

**LANGUAGE LEARNING STRATEGIES OF EFL LEARNERS
IN IMPROVING THEIR ENGLISH LANGUAGE SKILLS**

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Abstract

This research is intended to know the language learning strategies used by EFL students to improve their English language skills, and whether or not there is a difference between male and female in the use of the strategies. The data were collected from 80 participants of 4 English Education departments in 4 different universities (The University of Lambung Mangkurat, The State Institute for Islamic Studies (IAIN) Antasari, College of Teachers Training and Education (STIKIP) PGRI, and Islamic University of Kalimantan (UNISKA) Syekh Muhammad Arsyad) by using survey and interview techniques. The collected data were analyzed by using *multiple regression analysis* which includes *Coefficients of Discrimination* (r squared), *Intercept Coefficients* (the constant), and *Variable Coefficients* (slope), and then concluded inductively. The result of this study shows that the EFL learners used both direct and indirect strategies as suggested by Oxford (1990) in improving their English language skills. The research also found out that the language learning strategies used by EFL learners have significant influence in improving their English language skills, especially listening skills, vocabulary skills, speaking skills, reading skills, and writing skills. It is also concluded that there is a significant difference in the use of language learning strategies in relation with different educational institutions, which UNLAM and IAIN Antasari students used better strategies than two others educational institutions. In addition to that, this research also shows that there is no significant difference in the use of language learning strategies in relation with different genders.

A. Rational

Language learning strategies have been long become the subject of research. However, the majority of studies and overviews have been based on classroom contexts, and less attention has been paid to strategies used by the students in improving their language skills. The students' effort, autonomy, and independency in improving their English should be taken into account in EFL or EFL studies, since learning a language is a gradual process. In English language learning and teaching, strategy of learning is seen as one of the most important factors which will lead students to be successful language learners. Strategy here means specific techniques used to learn something new better (learning how to learn), as Oxford stated that "learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990). It makes students to have more responsibility of their

own language learning and personal development. Thus, the students must have some effective and efficient strategies in order to succeed in learning English as a second or foreign language. They also need to apply those strategies consistently in order to improve their English language skills.

Many researchers have defined the term of language learning strategies. Cynthia White stated that "language learning strategies are commonly defined as the operations or processes which are consciously selected and employed by the learner to learn the TL or facilitate a language task" (Hurd & Lewis, 2008, p. 8). Additionally, in relation with second language learning, Oxford acknowledged that L2 learning strategies are the goal-oriented actions or steps (e.g. plan, evaluate, analyze) that learners take, with some degree of consciousness, to enhance their L2 learning (Hurd & Lewis, 2008, p. 41). O'Malley and Chamot (1990; 1) viewed learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". It is believed that learning strategy can actually fosters students' language learning autonomy and assists them to promote their own language learning achievement. Therefore, it not only helps the EFL or EFL learners to efficiently learn and use the target language, but also facilitates them to become independent learners (self-directed language learners).

The definitions above clearly explained that language learners should actually do some conscious and serious efforts and activities through gradual processes in order to learn the target language or a new language. It is obvious that there is a combination between intention and action while applying a strategy of learning. In this case, learners should aware of their needs, preferences, goals, and problems while learning a language. Many researchers have done some studied concerning to the topic of language learning strategies and its relation with students' achievement in their language learning process. Some of them revealed that students at all levels reported the use of an extensive variety of learning strategies. Geramia & Baighloub in their study indicated that successful EFL students used a wider range of learning strategies and different from those often preferred by their unsuccessful peers. The former often used metacognitive strategies while the latter tended to use surface level cognitive strategies. The results of this study can be beneficial for Iranian language

teachers in terms of raising their awareness on narrowing the gap between the students' language learning strategies and their teaching methodologies preferences (Geramia & Baighloub, 2011).

Furthermore, Ehrman and Oxford (1995) indicated that successful students preferred to use cognitive strategies more frequently in their study. Green and Oxford (1995) discovered that high achieving students used all kinds of language learning strategies more frequently than low-achieving students. Qingquan, Chatupote & Teo found that successful students used a wider range of learning strategies for EFL learning significantly more frequently than unsuccessful students. It was also found that the strategies often employed by the successful students are different from those often preferred by their unsuccessful peers. The former often used deep, L2-based, association, active participation, language use, positive attitude taking and learning-process monitoring strategies that are likely to make more contributions to successful L2 learning while the latter tended to use surface, L1- based, word-level, rote memory and gesture strategies (Qingquan, Chatupote, & Teo, 2008). Other researchers found out that significant positive correlation was found between language learning strategy use and self-efficacy beliefs. Students' language learning strategy use is found to be positively correlated with their self-efficacy level in language learning. Students who reported to use more language learning strategies have higher self-efficacy, in other words, were more confident in their language learning abilities. Therefore, there would be a significant and positive correlation existed between language learning strategy use and perceived self-efficacy; highly self-efficacious learners would use more strategies than those with lower self-efficacy (Hsun Su & Duo, 2012).

