

CHAPTER IV

FINDING AND DISCUSSION

A. Finding and Analysis

In this research, the writer found that the language development unit program is an organization which was made for preparing freshman year in facing competition challenges in the future when free market will be opened where people from another country can meet easily, and the most important in this condition that language used was English as universal language and several valuable goals that this university want to reach. So the existence of language development unit was valuable program Antasari State Islamic University Banjarmasin to make better.

The data of this research were collected from questionnaire, observation and documentation of students' strategies in learning English in language development program of Antasari state Islamic University. The goal of this research was to know the strategies were used by the students when learning English in the program of language development unit team in Antasari State Islamic University Banjarmasin.

The questionnaire was the method most often used to assist the researcher in collecting the data to identify used the strategies when they were learning English. Based on the object which researcher seeks, the questionnaire used SILL as student inventory language learning that was a standard measurement of learning strategy to determine strategy of learners who has learned English. Here are 50 items

which are shared into six categories such as memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. And then here will be 5 options to choose how much students were interested in each strategy. In other words, students' choices would determine and indicate the categories of their learning strategies. The options were always, usually, sometimes, seldom, never. Observation was to make writer sure what the data have gotten from the questionnaire was real or not. And the last technique was documentary which was used to get the additional information needed to complete the weakness of this research.

1. The levels of students as the result of the placement test in language development unit team in Antasari State Islamic University Banjarmasin

In this year, language development program had more than a thousand freshman year that joined in this program of Antasari State Islamic University Banjarmasin. Students who learned here were about 2834 students which is located in different classes depend on their score of their language ability in the beginning of the program. This program was known as the placement test. Because of Language Development Unit Team Program has 2 periods which each period was around six month, this test was conducted and applied in the beginning of the period and then students will be placed depend on that test.

And as the result of what writer found, there were 112 classes of Language Development Unit Team program which there were about 25 students of each class. According to administration staff of Language Development Unit Team, in making teaching and learning process to be more easily in these classes, they have organized all this 112 classes into 2 levels which were named *Elementary Level* and *Pre-intermediate level*. Those levels have been made to decide suitable teacher and materials depend on students' language ability.

a) Elementary level

This level was level of the classes which have students who have gotten lower score in the placement test. These classes were from 44th until 112th class of UPB program. The guideline book of this level was (*Your English Partner for Elementary* made by; Language Development Unit Team).

Contents of the book were;

- 1) What should I call you?
- 2) My hobby is cooking?
- 3) Let's go shopping!
- 4) My daily routine.
- 5) I love my family
- 6) Be healthy, be happy!
- 7) Is there a food stall around?

8) It was a wonderful vacation.

(source: Administration staff in Language Development Unit Team program of UIN Antasari Banjarmasin)

b) Pre-Intermediate level

This level was the better classes' level than the classes in the passage above, because here were places for great students which got successful in reaching higher scores of language ability test on the placement test classes. These classes were from 1st class until 43rd class of UPB program. The guideline book of this level was (*Your English Partner for Pre-Intermediate* made by; Language Development Unit Team).

Contents of the book were;

- 1) He is awesome.
- 2) Are you ready to order?
- 3) I want to be an entrepreneur.
- 4) Have you ever been there?
- 5) Would you come to my party?
- 6) Digital citizen
- 7) It's fascinating
- 8) What where you doing?

(source: Administration staff in Language Development Unit Team program of UIN Antasari Banjarmasin)

2. Dominant Learning Strategies Used and Strategies Never Used in Each Level of Language Development Unit Team Program Classes

After finishing the questionnaire calculation, here was a result of dominant strategy used by both levels on the Language Development Unit Team program classes which researcher would show overall dominant in learning strategies category and dominant in learning strategies.

This data was result of students' choices on the questionnaire which was calculated into percentage. Generally, here was a table of dominant strategy used in students learning strategies.

No	Learning strategy	Pre-intermediate level	Elementary level
1	Memory	59,82%	55,47%
2	Cognitive	59,06%	53,93%
3	Compensation	62,40%	54,36%
4	Metacognitive	63,02%	59,57%
5	Affective	56,13%	51,79
6	Social	56,13%	52,12%

Each strategy category of both levels showed its own percentage. In the pre-intermediate level, there were 2 strategies category which was in the lowest

percentage; there were affective strategies and social strategies but the dominant usage was metacognitive strategy which Purpura (1999) found that metacognitive strategies had "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion" (p. 61).

