning Indonesian is Metacognitive strategies (M= 3.68) and Social Strategy (M= 3.67). The following frequently used LLS were Cognitive strategy (M= 3.47), Memory strategy (M= 3.26), Affective strategy (M= 3.18), and Compensation strategy (M= 3.03) respectively.

The difference of the LLS used by Thai Students in learning English and Indonesian based on the data above can be compared into the table below.

Table 3. the Mean Comparison of LLS use in English and Indonesian

Rank order	English		Indonesian	
	Strategies	Mean	Strategies	Mean
1	Metacognitive	3,43	Metacognitive	3,68
2	Affective	3,12	Social	3,67
3	Cognitive	2,97	Cognitive	3,47
4	Memory	2,91	Memory	3,26
5	Compensation	2,76	Affective	3,18
6	Social	2,68	Compensation	3,03
	Total Mean	**2,99**	**Total Mean**	**3,38**

Figure 1. Comparison of LLS use in English and Indonesian
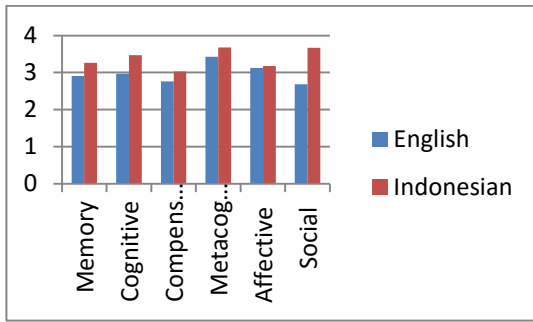
Based on the data above, it can be stated that there are some differences of the use of the language learning strategies used by Thai students in learning English and Indonesian. However, it is still debatable whether those different score is significantly proved to be different or not. Therefore, the further measurement on this case is necessary.

Dealing with case, Paired sample of t-test was used in order to reveal the significant different of the mean score of LLS between English and Indonesian. The result can be described in the table below:

Table 4. Result of Paired Samples t-test of Overall Strategies

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	LLS	3.2025	100	.48274	.04827
	LANG	1.50	100	.503	.050

	Paired Differences					t	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
LLS - LAN	1.7025	.52954	.05295	1.5974	1.8076	32.151	.000

From the table above, it reveals that the significant value of t-test was 0.00 which > 0.05. It can be concluded that in general, language learning strategies used by Thai students in learning English is significantly different from those that are used in learning Indonesian. However, the data only cover the general use of LLS. The further test should also be done in revealing the differences of LLS for both languages in each six strategies. The t-test of the use of Memory strategies in both language can be describe as follows:

Table 5. Result of Paired Samples t-test of Memory Strategies

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	MEM	3.09	18	.402	.095
	LANG	1.50	18	.514	.121

	Paired Differences					t	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
MEM - LANG	1.59	.489	.115	1.35	1.83	13.773	.000

Based on the table above, it is stated the significant value (0.000) is lower than 0.05. Therefore, it can be concluded that there is significant different of the use of memory strategies in learning English and Indonesian. The next strategies which will be measured using t-test is the use of Cognitive strategies.

Table 6. Result of Paired Samples t-test of Cognitive Strategies

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	COG	3.2204	28	.43909	.08298
	LANG	1.50	28	.509	.096

		Paired Differences						t	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
COG - LANG		1.7204	.44119	.08338	1.5493	1.8914		20.633	.000

Based on the table above, it is stated the significant value (0.000) is lower than 0.05. Therefore, it can be concluded that there is significant different of the use of cognitive strategies in learning English and Indonesian. the following table will show the result of t-test of the use of Compensation strategy.