Furthermore, Su & Duo suggested that there is significant positive correlation was found between language learning strategy use and self-efficacy beliefs. Students' language learning strategy use is found to be positively correlated with their self-efficacy level in language learning. Students who reported to use more language learning strategies have higher self-efficacy, in other words, were more confident in their language learning abilities. Therefore, there would be a significant and positive correlation existed between language learning strategy use and perceived self-efficacy; highly self-efficacious learners would use more strategies than those with lower self-

efficacy (Hsun Su & Duo, 2012). In addition to that, Hashemi in his study to Iranian EFL students about cognitive and social strategies concluded that cognitive and social strategies were the popular strategies used by Iranian learners and that such strategies could be related to gender, cultural and educational background differences. It is clear that language learning strategies could facilitate the learning of the target language by the language learner. Language learners in general use language learning strategies in the learning process. Since the factors like age, gender, personality, motivation, self-concept, life-experience, learning style, etc. affect the way in which language learners learn the target language, it is not reasonable to assume that all language learners use the same good language learning strategies or should be trained in using and developing the same strategies to become successful learners (Hashemi, 2011).

Relating to gender issue, it is seen that gender is an issue with important theoretical and pedagogical implications in second language learning, it has received some attention in language learning strategy research (e.g., Oxford, 1993; Oxford, Young, Ito & Sumrall, 1993; Oxford, 1995; Young & Oxford 1997). These studies have found that gender can have a significant impact on how students learn a language. An emerging theory for this gender difference proposes that although sometimes males surpassed females in the use of a particular strategy, females employ more learning strategies or employ strategies more effectively (Erhman and Oxford, 1989; Nyikos, 1990; Oxford, 1994; Sheorey, 1999). Ehrman and Oxford (1990) stated that women at the Foreign Service Institute definitely reported more use of strategies. Also, Green and Oxford (1995) reported that females used strategies significantly more often than males. Yabukoshi and Takeuchi found out that females reported more use of strategies than males, and interestingly enough that no positive relationship was found between English proficiency and strategy use (Yabukoshi & Takeuchi, 2009).

It is also believed that age and level of proficiency have significant influence to the use of strategies in language learning. Some studies regarding to this issues found out that students in lower grade showed clearer preferences for particular types of strategies than older students, and the relationship between learning strategies and EFL grades was stronger in younger students (Tragant & Victori, 2012). Regarding to the perception of teachers and students to the use of language learning strategies, it

was found out that teachers perceive that course level and learning strategies are significantly correlated and it is highly important (Griffiths, 2007). Furthermore, students view that language learning strategies is very useful and students tended to believe in the usefulness of all four groups of strategies but seemed more often to use use-focused ones. Correlations were found between perceptions of the usefulness and perceived use of the strategies (Zhang & Goh, 2006).

Many studies related to language learning strategies (LLSs) have been carried out to the EFL learners at university level, but not many to EFL learners, especially to English Education Department students at university level. In Indonesian context, there is no such research yet was conducted at English Education Departments which actually have a very significant role in shaping and improving the quality of human resources development, especially English teachers in Indonesia. The departments are expected to become the centers of quality improvement for the EFL teachers in Indonesia. In Banjarmasin, South Kalimantan Province, there are 4 English Education departments in 4 different universities (The University of Lambung Mangkurat, The State Institute for Islamic Studies (IAIN) Antasari, College of Teachers Training and Education (STIKIP) PGRI, and Islamic University of Kalimantan (UNISKA) Syekh Muhammad Arsyad). Many students from different regions and provinces in Indonesia apply and come into these departments for learning English, linguistics, theories and practices of ELT, and etc. The English teaching and learning processes at these departments are believed will be able to help the students to succeed in study and create professional English teachers. The students need to improve their English in order to be successful learners and to compete with other students at the university level. Therefore, it is important to know and investigate the strategies of EFL learners in improving their English language skills, specifically those who are studying at English Departments at the universities mentioned above. Specifically, this research is aimed to find out the strategies used by those EFL learners to improve their vocabulary, listening, speaking, reading, writing, and grammar or structure.

pointed out just what an important role LLSs can play in the development of second language (L2) learners. According to a renowned leader in SLA, LLSs are "one of the most important individual difference factors in L2 acquisition" (Skehan 1989 cited in Green and Oxford, 1995, p. 262). Ellis (1985) concurs (Green and Oxford, 1995, p. 263), stating LLSs are one of the three main processes for "developing L2 knowledge." Oxford agrees, declaring LLSs are "essential for developing communicative competence" (1990, p. 1). In fact, it has been found in study after study that more proficient language learners use a "wider range of LLSs than do less proficient learners" (Ehrman and Oxford, 1990, p. 312). This is because "effective language learners tend to use more strategies and to apply them in a more appropriate fashion than less successful learners" (Nyikos 1991 cited in Oxford, 1996, p. 229).

In addition to facilitating second language acquisition and improving student performance, strategy use promotes greater learner autonomy because "the use or adoption of appropriate strategies allows learners to take more responsibility for their own learning" (Dickinson, 1987). This enables students to "keep on learning even when they are no longer in a formal classroom setting" (Oxford and Crookall 1988 cited in Oxford and Nyikos, 1989, p. 291). With these points in mind, most researchers agree that promoting greater strategy use can help develop the language skills of EFL/ESL students in any context.