On the elementary level, the usage of strategy was apparently dominant in metacognitive strategy also but on the lowest score of elementary table was affective strategy whereas to know the specific usage of students, researcher showed on the tables and passage as tables' information below.

a) Pre-intermediate Level

Pre-intermediate level was the level of classes which get better scores on the placement test. This was level which there was class from 44th class until 112th class. But those students that become respondents were only 33rd class and 37th class.

1) Memory Strategies

It was strategies helped learners enable to learn and retrieve information in an orderly string, and retrieval via sounds, image, a combination of sounds and images, body movement etc. Then this category has 9 points of this SILL questionnaire. Here was the display of students' choices about their memory strategies;

No	Memory Strategies	Frequency of Quantity					Point Total
		Al	Us	So	Se	Ne	
1	I think of relationships between what I already know and new things I learn in English.	14%	54%	20%	10%	2%	73,6%
2	I use new English words in a sentence so I can remember them.	8%	32%	40%	12%	8%	67,2%
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.	10%	24%	40%	14%	10%	60,8%
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	6%	34%	28%	28%	4%	62%
5	I use rhymes to remember new English words.	6%	16%	30%	32%	12%	52%
6	I use flashcards to remember new English words.	0%	22%	16%	34%	28%	46,4%
7	I physically act out new English words.	6%	18%	32%	30%	14%	54,4%
8	I review English lessons often.	6%	18%	44%	28%	4%	58,8%
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	6%	38%	28%	18%	10%	62,4%
Note. Al (Always); Us (Usually); So (Sometimes); Se (Seldom); Ne (Never)							

There are 9 strategies of memory which each point showed different value. Generally on the memory strategies, the highest value was gotten by first point that was *I think of relationships between what I already know and new things I learn in English* which is 73,6%. Specifically in memory strategy, this point *I think of relationships between what I already know and new things I learn in English* gets always in option

14% and usually 54% and the highest strategy which never use was *I use flashcards to remember new English words* that got 28% chooser.

2) Cognitive strategies

It was category which has 14 strategies with the main point about enable the learner to manipulate the language material in direct ways. Such as analysis, note-taking, summarizing, synthesizing, outlining, and reorganizing information to develop stronger schemas (knowledge structures). Here was the display of students' choices about cognitive strategies;

No (1)	Cognitive strategies (2)	Frequency of quantities (3)					Points Total(4)
		Al	Us	So	Se	Ne	
10	I say or write new English words several times.	6%	36%	30%	20%	8%	62,4%
11	I try to talk like native English speakers.	6%	28%	42%	18%	4%	61,6%
12	I practice the sounds of English.	16%	32%	40%	8%	0%	68,8%
13	I use the English words I know in different ways.	24%	36%	26%	12%	2%	73,6%
14	I start conversations in English.	4%	18%	38%	34%	6%	56%
15	I watch English language TV shows spoken in English or go to movies in English.	12%	30%	32%	22%	4%	64,8%

(1)	(2)	(3)					(4)
		Al	Us	So	Se	Ne	
16	I read for pleasure in English.	4%	24%	44%	26%	2%	60,4%
17	I write notes, messages, letters, or reports in English.	4%	4%	24%	44%	24%	44%
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	4%	20%	34%	20%	22%	52,8%
19	I look for words in my own language that are similar to new words in English.	6%	20%	32%	28%	14%	55,2%
20	I try to find patterns in English.	6%	30%	36%	18%	10%	60,8%
21	I find the meaning of an English word by dividing it into parts that I understand.	4%	18%	46%	14%	18%	55,2%
22	I try not to translate word-for-word.	6%	26%	38%	22%	8%	60%
23	I make summaries of information that I hear or read in English.	6%	8%	32%	28%	26%	48%
Note. Al (Always); Us (Usually); So (Sometimes); Se (Seldom); Ne (Never)							

The highest score in students' option was gotten by strategy *I use the English words I know in different ways* 73,6%. Then strategies which really used by students are *first, I use the English words I know in different ways* because it got *always* option 24% and *usually* 36%. *Second, I say or write new English words several times* which got *usually* 36% chooser. Then strategy which never used by students of pre-intermediate

level was *I make summaries of information that I hear or read in English* that got highest in *never* 26%.

