RELATIONSHIP BETWEEN LANGUAGE LEARNING STRATEGIES USED BY PEKANBARU SENIOR HIGH SCHOOL STUDENTS AND THEIR SOCIAL ECONOMICS, ACADEMIC AND SITUATIONAL FACTORS

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ABSTRAK

Kajian ini memperihalkan satu kajian awal yang direka bentuk: a) untuk mengenal pasti jenis-jenis strategi pembelajaran Bahasa Inggeris, yang digunakan oleh pelajar-pelajar Sekolah Menengah di Pekanbaru, b) untuk melihat perbezaan antara penggunaan strategi pembelajaran bahasa yang digunakan antara pelajar lelaki dengan pelajar perempuan, dan c) untuk melihat perkaitan antara penggunaan strategi pembelajaran bahasa dengan kejayaan pembelajaran bahasa pelajar berdasarkan dapatan kajian. Data kajian dikumpul dengan menggunakan soal selidik SILL (Oxford 1990). Subjek kajian terdiri daripada 400 orang pelajar sekolah menengah di Pekanbaru, Riau, Indonesia . Ujian korelasi Pearson telah dijalankan ke atas data soal selidik bagi menentukan hubungan antara penggunaan strategi pembelajaran bahasa dengan pencapaian bahasa pelajar. Dapatan kajian menunjukkan terdapat hubungan yang positif antara penggunaan strategi pembelajaran bahasa dengan kejayaan pembelajaran bahasa pelajar. Pelajar yang berjaya (iaitu berpencapaian tinggi) menggunakan lebih banyak strategi pembelajaran bahasa berbanding dengan pelajar yang kurang berjaya (iaitu berpencapaian rendah).

ABSTRACT

The objective of this study was to examine the relationship between language learning strategies and related factors used by Pekanbaru senior high school students. This research identified the use of language learning strategies by the students of different gender, ethnicity, type of school, students' academic background and socio-economic of parents. An additional objective was to look at the differences language learning strategies used based on gender, ethnicity, type of school, students' academic background and socio-economic parents. The respondents of the study were 400 Senior high school students in Pekanbaru. Data was collected by using Strategy Inventory Language Learning (SILL) by Oxford (1990a). Descriptive and inferential statistics were used to analyze the data. The research findings revealed that there are significant differences between gender, ethnicity, types of school, students' academic background and socio-economic of parents with language learning strategies used. The correlation between language learning strategies with students' achievement is .442(**). It means that there is positive correlation between language learning strategies and students' achievement. The implication of the study is that although students are aware of some language learning strategies, they may need to be explicitly taught to use them.

Keywords: language learning strategy, students' achievement, social economics, academic and situational factors.

INTRODUCTION

This study is conducted in Indonesia where English status is a foreign language. Dealing with the status of English, leaning English focuses on the knowledge of the language (listening, reading, and vocabulary understandings) rather than the need of using English in the form of speaking and writing. The practices of language learning strategies aims at (at least) achieving the minimum

passing rate of English subject offered in every semester at Pekanbaru senior high school, especially in the final national examination.

RESEARCH QUESTIONS

This study is designed to answer the following research questions (RQ):

RQ 1. Is there any significant difference between gender and language learning strategies use?

RQ 2. Is there any significant difference among ethic groups (Riau Malay, Minangkabau, Java, Batak, and China) and language learning strategies use?

RQ 3. Is there any significant difference among students with low, medium and high income of parents and language learning strategies use?

RQ 4. Is there any significant difference between students from private and state schools and language learning strategies use?

RQ 5. Is there any significant difference among students from social science, natural science, language science, engineering science, and entrepreneur science background and language learning strategies use?

RQ 6. Is there a significant correlation between the use of language learning strategies and students' achievement in the even semester of third year student?

RESEARCH METHODOLOGY

Research Design

This study is correlational research which has four independent variables (social factors, economic factors, situational factors, and academic factors) in relation to one moderator variable (language learning strategies), and another one dependent variable (English score obtained from the odd semester). This study has 9 objectives with six research questions and six hypotheses. Each hypothesis has an approach, an instrument, and data analysis.