3. Taxonomy of language learning strategies

Language learning strategies have been classified by many scholars (Rubin 1987, O'Malley and Chamot 1990 and Oxford 1990). According to Rubin, There are three types of Strategies used by learners that contribute directly or indirectly to language learning (Hismanoglu, 2009). According to O'Malley and Chamot (1990), teaching strategies can be classified into three generic categories: metacognitive strategies, cognitive strategies and social/affective strategies (Chang, 2009).

According to Oxford's (1990) definition, Language learning strategies which directly involve the target language are called direct strategies. These strategies include memory, cognitive, and compensation strategies. All of these direct strategies involve mental processing of language. On the other hand, indirect strategies are Metacognitive, affective, and social strategies and they provide indirect support for

language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy, and other means (Oxford, 1990, p.151).

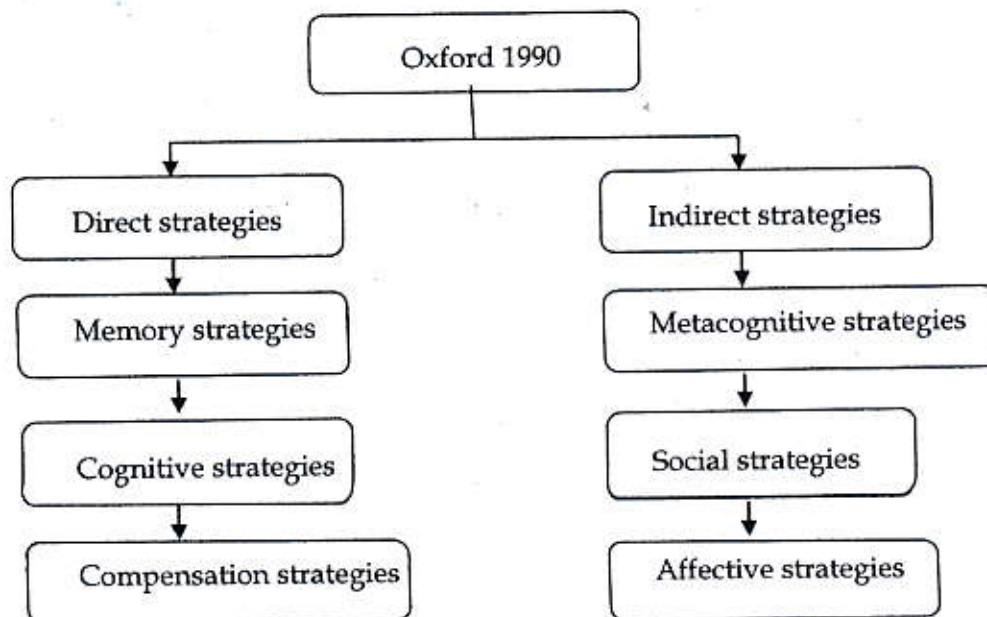


Figure 1. Oxford (1990) Classifications of language learning strategies

a. Direct strategies

The direct strategies include memory, cognitive, and compensation strategies. Those strategies are explained as following:

1) Memory strategies

Memory strategies are employed for storing and retrieving new information. The principle of memory strategies is meaning. All the steps that the learner adopts relating to memory strategies have to be personally meaningful to the learner in order to make the strategies work. An example of memory strategy is "I use new English words in a sentence so I can remember them" (Oxford, 1990, p 294). Under this category, there are for subsets of strategies: Creating mental linkages, applying images and sound, reviewing well, and employing action. Each subset has different approaches / specific strategies which helps the language learners to learner to learn better. The use of memory strategies are most frequently applied in the beginning process of language learning.

2) Cognitive strategies

Cognitive strategies have a unified common function: manipulating or transforming the target language. There are various approaches under this category, however, the common function is manipulating or transforming the target language by the learner. An example of cognitive strategies is "I try to talk like native English speakers" (Oxford, 1990, p.295). There are four subsets of cognitive strategies: practicing, receiving and sending message, analyzing and reasoning, and creating structure for input and output. Each set has different approaches/specific strategies. The adult's learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language.

3) Compensation strategies

Compensation strategies are used to help learners use the new language for comprehension and production regardless of the limited knowledge learners have with the new language. Making up for an inadequate repertoire of grammar, and especially vocabulary, is the purpose of compensation strategies. An example of compensation strategy is "to understand unfamiliar English word, I make guesses" (Oxford, 1990, p.295). Guessing intelligently in listening and reading, and overcoming limitations in speaking and writing are the two subsets of compensation strategies. Within the two subsets, there are ten approaches/specific strategies.

b. Indirect strategies

The indirect strategies include metacognitive, affective, social strategies, as they are explained below:

1) Metacognitive strategies.

Metacognitive strategies are "actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process" (Oxford, 1990, p.137). An example of metacognitive strategies is "I pay attention when someone is speaking English". There are three subsets of strategies within metacognitive strategies: centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills,

arranging and planning ones learning helps learners to organize so they may get maximum benefit from their energy and effort, and evaluating learning helps learners with problems like monitoring errors and evaluation of progress.

2) Affective strategies.