Table 7. Result of Paired Samples t-test of Compensation Strategies

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	COMP	2.8900	12	.57786	.16682
	LANG	1.50	12	.522	.151

		Paired Differences						t	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
COMP - LA		1.390	.67778	.19566	.9594	1.8206		7.104	.000

NG							

Based on the table above, the data reveal the significant value (0.000) is lower than 0.05. Therefore, it can be concluded that there is significant different of the use of compensation strategies in learning English and Indonesian. The next test will be done in revealing the significant different of using metacognitive in learning English and Indonesian which can be discussed as follows:

Table 8. Result of Paired Samples t-test of Metacognitive Strategies

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	META	3.5517	18	.40728	.09600
	LANG	1.50	18	.514	.121

		Paired Differences						t	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
META - LANG		2.051	.54718	.12897	1.7796	2.3238		15.90	.000

As the data above, it is shown that the significant value (0.000) is lower than 0.05. Therefore, it can be concluded that there is significant different of the use of metacognitive strategies in learning English and Indonesian. The other strategy which needed to be tested is affective strategies. The result can be seen in the table below:

Table 9. Result of Paired Samples t-test of Affective Strategies

		Mean	N	Std. Deviation	Std. Error Mean

Pair 1	AFF	3.1475	12	.34441	.09942
	LANG	1.50	12	.522	.151

		Paired Differences						t	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
AFF - LANG		1.647	.59657	.1722	1.2685	2.0265		9.567	.000

Based on the table above, it is stated the significant value (0.000) is lower than 0.05. Therefore, it can be concluded that there is significant different of the use of affective strategies in learning English and Indonesian. The last strategies which will be measured using t-test is the use of Social strategies.

Table 10. Result of Paired Samples t-test of Social Strategies

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	SOC	3.1750	12	.57699	.16656
	LANG	1.50	12	.522	.151

		Paired Differences						t	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
SOC -		1.6750	.25621	.07396	1.5122	1.8378		22.64	.000

LAN							

Based on this data, it is revealed that the significant value (0.000) is lower than 0.05. Therefore, it can be concluded that there is significant different of the use of social strategies in learning English and Indonesian. The resume of all the tests can be described as follows:

Table 11. Resume of Paired Samples t-test of Overall Strategies

No	Strategies	Sig. Value	Interpretation
1	Memory strategy	0.000	Significantly different
2	Cognitive strategy	0.000	Significantly different
3	Compensation strategy	0.000	Significantly different
4	Metacognitive strategy	0.000	Significantly different
5	Affective strategy	0.000	Significantly different
6	Social strategy	0.000	Significantly different
Overall strategy use		**0.000**	**Significantly different**

The resume above reveal that there are significant different of the use of language learning strategies used by Thai students in learning English and Indonesian in all of six strategies; Memory strategy, Cognitive strategy, Compensation strategy, Metacognitive strategy, Affective strategy, and Social Strategy. Therefore, based on all of the data, it can be concluded that there are significantly differences in language strategies used by the Thai students in learning English and Indonesian both in specific strategies and overall strategies.

DISCUSSIONS
Based on the result of the research using the categories suggested by

Oxford (1990), Thai students used language learning strategies in medium use in both English and Indonesian language. This result supported some of previous research such as Suwanarak (2012) that had reported that Thai students use six categories in medium use. However, the use of LLS in English language is lower than the use of LLS in Indonesian. The result also shows that there are significantly differences in language strategies used by the Thai students in learning English and Indonesian in both overall strategies and every specific strategy. One of possible reasons of the higher strategies use in learning Indonesian than in English is that Indonesian is being used in daily conversation while English is only used in formal classes. Moreover, they can easily access the available source of learning such as environment, partners, movies, books, songs, and so on in Indonesian language, while they can only access limited resources in English.

Related to the most frequently used strategies, both in English and Indonesian have same result which is metacognitive strategies. As mentioned earlier in the literature review, metacognitive strategies involve exercising "executive control" over one's language learning through planning, monitoring, and evaluating. They are techniques that are used for organizing, planning, focusing, and evaluating one's learning. In general, these strategies help learners to gain control over their emotions and motivations related to language learning through self-monitoring. Many participants in the current study

reported the use of metacognitive strategy, such as planning time in their schedules to study English and noticing their mistakes. The adequate metacognitive strategy use implies that this group of students might have incorporated how to successfully plan, organize, and self-monitor their progress in the language learning process. One of possible reasson for this result might be because of the participants of this research were all females, since female was founded to use more strategies than male (Cabaysa and Beitong, 2010). This finding can be attributed to the recent trends in the Asian education system. Recently, instructors and students in non-Western countries have been departing from rote learning requiring memorization of factual knowledge and moving toward deeper approaches to learning requiring higher levels of skills, such as analysis, synthesis, and evaluation of the instructional materials.