3) Compensation strategies

Compensation strategies were strategies which help the learner make up for missing knowledge such as making guessing, using gestures etc. here were six strategies and here was the display of students' choices about cognitive strategies;

No	Compensation Strategies	Frequency of Quantities					Points
		Al	Us	So	Se	Ne	Total
24	To understand unfamiliar English words, I make guesses.	10%	44%	28%	12%	6%	62%
25	When I can't think of a word during a conversation in English, I use gestures.	10%	24%	34%	24%	8%	54,8%
26	I make up new words if I do not know the right ones in English.	12%	28%	30%	28%	2%	64%
27	I read English without looking up every new word	8%	28%	26%	34%	4%	60,4%
28	I try to guess what the other person will say next in English	4%	22%	26%	36%	12%	54%
29	If I cannot think of an English word, I use a word or phrase that means the same thing	12%	30%	42%	14%	2%	67,2

Note. Al (Always); Us (Usually); So (Sometimes); Se (Seldom); Ne (Never)

Based on the questionnaire, the highest point in compensation strategies was *If I cannot think of an English word, I use a word or phrase that means the same thing* with value 67%. Then some strategies which really used and never used were *I make up new words if I do not know the right ones in English* with *Always* option 12%, *If I cannot think of an English word, I use a word or phrase that means the same thing*, with *always* point 12%, then *To understand unfamiliar English words, I make guesses* with *Usually* point 44%, and the other strategy which was never used was *I try to guess what the other person will say next in English* with 12%.

4) Metacognitive strategies

Metacognitive strategies helped learners in identifying own learning style preferences and needs, such as planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task. Here was the display of students' choices about metacognitive strategies;

Table 4.5							
<i>Students choices of Pre-intermediate level on metacognitive strategies</i>							
No (1)	Metacognitive strategies (2)	Frequency of quantity (3)					Points Total (4)
		Al	Us	So	Se	Ne	
30	I try to find as many ways as I can to use my English.	2%	26%	46%	24%	2%	60,4%

(1)	(2)	(3)					(4)
		Al	Us	So	Se	Ne	
31	I notice my English mistakes and use that information to help me do better.	8%	46%	28%	16%	2%	68,4%
32	I pay attention when someone is speaking English	20%	48%	18%	10%	4%	74%
33	I try to find out how to be a better learner of English.	18%	22%	38%	14%	8%	65,6%
34	I plan my schedule so I will have enough time to study English.	4%	18%	42%	28%	8%	56,4%
35	I look for people I can talk to in English.	10%	20%	22%	38%	10%	56,5%
36	I look for opportunities to read as much as possible in English.	2%	16%	42%	34%	6%	54,8
37	I have clear goals for improving my English skills.	18%	24%	34%	22%	2%	66,8%
38	I think about my progress in learning English	20%	32%	26%	18%	4%	69,2%
Note. Al (Always); Us (Usually); So (Sometimes); Se (Seldom); Ne (Never)							

Here are 9 strategies of metacognitive category. *I pay attention when someone is speaking English* is the highest point in this category. Then strategies used and never

(1)	(2)	(3)					(4)
		Al	Us	So	Se	Ne	
41	I give myself a reward or treat when I do well in English	4%	10%	20%	18%	48%	40,8%
42	I notice if I am tense or nervous when I am studying or using English.	16%	30%	28%	20%	6%	66%
43	I write down my feelings in a language learning diary.	2%	10%	20%	20%	48%	39,6%
44	I talk to someone else about how I feel when I am learning English.	6%	28%	26%	24%	16%	56,8%
Note. Al (Always); Us (Usually); So (Sometimes); Se (Seldom); Ne (Never)							

From that table, the highest point was *I try to relax whenever I feel afraid of using English* with 68%. the usage of affective strategies; first, in *always option* with 24% *I try to relax whenever I feel afraid of using English*; in *usually option*, there were 2 strategies with 28%, here were *I encourage myself to speak English even when I am afraid of making a mistake, I talk to someone else about how I feel when I am learning English*. Here were also two strategies *never* used with 48%; there are *I give myself a reward or treat when I do well in English* and *I write down my feelings in a language learning diary*.