Affective strategies refer to learners emotional, attitudes, motivation and values. Oxford (1990) suggested that through affective strategies language learners can gain control over the above factors. She also suggested that good language learners are often the ones who know how to control their emotions and attitudes towards learning. An example of an affective strategy is "I encourage myself to speak English even when I am afraid of making mistake" (Oxford, 1990:296). The subsets include lowering ones anxiety, encourage oneself, and taking ones emotional temperature.

3) Social strategies.

The last category is social strategies, which refers to learner's communication with people who use the target language. An example of a social strategy is "I try to learn about the cultures of English speaker" (Oxford, 1990:296). There are three subsets of social strategies and each subset consists of two specific strategies. The three subsets strategies are as following: asking question, cooperating with others, and empathizing with others. Among the three, asking question is the most helpful and comes closest to understanding the meaning. It's also helps in conversation by generating response from the partner and shows interest and involvement. Cooperating with others eliminates competition and in its place brings group spirit. Empathy means to put oneself in someone else's situation to understand that person's point of view. Learners can social strategies to develop cultural understanding and become aware of thoughts and feeling of others.

4. **The teacher's roles in strategies training**

The language teachers should train their students in using language learning strategies. They should also learn about the students, their interests, motivations, and learning styles. The teacher can learn about language learning strategies used by observing the students' behavior in class. Besides observing their behavior in class, the teacher can prepare a short questionnaire so that student can fill in at the beginning of

a course to describe themselves and their language learning. Thus, the teacher can learn the purpose of their learning a language, their favorite/least favorite kinds of class activities, and the reason why they learn a language. The teachers can have adequate knowledge about the students, their goals, motivation, language learning strategies and their understanding of the course to be taught (Hismanoglu, 2009; Cabada and others, 2009). Cohen (1998) speak about learning strategies fields and usage of them in second language and importance of strategies training role by teacher in his book, and he express than strategies training and giving more responsibility to student in class can develop language and help them to know their strength and weakness in learning process so it encourage other learners to "learn how to learn" and "learn how use strategies" (p.66).

Based on L2 strategy training research, the following principles have been tentatively suggested, subject to further investigation; L2 strategy training should be based clearly on student's attitudes, beliefs, and stated needs. Strategies should be chosen so that they mesh with and support each other and so that they fit the requirements of the language task, the learners goals, and the learners styles of learning. Training should, if possible, be integrated into L2 activities over a long period of time rather than taught as a separate, short intervention. Student should have plenty of opportunities for strategy training during language classes. Strategy training should include explanation, handouts, activities, brainstorming, and materials for reference and home study. Strategy training should be explicit, overt and relevant and should provide plenty of practice with varied L2 tasks involving authentic materials. Strategy training should not be solely tied to the class at hand: it should provide strategies that are transferable to future language tasks beyond a given class. Strategy training should be somewhat individualized, as different students prefer or need certain strategies for particular tasks. Strategy training should provide students with a mechanism to evaluate their own progress and to evaluate the success of the training and the value of the strategies in multiple tasks (Oxford, 1989).

5. Good and less successful language learners

Beginning in the 1970s, with the influence of the cognitive view of learning, theorists and teachers no longer viewed language learners as passive objects. Researchers and classroom teachers also came to accept that there was no single language teaching method that could guarantee success in teaching a second or foreign language. Some learners seemed to have outcomes regardless of the teaching methods or techniques employed (Chang, 2009). Rubin (1975, see Oxford 1994) suggested that good L2 learners are willing and accurate guesser, are often uninhibited, are willing to make mistake, focus on form by looking for patterns and analyzing, take advantage of all practice opportunities, monitor their speech as well as that of others and pay attention to meaning.

After identifying the strategies good learners applied to their language learning experience in the 1970s, some researchers began trying to identify specific language learning strategies used by less successful language learners. O'Malley (1985, see chang, 2009) founded that intermediate level student tended to adopt more metacognitive strategies than student with beginning levels of proficiency. Also Porte (1988, see chang, 2009) founded that poor language learners adopted several strategies that were similar to the ones used by good language learners and they used learning strategies in a less sophisticated and inadequate way. Vann and Abraham (1990, see chang, 2009) had a similar finding to Porte study. They suggested that unsuccessful language learners in comparison with Successful learners had a remarkably similar repertoire of strategies to use and were not properly applying strategies to assist their language. Also best learners employed more and a greater variety of strategies than the poorer ones.

C. Research Questions and Objectives

The main problem which will be studied in this research is the language learning strategies (LLSs) used by the EFL learners of English Education Departments in 4 universities and colleges in Banjarmasin, South Kalimantan to improve their English language skills. Specifically, that main problem is formulated in the following research questions:

1. What kind of strategies do EFL learners use to improve their English language skills?
2. Do the use of language learning strategies influence in improving students' English language skills?
3. Are there any differences in the use of those language learning strategies between the institutions?, and
4. Are there any differences in the use of those language learning strategies between genders?

Based on the research questions mentioned before, this study is intended to know and investigate:

1. The kind of strategies do EFL learners use to improve their English language skills;
2. The influence of the use of language learning strategies in improving the students' English language skills;
3. The differences in the use of those language learning strategies between the institutions; and
4. The differences in the use of those language learning strategies between genders.