The next debatable used strategies among participants in the survey of the study were social strategies. The result of social strategies differs in English and Indonesian language. In English learning, the social strategies was the least used strategies, while in Indonesian it was the second of the most used strategies. Some studies have established that social strategies are unpopular strategies among Asian student. This also happens in this study which reveal that Thai students tents not to use social strategies in learning English. However, the different case occurred in learning Indonesian. The participants use social strategies frequently in Indonesian. it might be because in Indonesia, English is not

used for communicative needs in their social and economic daily lives. As a result, EFL learners are naturally placed in an "input-poor" English learning environment, and they are exposed to inadequate target language input (Nambiar, 2009). Furthermore, in EFL contexts in Asian, English teaching focuses on rote memorization, translation of texts and identification of correct grammatical forms in reading. Students are not encouraged to ask questions. Thus, less frequent use of social strategies is expected. Contrary to the researcher's expectations, however, social strategies were the second most-preferred strategies by the participants in this study in learning Indonesian. The majority of the participants used social strategies, such as asking the other person to slow down or to repeat or clarify when they did not understand something in Indonesian, to compensate for the lack of meaningful language input.

The different strategies use was also discussed in cognitive strategies. Cognitive strategies help learners to use all of their mental processes in understanding and using the target language. Participants of this study reported medium use of cognitive strategies both in English and Indonesian. Memory strategies were found to be in moderate used strategies among the participants, both in the fourth order in the use of LLS in English and Indonesian. Oxford (1990) regarded memory strategies as a powerful mental tool. However, in the current study, the participants reported memory strategies as only in moderate use. This finding seems to be in contradiction with the popular belief that Asian students prefer strategies involving memorization. It is possible that the participants in the current study were not familiar with these mnemonics or specific techniques to enhance their memory, and therefore they reported using fewer memory strategies.

In comparison with the other strategy categories, compensation strategies were the least frequently used strategies in learning Indonesian and second least used in learning English among the participants. Compensation strategies are strategies that enable students to make up for missing knowledge in the process of comprehending or producing the target language. However, the students were reluctant to use compensation strategies (e.g., they did not use gestures when they had difficulty producing the language), and they did not make up new words when they did not know the right ones. It is natural for students to make greater use of compensation strategies, as these can allow them to guess the meaning of what they have heard or read or to remain in the conversation despite their limited grammatical and vocabulary knowledge (Zare, 2012). However, the participants in the current study reported that they use compensation strategies, such as guessing, either to understand unfamiliar English words or to predict what the other person would say next in English and Indonesian. The students tended to keep silent and avoid any discussion which makes them difficult to communicate.

These differences in the use of language learning strategies might be

caused by the cultural background. Thai students tends to focused more on the direct learning, being serious in achieving their language target, and minimizing the additional language instructions which mainly focused on increasing their language motivation and pleasure in learning language, such as self-reward, reading for pleasure, and so on. Therefore, other students who have different cultural background are likely to use different strategy in learning new language.

CONCLUSION

Considering all the data gathered after finishing the research which was conducted in Thai Students, some conclusions were taken as follows:

1. The different language setting tends to lead the different use of language learning strategies. The informal setting in which language learning can naturally happen will give more chance for language learning to use language strategies than in formal setting.
2. Thai students focused more on the direct learning, being serious in achieving their language target, and minimizing the additional language instructions which mainly focused on increasing their language motivation and pleasure in learning language, such as self-reward, reading for pleasure, and other leisure activities.
3. The characteristics of the language learners can be viewed as potential cause of the different language strategies use.

Based on the result of the research and the conclusion stated previously, the researcher would like to propose some suggestions as follows:

1. It is better for English teachers to consider of the students' language learning strategies and administer the teaching instruction and activities which can optimize the use of language learning strategies so that the teaching learning process can be more successful.
2. It is suggested for the next researcher to also focus on the other factors affecting the use of language learning strategies and and the different contexts of languages which can affect the students' choice of language learning strategies.

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