6) Social strategies

This category of learning strategies mainly helped the learner to work with others and understand the target culture as well as the language. For example, asking

unknown words to other people, asking someone to correct learning speaking skill etc. Here was the display of students' choices about social strategies which have 6 strategies;

Table 4.7							
<i>Students Choices of Pre-Intermediate Level Social Strategies</i>							
No	Social Strategies	Frequency Of Quantity					Point
		Al	Us	So	Se	Ne	Total
45	If I do not understand something in English, I ask the other person to slow down or say it again.	26%	46%	24%	4%	0%	78,8%
46	I ask English speakers to correct me when I talk.	12%	32%	26%	10%	20%	61,2%
47	I practice English with other students.	10%	22%	38%	22%	8%	60,8%
48	I ask for help from English speakers	6%	14%	24%	24%	32%	47,6%
49	I ask questions in English.	2%	4%	36%	42%	16%	46,8%
50	I try to learn about the culture of English speakers.	4%	12%	30%	30%	24%	48,4%
Note. Al (Always); Us (Usually); So (Sometimes); Se (Seldom); Ne (Never)							

The highest point of strategy in social strategies category was 78% which is *If I do not understand something in English, I ask the other person to slow down or say it again*. Then the usage in *always* option with 26% and in *Usually* option with 46% is *If I do not understand something in English, I ask the other person to slow down or say it again*.

Then the strategy never used was *I ask for help from English speakers* in *Never* option with 32% chooser.

b) Elementary level

Elementary level was the level of classes which get medium scores on the placement test. Those students were in 66th class and 75th classes as the sample of elementary level classes. Then, strategies used by students of elementary level were decided by their option on the questionnaire before that is fifty strategies and which was divided into six categories of learning strategy inside.

Choices of Strategies chosen were based on their options such as *Always, Usually, Sometimes, Seldom, and Never* in using each strategy.

1. Memory strategies

The category which has 9 points of this SILL questionnaire was known as memory strategies. Here was the display of students' choices about their memory strategies;

Table 4.8 <i>Students Choices of Elementary Levels on Memory Strategies</i>							
No	Memory Strategies	Frequency of quantity					Points Total
		Al	Us	So	Se	Ne	
1	I think of relationships between what I already know and new things I learn in English.	15,38%	28,85%	46,15%	9,61%	0,00%	70%
2	I use new English words in a sentence so I can remember them.	7,69%	11,54%	51,92%	25,00%	3,85%	58,84%
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.	3,85%	21,15%	36,54%	26,92%	11,54%	55,76%
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	3,85%	25,00%	32,69%	23,08%	11,54%	55%
5	I use rhymes to remember new English words.	1,92%	26,92%	30,77%	32,69%	15,38%	58,07%
6	I use flashcards to remember new English words.	0,00%	7,69%	25,00%	32,69%	34,61%	41,15%
7	I physically act out new English words.	1,92%	17,31%	40,38%	23,08%	17,31%	52,69%
8	I review English lessons often.	3,85%	25,00%	48,08%	17,31%	5,77%	60,77%
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	0,00%	32,69%	42,31%	19,23%	5,77%	60,38%
Al (Always); Us (Usually); So (Sometimes); Se (Seldom); Ne (Never)							

In this category, learning strategy which commonly covers was *I think of relationships between what I already know and new things I learn in English* with 70% points. Then strategies were often used by learners are; in *always* option with 15,38%, here was *I think of relationships between what I already know and new things I learn in English*. In *usually* option with 32,69%, here *I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign*. At the last about strategy never used with 17,31% points of chooser; here was *Never I physically act out new English words*.