A. Methodology of the Research

1. Participants

This study will be conducted at 4 English Education Departments in 4 universities and colleges in Banjarmasin, South Kalimantan. Those universities and colleges are: The University of Lambung Mangkurat, The State Institute for Islamic Studies (IAIN) Antasari, College of Teachers Training and Education (STIKIP) PGRI, and Islamic University of Kalimantan (UNISKA) Syekh Muhammad Arsyad. 20 students from each English Education Departments of each university or college mentioned above will be taken as the participants of this study. Thus, this study will involve 80 EFL students who are studying at the English Education Department in those universities and college and which are selected randomly from different educational background, gender, semester (age), and region (cultural background). The 80 participants will participate in responding to a survey questionnaire.

Furthermore, 20 participants out of the 80 students will be asked to complete a language learning journal, and another 20 participants from the initial 80 participants will voluntarily be interviewed concerning their responses on the survey questionnaire.

Table 2
Demographic Description of Participants

| Participants | n | % |
|---------------------------------------|-----------|-------------|
| Lambung Mangkurat University (UNLAM): | | |
| Male | 10 | 12.5% |
| Female | 10 | 12.5% |
| IAIN Antasari Banjarmasin | | |
| Male | 10 | 12.5% |
| Female | 10 | 12.5% |
| STIKIP PGRI Banjarmasin | | |
| Male | 10 | 12.5% |
| Female | 10 | 12.5% |
| UNISKA Banjarmasin | | |
| Male | 10 | 12.5% |
| Female | 10 | 12.5% |
| Total Number | 80 | 100% |

2. Instruments

This research will use triangulation data collection procedure for the research methodology. The survey questionnaire to be analyzed quantitatively, while the interview to be analyzed qualitatively. This dual data collection procedure is chosen to avoid the limitations of one particular approach to the research and to add validity to any findings that could be established across all the two sets of data. There are a number of significant limitations to questionnaires, in particular their artificial nature since they are usually completed away from the learning environment (Brown 2001: 75) and at a single point in time. To counter this, an interview is conducted to crosscheck the data from the questionnaire. Another problem with questionnaires is that the responses are limited to those that the questionnaires' designers have anticipated and this may restrict respondents' choices. Furthermore, questionnaires do not give the respondents an opportunity to elaborate or explain their choices. Additionally, some of the participants will be interviewed in which they were asked to expand on and give reasons for their choices in the questionnaire. The interview

also provided an opportunity to check the validity of the questionnaire, in particular respondents' understanding of the questions. Thus, the data of this research will be collected through the following techniques/procedures:

a. Survey Questionnaire

Survey questionnaire which consist of 42 statements and questions describing the use of strategy, and which are grouped into 5 categories of strategy: vocabulary, listening, speaking, reading, and writing will be given to the participants. Each participant has to indicate their attitude toward 37 key statements of language learning strategies by rating them using a 4 *Likert* scale; very often, often, rarely, and never. Besides, they will also answer 5 open questions out of 42 statements and questions.

b. Interview

The interview will be carried out to test the validity of the questionnaire, especially the participants' understanding of the questionnaire items. The structured interview will contain of a mix of closed and open questions to check understanding of the questionnaire and to give subjects an opportunity to explain responses and also add anything not covered in the questionnaire. The purpose of the interview will be explained to the subjects before the interview began and the interviews will be audio-tape recorded.

3. Data Presentation and Analysis

The participants' responses (the collected data) from the questionnaire will be tabulated for each learning strategy and the mean score for frequency of use will also be derived for each strategy. The collected data from the survey will be grouped into 5 strategies: vocabulary, listening, speaking, reading, and writing. The responses will also be categorized based on scale very often, often, rarely, and never. For all results, one tailed (F-tests/Annova analysis) were used to determine statistically significant differences. The alpha level is set at $\alpha = 0.05$. Analysis of the interview involved recording the interview and transcribing relevant sections which related to the subjects' understanding of the questionnaire and use of learning strategies. The interview was then administered to support the results from the questionnaire. Thus, all the collected data will be presented in respect of each skill's strategies used by the

students; analyzed both quantitatively and qualitatively, and the concluded inductively.

B. Discussion and Analysis

1. Strategies of EFL learners to improve their English language skills

a. Listening Strategies

Based on the result of the survey for the Listening Strategies, it is found out that there are four strategies that EFL students use to improve their listening skills. They are attending out-of-class events where English is spoken (strategy 1); listening to song, talk shows, news, and watching movies (strategy 2); listening to people in a restaurant or a store (strategy 3); and listening to people who are having conversation in English (strategy 4). The following table shows the result of the data regarding to the Listening Strategies.