T test is used to determine whether two means are significantly different at a selected probability level. In other words, for a given sample size t indicate how often a different (X1-X2) as large or larger would be found when there is no true population difference (Dannis Howitt (2005) & John W Cresswell 2005).

Anova is used to compare means more than 2 means, but the essential of using anova is the same with using t test in order to find out the differences among the means (Dannis Howitt (2005) & John W. Cresswell (2005). Manova (multiple analysis of variance) is used to compare groups of one or more independent variables toward two or more dependent variables (Dannis Howatt(2005)&JohnW.Creswell:2005).

Table 3.1 Research Design

Null hypothesis	Data Analysis	Reasons to use them
HO1 Is there any significant difference between male and female, and LLS use?	T-test	To compare the means of two related sample of score to see whether the means differ significantly (Dennis Howitt & Duncan Cramer: 2005) & John W. Cresswell (2005).
RQ 2 Is there any significant differences among ethnicities (Riau Malay, Minangkabau, Java, Batak, and China) and LLS use?	Manova	To compare the means of three or more groups of score (Dannies Howitt & Duncan Cramer: 2005) & John W.Cresswell (2005).
RQ 3 Is there any significant difference among economic factors (low medium and high income parents) and LLS use?	One-Way Anova	To compare the means of two related sample score to see the whether the means differ significantly (Dennis Howitt & Duncan Cramer (2005) & John W. Creswell (2005).
RQ 4 Is there any significant difference between situational factors (private and state schools) and LLS use?	One-Way Anova	To compare the means of two related sample to see whether the means differ significantly (Dennis Howitt & Duncan Cramer (2005) & John W. Cresswell (2005).
RQ 5 Is there any significant differences between academic factors (social science, natural science, vocational majors, and religious majors) and LLS use?	Manova	To compare the means of three or more groups of score (Dennis Howitt & Duncan Cramer (2005) & John W. Cresswell (2005).

Research Instrument
1) SILL (Strategy Inventory for Language Learning) Version © (Oxford:1990) is used to collect the needed data on the use of language strategies by Pekanbaru senior high schools.
2) Interview Guide on integrated skills of English and individual language skills is used to the needed data on ways of the students to learn English at Pekanbaru senior high schools.

Population and Sample
The populations of this study are all third students of Pekanbaru Senior High School/upper secondary level. Those students have learned English for six academic years (three years in lower secondary level and other three years in upper secondary level). The total number of the population are 5.895 students of state general schools, private general schools, state vocational schools (engineering and entrepreneurship) and private vocational schools (engineering and entrepreneurship). The population have numerous characters like social background (gender and ethnics), situational schools, academic background, and economic background. The sample is as big as 361 students, but the purpose of representative enough

from the population, the number of sample is taking 400 students, a little bit bigger number assigned by Kicjie and Morgan (1970). The profile of the population characters are as the following:

Tabel 3.2 Population and Sample

Various related Factors affecting Language Learning Strategies	The number of population	Sample	Sub-Sample
• **Gender**	5.895	400	
Male	2.658		204
Female	3.237		196
• **Ethnicities**	5.895	400	
Riau Malay People	2.098		169
Minangkabau People	1.859		147
Javanese	962		36
Batakness	671		28
Chinnese	305		20
• **Situational School**	5.895	400	
State schools	2948		200
Private schools	2947		200
• **Economic background**	5.895	400	
High	1965		140
Medium	2198		157
Low	1442		103
• **Academic background**	5.895	400	
Natural science	1739		120
Social science	1739		120
Language	619		40
Engineering	899		60
Entreprenuer	899		60

* Kicjie and Morgan (1970)

The sample sizes are purposively taken from each factor and sub-factors. The questionnaires have been distributed to 400 students in order to get the appropriate number of the sample size.

The Sample of Interview Respondents

The number of interview respondents are 10 students from the whole sample. The number of the respondents are taken purposively by considering various factors which relate to them. The factors are gender, ethnicity, parents' economic background, academic background, and situational schools.