2. Cognitive strategies

It was category which has helped learner to manipulate the language material in direct way. Here was the display of students' choices about cognitive strategies;

No (1)	Cognitive Strategies (2)	Frequency of Quantity (3)					Point Total (4)
		Al	Us	So	Se	Ne	
10	I say or write new English words several times.	7,69%	30,77%	32,69%	19,23%	9,61%	61,53%
11	I try to talk like native English speakers.	3,85%	26,92%	38,46%	19,23%	11,54%	58,46%
12	I practice the sounds of English.	13,46%	42,31%	25,00%	15,38%	3,85%	69,23%

(1)	(2)	(3)					(4)
		Al	Us	So	Se	Ne	
14	I start conversations in English.	3,85%	5,77%	44,23%	32,69%	13,46%	50,77%
15	I watch English language TV shows spoken in English or go to movies spoken in English.	7,69%	13,46%	40,38%	28,25	9,61%	56,15%
16	I read for pleasure in English.	3,85%	19,23%	42,31	26,92%	7,69%	56,92%
17	I write notes, messages, letters, or reports in English.	5,77%	7,69%	15,38%	38,46%	32,69%	44,61%
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	3,85%	17,31%	36,54%	21,15%	21,15%	52,30%
19	I look for words in my own language that are similar to new words in English.	1,92%	11,54%	32,69%	30,77%	23,08	47,69%
20	I try to find patterns in English.	1,92%	25,00%	34,61%	28,85%	9,61%	56,15%
21	I find the meaning of an English word by dividing it into parts that I understand.	7,69%	9,61%	34,61%	26,92%	21,15%	51,15%
22	I try not to translate word-for-word.	1,92%	15,38%	34,61%	34,61%	13,46%	51,54%
23	I make summaries of information that I hear or read in English.	3,85%	17,31%	19,23%	38,46	21,15%	48,84%
Note. Al (Always); Us (Usually); So (Sometimes); Se (Seldom); Ne (Never)							

Here was *I practice the sounds of English* as the highest point of this category with 69,23%. Then the usage of each strategy was commonly chosen. Firstly, in *Always* option with 23,08%, it was *I use the English words I know in different way*. Secondly in *Usually* option with 42,31%, here was *I practice the sounds of English*. Then in *never* option with 32,69% it was *I write notes, messages letters, or reports in English*.

3. Compensation strategies

Here were six strategies which help the learner make up for missing knowledge such as making guessing etc. Here was the display of students' choices about cognitive strategies;

Table 4.10							
<i>Students Choices of Elementary Level on Compensation Strategies</i>							
No (1)	Compensation Strategies (2)	Frequency Of Quantity (3)					Point Total (4)
		Al	Us	So	Se	Ne	
24	To understand unfamiliar English words, I make guesses.	3,85%	28,85%	25,00%	32,69%	9,61%	56,92%
25	When I can't think of a word during a conversation in English, I use gestures.	3,85%	13,46%	32,69%	38,46%	11,54%	51,92%
26	I make up new words if I do not know the right ones in English.	1,92%	21,15%	30,77%	28,86%	17,31%	52,31%
27	I read English without looking up every new word	3,85%	17,31%	32,69%	28,86%	17,31%	52,31%

(1)	(2)	(3)					(4)
		Al	Us	So	Se	Ne	
28	I try to guess what the other person will say next in English	1,92%	17,31%	40,38%	26,92	13,46%	53,46%
29	If I cannot think of an English word, I use a word or phrase that means the same thing	3,85%	19,23%	48,08%	17,31%	11,54%	57,31%
Note. Al (Always); Us (Usually); So (Sometimes); Se (Seldom); Ne (Never)							

In this category, *If I cannot think of an English word, I use a word or phrase that means the same thing* was the highest point here with 57,31%. Then strategies usage in *Always* with, here were 3,85% *To understand unfamiliar English words, I make guesses, When I can't think of a word during a conversation in English, I use gestures, If I cannot think of an English word, I use a word or phrase that means the same thing.* In *usually* with 28,85% it is *To understand unfamiliar English words, I make guesses.* In *never* option with 17,31% *I make up new words if I do not know the right ones in English.*

4. Metacognitive strategies

Here were 9 strategies of Metacognitive strategies which helped learners in identifying own learning style preferences and needs, such as planning for a Language learning task, gathering and organizing materials etc. Here was the display of students' choices about metacognitive strategies;