Table 3
Annova Test Result for Listening Strategies

Descriptives

LISTENING

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|------------|-----|---------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| STRATEGY 1 | 80 | 46.8750 | 26.79475 | 2.99574 | 40.9121 | 52.8379 | .00 | 75.00 |
| STRATEGY 2 | 80 | 83.4375 | 16.37368 | 1.83063 | 79.7937 | 87.0813 | 50.00 | 100.00 |
| STRATEGY 3 | 80 | 77.8125 | 14.33866 | 1.60311 | 74.6216 | 81.0034 | 50.00 | 100.00 |
| STRATEGY 4 | 80 | 75.9375 | 15.11755 | 1.69019 | 72.5733 | 79.3017 | 50.00 | 100.00 |
| Total | 320 | 71.0156 | 23.54179 | 1.31603 | 68.4264 | 73.6048 | .00 | 100.00 |

ANOVA

LISTENING

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|--------|------|
| Between Groups | 64599.609 | 3 | 21533.203 | 64.726 | .000 |
| Within Groups | 112195.3 | 316 | 355.048 | | |
| Total | 176794.9 | 319 | | | |

Multiple Comparisons

Dependent Variable: LISTENING
LSD

| (I) STRATEGY | (J) STRATEGY | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|--------------|--------------|-----------------------|------------|------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| STRATEGY 1 | STRATEGY 2 | -36.56250* | 2.97930 | .000 | -42.4243 | -30.7007 |
| | STRATEGY 3 | -30.93750* | 2.97930 | .000 | -36.7993 | -25.0757 |
| | STRATEGY 4 | -29.06250* | 2.97930 | .000 | -34.9243 | -23.2007 |
| STRATEGY 2 | STRATEGY 1 | 36.56250* | 2.97930 | .000 | 30.7007 | 42.4243 |
| | STRATEGY 3 | 5.62500 | 2.97930 | .060 | -.2368 | 11.4868 |
| | STRATEGY 4 | 7.50000* | 2.97930 | .012 | 1.6382 | 13.3618 |
| STRATEGY 3 | STRATEGY 1 | 30.93750* | 2.97930 | .000 | 25.0757 | 36.7993 |
| | STRATEGY 2 | -5.62500 | 2.97930 | .060 | -11.4868 | .2368 |
| | STRATEGY 4 | 1.87500 | 2.97930 | .530 | -3.9868 | 7.7368 |
| STRATEGY 4 | STRATEGY 1 | 29.06250* | 2.97930 | .000 | 23.2007 | 34.9243 |
| | STRATEGY 2 | -7.50000* | 2.97930 | .012 | -13.3618 | -1.6382 |
| | STRATEGY 3 | -1.87500 | 2.97930 | .530 | -7.7368 | 3.9868 |

*. The mean difference is significant at the .05 level.

Based on the result of F test on the use of language learning strategies in listening, with $F=64.726$ and $p=0.000$, and with the alpha level is less than 0.05, it can be stated that there are differences in the use of language learning strategies in listening (strategy 1, strategy 2, strategy 3, and strategy 4). Then based on multiple comparison table, it is known that the best listening strategy which used by the EFL students is strategy 2 with the mean score= 83.4375.

Furthermore, based on the statistical analysis of F test result on the use of language learning strategies in listening among the institutions with $F=4.969$ and $p=0.002$, and with the alpha level is less than 0.05, it can be stated that there are differences in the use of listening strategies among the institutions (UNLAM, STIKIP, IAIN, and UNISKA). Then based on the multiple comparison table it is known that best institution which its students use the language learning strategies in listening is UNLAM with the mean =77.1875. Next, based on the result of F test on the use of language learning strategies in listening between gender, with $F=0.006$ and $p=0.939$, with the alpha is more than 0.05, it can be said that there is no difference between male (mean score =71.0938) and female (mean score =70.9375) in the use of language learning strategy, especially in listening (See Appendix).

b. Vocabulary Strategies

The result of the research shows that there are five vocabulary strategies which are used by the participants in order to improve their vocabulary skills. Those strategies are memorize every new words (strategy 1), list new words with other words that are related to them (strategy 2), group the words based on parts of speech (strategy 3), use flash card in a systematic ways to learn new words (strategy 4), and use or practice new words and familiar words in different ways (strategy 5). The result of the collected data for the vocabulary learning strategy can be seen in the following table.

Table 4
Annova Test Result for Vocabulary Strategies

Descriptives

| Vocabulary | N | Mea | Std. Deviation | Std. Error | 95% Confidence Interval fo Mea | | Minimum | Maximum |
|------------|----|---------|----------------|------------|-----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| Strategy 1 | 8 | 81.8750 | 12.56313 | 1.40460 | 79.0792 | 84.6708 | 50.0 | 100.00 |
| Strategy 2 | 8 | 61.2500 | 24.16321 | 2.70153 | 55.8727 | 66.6273 | .0 | 100.00 |
| Strategy 3 | 8 | 54.6875 | 27.00614 | 3.01938 | 48.6776 | 60.6974 | .0 | 100.00 |
| Strategy 4 | 8 | 59.6875 | 27.12306 | 3.03245 | 53.6516 | 65.7234 | .0 | 100.00 |
| Strategy 5 | 8 | 39.0625 | 28.08321 | 3.13980 | 32.8129 | 45.3121 | .0 | 75.0 |
| Strategy 6 | 8 | 65.0000 | 17.61041 | 1.96890 | 61.0810 | 68.9190 | .0 | 100.00 |
| Tota | 48 | 60.2604 | 26.59691 | 1.21398 | 57.8750 | 62.6458 | .0 | 100.00 |