Purposive sampling is often used in qualitative research designs when the researcher is seeking people or other sampling group. The researcher selects a person or site to be included in the study because the person or site is thought to be typical of the communication being investigated (Joann Keyton: 2006).

Data Analysis Procedure
1. Quantitative Data Analysis

a. Scoring the Response of the Respondents in the Given Questionnaire
b. The Use of Descriptive Statistics
c. The Use of One-Way Anova
d. The Use of Manova
e. The Use of Pearson Product Moment
f. Qualitative Data Analysis
g. The Transcription of the Respondents toward the Interview Questions
h. The Response of the Respondents in the Given Interviews

RESEARCH FINDINGS

1. There is a significant difference between gender and language learning strategies use. The mean score of female students is 2.67 and the mean score for male students is 2.59.

2. There are significant difference among ethic groups (Riau Malay, Minangkabau, Java, Batak, and China) and language learning strategies use. The highest mean score is 2.96 for Javanese. This figure is followed by Bataknese as big as 2.95. The other three ethnic groups are 2.93 (Riau Malay), 2.92 (Minangkabau), and 2.89 (Chinese).

3. There are significant difference among students with low, medium and high income of parents and language learning strategies use. The medium level of economic background of parents has mean score as big as 2.94. This figure is followed by the rest two groups with similar mean score as big as 2.93.

4. There is a significant difference between students from private and state schools and language learning strategies use. The state school students got a little bit higher of mean score (2.94) compared to the students from private school with mean score 2.93.

5. There are significant difference among students from social science, natural science, language science, engineering science, and entrepreneur science background and language learning strategies use. The students of engineering obtained the highest mean score as big as 2.96 among five academic backgrounds. This figure is followed by social science as big as 2.95, language science as big as 2.93, and natural science as big as 2.92. On the other hand, entrepreneur obtained a little bit lower than that of earlier groups with mean score of 2.88.

6. There is a significant correlation between the use of language learning strategies and students' achievement in the even semester of third year student. The coefficient correlation level between the use of language learning strategies and the students' English achievemnent is big as ...512(**).

DISCUSSION OF THE FINDINGS

1. There is a significant difference between gender and language learning strategies use. The mean score of female students is 2.67 and the mean score for male students is 2.59. Even-though, both two means are different significantly, but they are in the same category of medium practices of language learning strategies.

2. There is a significant difference among ethic groups (Riau Malay, Minangkabau, Java, Batak, and China) and language learning strategies use. The highest mean score is 2.96 for Javanese. This figure is followed by Bataknese as big as 2.95. The other three ethnic groups are 2.93 (Riau Malay), 2.92 (Minangkabau), and 2.89 (Chinese). However, the five mean scores are different significantly, but they are at the same category of medium practices of language learning strategies.

3. There is a significant difference between students with low, medium and high income of parents and language learning strategies use. The medium level of economic background of parents has mean score as big as 2.94. This figure is followed by the rest two groups with similar mean score as big as 2.93. Eventhough, those two means are different significantly, they are in the same category of medium practices of language learning strategies.

4. There is a significant difference between students from private and state schools and language learning strategies use. The state school students got a little bit higher of mean score (2.94) compared to the

students from private school with mean score 2.93. Eventhough, the two means are different significantly, they are in the same category of medium practices of language learning strategies.

5. There are significant difference between students from social science, natural science language science, engineering science, and entrepreneur science background and language learning strategies use. The students of engineering obtained the highest mean score as big as 2.96 among five academic backgrounds. This figure is followed by social science as big as 2.95, language science as big as 2.93, and natural science as big as 2.92. On the other hand, entrepreneur obtained a little bit lower than that of earlier groups with mean score of 2.88. The five means score are different significantly, however, they are in the same category of medium practices of language learning strategies.

6. There is a significant correlation between the use of language learning strategies and students' achievement in the even semester of third year student. The coefficient correlation level between the use of language learning strategies and the students' English achievemnent is big as …512(**).