Table 4.11 <i>Students Choices of Elementary Level on Metacognitive Strategies</i>							
No	Metacognitive Strategies	Frequency of Quantity					Points Total
		Al	Us	So	Se	Ne	
30	I try to find as many ways as I can to use my English.	5,77%	15,38%	48,08%	17,31%	32,69%	56,54%
31	I notice my English mistakes and use that information to help me do better.	17,31%	23,08%	34,61%	19,23%	5,77%	65,38%
32	I pay attention when someone is speaking English	13,46%	36,54%	25,00%	19,23%	5,77%	66,54%
33	I try to find out how to be a better learner of English.	15,38%	28,85%	32,69%	25,00%	3,85%	69,61%
34	I plan my schedule so I will have enough time to study English.	3,85%	19,23%	28,85%	30,77%	17,31%	52,31%
35	I look for people I can talk to in English.	7,69%	15,38%	32,69%	23,08%	21,15%	53,08%
36	I look for opportunities to read as much as possible in English.	0,00%	19,23%	40,38%	26,92%	13,46%	53,08%
37	I have clear goals for improving my English skills.	7,69%	26,92%	46,15%	17,31%	1,92%	64,23%
38	I think about my progress in learning English	7,69%	40,38%	34,61%	11,54%	5,77%	66,54%
Note. Al (Always); Us (Usually); So (Sometimes); Se (Seldom); Ne (Never)							

I try to find out how to be a better learner of English with 69,61% was the highest point of metacognitive strategies. In *always* option with 17,31% *I notice my English mistakes and use that information to help me do better*; in *usually* with 40,38%, it was *I think about my progress in learning English*. Then the strategies never used by learners in this categories was *I try to find as many ways as I can to use my English* with 32,69%.

5. Affective strategies

Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, giving reward oneself for good performance, and using deep breathing or positive self-talk. On this SILL questionnaire, affective strategies have 5 strategies. Here was the display of students' choices about affective strategies;

No (1)	Affective strategies (2)	Frequency of quantity (3)					Point Total (4)
		Al	Us	So	Se	Ne	
39	I try to relax whenever I feel afraid of using English	5,77%	36,54%	38,46	15,38%	3,85%	65,00%
40	I encourage myself to speak English even when I am afraid of making a mistake	5,77%	23,08%	44,23%	15,38%	11,54%	57,69%

(1)	(2)	(3)					(4)
		Al	Us	So	Se	Ne	
41	I give myself a reward or treat when I do well in English	1,92%	11,54%	19,23%	19,23%	48,08%	40,00%
42	I notice if I am tense or nervous when I am studying or using English.	9,61%	23,08%	28,85%	25,00%	13,46%	54,23%
43	I write down my feelings in a language learning diary.	0,00%	5,77%	15,38%	25,00%	53,85%	34,61%
44	I talk to someone else about how I feel when I am learning English.	5,77%	15,38%	32,69%	11,54%	38,46%	50,00%
Note. Al (Always); Us (Usually); So (Sometimes); Se (Seldom); Ne (Never)							

In this category, the highest point was *I try to relax whenever I feel afraid of using English* with 65,00%. The usage of strategies in this category; in *always* option with 9,61% , it was *I notice if I am tense or nervous when I am studying or using English*; in *usually* option with 36,54% was *I try to relax whenever I feel afraid of using English*. Then on *Never* option with 53,85%, here was *I write down my feelings in a language learning diary*.

6. Social strategies

This category of learning strategies mainly helped the learner to work with others and understand the target culture as well as the language. For example, asking unknown words to other people, asking someone to correct learning speaking skill etc. Here was the display of students' choices about social strategies which have 6 strategies;

No	Social Strategies	Frequency Of Quantity					Total
		Al	Us	So	Se	Ne	
45	If I do not understand something in English, I ask the other person to slow down or say it again.	19,23%	34,61%	34,61%	5,77%	5,77%	71,15%
46	I ask English speakers to correct me when I talk.	7,69%	19,23%	38,46	9,61%	25,00%	55,00%
47	I practice English with other students.	11,54%	21,15%	34,61%	25,00%	7,69%	60,77%
48	I ask for help from English speakers	7,69%	5,77%	23,08%	28,85%	34,61%	44,61%
49	I ask questions in English.	3,85%	13,46%	17,31%	30,77%	34,61%	44,23%
50	I try to learn about the culture of English speakers.	1,92%	13,46%	21,15%	25,00%	38,46%	43,08%
Note. Al (Always); Us (Usually); So (Sometimes); Se (Seldom); Ne (Never)							

In the social strategies, the highest point of strategies on this category was *If I do not understand something in English, I ask the other person to slow down or say it again* with 71,15% point. Then the usage of social strategies; in *Always* option 19,23% and *usually* 34,61%, it was *If I do not understand something in English, I ask the other person to slow down or say it again*. In another option which *Never* got 38,46% chooser was *I try to learn about the culture of English speakers*.