ANOVA

| Vocabulary | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|-------------------|-----|-------------|--------|------|
| Between Groups | 77709.635 | 5 | 15541.927 | 29.247 | .000 |
| Within Groups | 261132.8 | 474 | 550.913 | | |
| Total | 338842.4 | 479 | | | |

Multiple Comparisons

Dependent Variable: Vocabulary
LSD

| (I) Strategy | (J) Strategy | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|--------------|--------------|-----------------------|------------|------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| Strategy 1 | Strategy 2 | 20.62500* | 3.71118 | .000 | 13.3326 | 27.9174 |
| | Strategy 3 | 27.18750* | 3.71118 | .000 | 19.8951 | 34.4799 |
| | Strategy 4 | 22.18750* | 3.71118 | .000 | 14.8951 | 29.4799 |
| | Strategy 5 | 42.81250* | 3.71118 | .000 | 35.5201 | 50.1049 |
| | Strategy 6 | 16.87500* | 3.71118 | .000 | 9.5826 | 24.1674 |
| Strategy 2 | Strategy 1 | -20.62500* | 3.71118 | .000 | -27.9174 | -13.3326 |
| | Strategy 3 | 6.56250 | 3.71118 | .078 | -.7299 | 13.8549 |
| | Strategy 4 | 1.56250 | 3.71118 | .674 | -5.7299 | 8.8549 |
| | Strategy 5 | 22.18750* | 3.71118 | .000 | 14.8951 | 29.4799 |
| | Strategy 6 | -3.75000 | 3.71118 | .313 | -11.0424 | 3.5424 |
| Strategy 3 | Strategy 1 | -27.18750* | 3.71118 | .000 | -34.4799 | -19.8951 |
| | Strategy 2 | -6.56250 | 3.71118 | .078 | -13.8549 | .7299 |
| | Strategy 4 | -5.00000 | 3.71118 | .179 | -12.2924 | 2.2924 |
| | Strategy 5 | 15.62500* | 3.71118 | .000 | 8.3326 | 22.9174 |
| | Strategy 6 | -10.31250* | 3.71118 | .006 | -17.6049 | -3.0201 |
| Strategy 4 | Strategy 1 | -22.18750* | 3.71118 | .000 | -29.4799 | -14.8951 |
| | Strategy 2 | -1.56250 | 3.71118 | .674 | -8.8549 | 5.7299 |
| | Strategy 3 | 5.00000 | 3.71118 | .179 | -2.2924 | 12.2924 |
| | Strategy 5 | 20.62500* | 3.71118 | .000 | 13.3326 | 27.9174 |
| | Strategy 6 | -5.31250 | 3.71118 | .153 | -12.6049 | 1.9799 |
| Strategy 5 | Strategy 1 | -42.81250* | 3.71118 | .000 | -50.1049 | -35.5201 |
| | Strategy 2 | -22.18750* | 3.71118 | .000 | -29.4799 | -14.8951 |
| | Strategy 3 | -15.62500* | 3.71118 | .000 | -22.9174 | -8.3326 |
| | Strategy 4 | -20.62500* | 3.71118 | .000 | -27.9174 | -13.3326 |
| | Strategy 6 | -25.93750* | 3.71118 | .000 | -33.2299 | -18.6451 |
| Strategy 6 | Strategy 1 | -16.87500* | 3.71118 | .000 | -24.1674 | -9.5826 |
| | Strategy 2 | 3.75000 | 3.71118 | .313 | -3.5424 | 11.0424 |
| | Strategy 3 | 10.31250* | 3.71118 | .006 | 3.0201 | 17.6049 |
| | Strategy 4 | 5.31250 | 3.71118 | .153 | -1.9799 | 12.6049 |
| | Strategy 5 | 25.93750* | 3.71118 | .000 | 18.6451 | 33.2299 |

*. The mean difference is significant at the .05 level.

Based on the result of F test on the use of language learning strategies in vocabulary, with $F=29.247$ and $p=0.000$, and with the alpha level is less than 0.05, it can be stated that there are differences in the use of learning strategies in vocabulary (strategy 1, strategy 2, strategy 3, strategy 4, strategy 5, and strategy 6). Then based on multiple comparison table, it is known that the best vocabulary strategy which is used by the EFL students is strategy 1 with the mean score= 81.8750.

Furthermore, based on the statistical analysis of F test result on the use of language learning strategies in vocabulary among the institutions with $F=6.635$ and $p=0.000$, and with the alpha level is less than 0.05, it can be stated that there are

differences in the use of vocabulary strategies among the institutions (UNLAM, STIKIP, IAIN, and UNISKA). Then based on the multiple comparison table it is known that best institution which its students use the vocabulary strategies is UNLAM with the mean score =66.1250. Next, based on the result of F test on the use of language learning strategies in vocabulary between gender, with $F=0.414$ and $p=0.520$, with the alpha is more than 0.05, it can be said that there is no difference between male (mean score =59.5833) and female (mean score =60.9375) in the use of language learning strategy, especially in vocabulary (See Appendix).

c. Speaking Strategies

The result of the research shows that there are four speaking strategies which are used by the participants in order to improve their speaking skills. Those strategies are practice saying new expressions/sentences (strategy 1), initiate conversation in English as much as possible (strategy 2), seek out opportunity to speak with native speakers (strategy 3), afraid of making mistakes while speaking English (strategy 4), and ask questions as a way to be involved in the conversation (strategy 5). The table below will show you the result of the collected data for the speaking strategies.