B. Discussion

1. The Levels of Students as The Result of The Placement Test in Language Development Unit Team in Antasari State Islamic University Banjarmasin

The placement test in language development unit program was a method in making their language learning program to be easier in reaching its goal. H. Douglas Brown said, a beneficial side effect of such a test would be breakdown of strength and weakness that students showed on the test (H. Douglas Brown, P: 10). The test which results both pre-intermediate level classes and elementary level classes really showed differences either in the guidelines or in the way teacher manage the class.

Both guideline books showed clearly, the differences in these tables of content. The contents of elementary level for examples *What should I call you?*, *My hobby is cooking?*, *Let's go shopping!*, *I love my family and etc.* were kinds of contents which were still base materials and focus in improving them to know simple expression of English. Besides that, pre-intermediate level really had higher level of

contents such for examples *Are you ready to order?, I want to be an entrepreneur, Have you ever been there?, Would you come to my party?, Digital citizen and etc.* those contents were not about introducing simple expression more but in this level, students were requested to apply English more than elementary level because the contents talked about how to order, dream explanation, invitation etc. which was appropriate for higher than elementary level.

Talking about the way teachers manage the class, both of these levels have shown in researcher differently based on what researcher looked at each level either pre-intermediate level classes or elementary level classes. Thing which was so different was the fact that teaching process on the elementary level classes was more attractive than teaching process on pre-intermediate level classes. Perhaps it could be the low understanding of students about learning English make their interest to be lower, it make its teacher must work hard in the class in creating interesting and attractive class situation so that students enjoy the class well.

2. Dominant Strategies and Strategies Never Used by The Students on The Each Level in Language Development Unit Program of Antasari State Islamic University

In this sub chapter, it will be discussed all the findings based on what researcher had found. From table 4.1, it shows that both levels of classes on language development unit team used all learning strategies categories such as memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

a) Dominant Strategies Used in Pre-Intermediate Level

Based on the table 4.2 until 4.7, overall each category of learning strategies has its own dominant strategy. It was taken from the calculation of all option values with a number of respondents which choose their learning strategies on SILL. These dominants strategies were; In memory strategies, strategy which was dominant in this strategy was *I think of relationships between what I already know and new things I learn in English*; in cognitive strategies, *I use the English words I know in different ways*; then in compensation strategies, *If I cannot think of an English word, I use a word or phrase that means the same thin*. On the metacognitive strategy, which was commonly used was *I pay attention when someone is speaking English*; then on the affective strategies, *I try to relax whenever I feel afraid of using English* was the dominant of this strategy; the last was *If I do not understand something in English, I ask the other person to slow down or say it again* as social strategies.

Here also strategies which were dominant have used and never used on each strategies category and these were taken from percentage of how many people have chosen that option and taken from option *always usually, and never* because the other

options such as seldom and sometimes were decision which resulted doubt. First, these were dominants strategies used in memory strategies, there was *I think of relationships between what I already know and new things I learn in English*; and next cognitive strategy category had *I use the English words I know in different ways* and *I say or write new English words several times*; then, compensation strategies had *If I cannot think of an English word, I use a word or phrase that means the same thing* and *To understand unfamiliar English words, I make guesses* as its dominance.

On the metacognitive strategies, there were *I think about my progress in learning English* and *I pay attention when someone is speaking English*. Next, affective strategies showed its dominant in *I encourage myself to speak English even when I am afraid of making a mistake* and *I talk to someone else about how I feel when I am learning English*. The final strategies category, here was *If I do not understand something in English, I ask the other person to slow down or say it again* as the dominant of social strategy.

b) Strategies Never Used on Pre-Intermediate Level

Second, here were learning strategies on each category which were never used on the elementary level classes. In memory strategies category, strategy which was never used was *I use flashcards to remember new English words*; then in cognitive strategies, it was *I make summaries of information that I hear or read in English*; next in compensation strategies category, this was *I try to guess what the other*

person will say next in English as strategy never used; and then strategy never used on metacognitive strategies was *I look for people I can talk to in English*; then strategy never used in affective strategies category was *I write down my feelings in a language learning diary*; and the last strategy which was never used of social strategies category was *I ask for help from English speakers*.

c) Dominant Strategies Used in Elementary Level Classes

According to table 4.8 until 4.13 that showed students of elementary level choice, there were the highest points total of each strategies category which was taken from calculation of how many respondents had chosen and each value option. Here were that were In memory strategies category, learning strategy which commonly covers was *I think of relationships between what I already know and new things I learn in English*; then, in the cognitive strategies it was *I practice the sounds of English*; next compensation strategies was *If I cannot think of an English word, I use a word or phrase that means the same thing*; then strategy in metacognitive category, it was *I try to find out how to be a better learner of English*; next strategy of affective strategy was *I try to relax whenever I feel afraid of using English*; and the last dominant strategy of social strategies was *If I do not understand something in English, I ask the other person to slow down or say it again*.

Like passage above on the pre-intermediate level, here also discussed about dominant strategies used based and strategies never used of each category from how

many respondents had chosen. There were dominant strategies used like as; in memory strategies, it was *I think of relationships between what I already know and new things I learn in English and I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign*; on cognitive strategies, *I use the English words I know in different way and I practice the sounds of English*; in compensation strategies, *To understand unfamiliar English words, I make guesses and When I can't think of a word during a conversation in English, I use gestures*; in metacognitive strategies, *I notice my English mistakes and use that information to help me do better and I think about my progress in learning English*; in affective strategies *I notice if I am tense or nervous when I am studying or using English and I try to relax whenever I feel afraid of using English*; then in the social strategies, here was *If I do not understand something in English, I ask the other person to slow down or say it again.*

d) Strategies Never Used in Elementary Level

In this elementary level, here were also some strategies never used by students on their learning in each learning strategy category. In memory strategies, it was *I physically act out new English words*; in cognitive strategies, here was *I write notes, messages letters, or reports in English*; then in compensation strategies, it was *I make up new words if I do not know the right ones in English*; in metacognitive, here was *I try to find as many ways as I can to use my English*; in affective strategies, *I write down my feelings in a language learning diary*; at the last, strategy never used in

social strategies, *it is I try to learn about the culture of English speaker*. Even if there were different depending like what table 4.1 showed that pre-intermediate level classes and elementary level classes overall depend on or dominant used metacognitive strategies which was like previous research where metacognitive was often been priority on respondents such as (in South Africa, Dreyer & Oxford, 1996; and in Turkey, Oxford, Judd, & Giesen, 1998) uncovered evidence that metacognitive strategies were often strong predictors of L2 proficiency.

Metacognitive strategies were indirect strategy in taxonomy of learning strategy which were Centering students learning, Arranging, planning their learning, Evaluating their learning. It was suitable with strategies which were dominant in metacognitive strategies category like as *I pay attention when someone is speaking English* on table 3.5 and *I try to find out how to be a better learner of English*. Both of these learning strategies were proven of evaluating process like R. Freeman (2004) argues in his article which has taken us that learning strategies were an individual's approach to complete a task.

Meanwhile, there were differences on the overall students learning strategies rarely used. On the pre-intermediate level, category of strategies which was rarely used was affective and social strategies. Then, category of strategies which was rarely used on the elementary level classes was affective strategy. So, affective strategies category, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-

talk, have been shown to be significantly related to L2 proficiency in research by Dreyer and Oxford (1996), showed negative percentage because it was placed on the lowest usage of learning strategies. According to table 4.6 and 4.11 *I write down my feelings in a language learning diary* was strategies rarely used on both of level classes either pre-intermediate level and elementary level. One reason might be that as some students progress toward proficiency, they no longer need affective strategies as much as before. Perhaps because learners' use of cognitive, metacognitive, and social strategies was related to greater language learner proficiency and self-efficacy, over time there might be less need for affective strategies as learners' progress to higher proficiency.