Table 5
Annova Test Result for Speaking Strategies

Descriptives

| Speaking | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|------------|-----|---------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| Strategy 1 | 80 | 76.5625 | 16.08116 | 1.79793 | 72.9838 | 80.1412 | 50.00 | 100.00 |
| Strategy 2 | 80 | 68.4375 | 17.67487 | 1.97611 | 64.5041 | 72.3709 | 50.00 | 100.00 |
| Strategy 3 | 80 | 51.8750 | 27.49425 | 3.07395 | 45.7565 | 57.9935 | .00 | 100.00 |
| Strategy 4 | 80 | 65.0000 | 25.03163 | 2.79862 | 59.4295 | 70.5705 | .00 | 100.00 |
| Strategy 5 | 80 | 64.0625 | 16.80291 | 1.87862 | 60.3232 | 67.8018 | .00 | 100.00 |
| Total | 400 | 65.1875 | 22.50653 | 1.12533 | 62.9752 | 67.3998 | .00 | 100.00 |

ANOVA

Speaking

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|--------|------|
| Between Groups | 25478.125 | 4 | 6369.531 | 14.623 | .000 |
| Within Groups | 176632.8 | 395 | 447.172 | | |
| Total | 202110.9 | 399 | | | |

Multiple Comparisons

Dependent Variable: Speaking

LSD

| (I) Strategy | (J) Strategy | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|--------------|--------------|-----------------------|------------|------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| Strategy 1 | Strategy 2 | 8.12500* | 3.34354 | .016 | 1.5516 | 14.6984 |
| | Strategy 3 | 24.68750* | 3.34354 | .000 | 18.1141 | 31.2609 |
| | Strategy 4 | 11.56250* | 3.34354 | .001 | 4.9891 | 18.1359 |
| | Strategy 5 | 12.50000* | 3.34354 | .000 | 5.9266 | 19.0734 |
| Strategy 2 | Strategy 1 | -8.12500* | 3.34354 | .016 | -14.6984 | -1.5516 |
| | Strategy 3 | 16.56250* | 3.34354 | .000 | 9.9891 | 23.1359 |
| | Strategy 4 | 3.43750 | 3.34354 | .305 | -3.1359 | 10.0109 |
| | Strategy 5 | 4.37500 | 3.34354 | .191 | -2.1984 | 10.9484 |
| Strategy 3 | Strategy 1 | -24.68750* | 3.34354 | .000 | -31.2609 | -18.1141 |
| | Strategy 2 | -16.56250* | 3.34354 | .000 | -23.1359 | -9.9891 |
| | Strategy 4 | -13.12500* | 3.34354 | .000 | -19.6984 | -6.5516 |
| | Strategy 5 | -12.18750* | 3.34354 | .000 | -18.7609 | -5.6141 |
| Strategy 4 | Strategy 1 | -11.56250* | 3.34354 | .001 | -18.1359 | -4.9891 |
| | Strategy 2 | -3.43750 | 3.34354 | .305 | -10.0109 | 3.1359 |
| | Strategy 3 | 13.12500* | 3.34354 | .000 | 6.5516 | 19.6984 |
| | Strategy 5 | .93750 | 3.34354 | .779 | -5.6359 | 7.5109 |
| Strategy 5 | Strategy 1 | -12.50000* | 3.34354 | .000 | -19.0734 | -5.9266 |
| | Strategy 2 | -4.37500 | 3.34354 | .191 | -10.9484 | 2.1984 |
| | Strategy 3 | 12.18750* | 3.34354 | .000 | 5.6141 | 18.7609 |
| | Strategy 4 | -.93750 | 3.34354 | .779 | -7.5109 | 5.6359 |

*. The mean difference is significant at the .05 level.

Based on the result of F test on the use of language learning strategies in speaking, with $F=14.623$ and $p=0.000$, and with the alpha level is less than 0.05, it can be stated that there are differences in the use of learning strategies in speaking (strategy 1, strategy 2, strategy 3, strategy 4, and strategy 5). Then based on multiple

comparison table, it is known that the best speaking strategy which is used by the EFL students is strategy 1 with the mean score = 76.5625.

Furthermore, based on the statistical analysis of F test result on the use of language learning strategies in speaking among the institutions with $F=1.907$ and $p=0.128$, and with the alpha level is less than 0.05, it can be stated that there are differences in the use of speaking strategies among the institutions (UNLAM, STIKIP, IAIN Antasari, and UNISKA). Then based on the multiple comparison table it is known that best institution which its students use the speaking strategies is IAIN Antasari with the mean score = 69.0000. Next, based on the result of F test on the use of language learning strategies in speaking between gender, with $F=0.606$ and $p=0.437$, with the alpha is more than 0.05, it can be said that there is no significant difference between male (mean score = 66.0000) and female (mean score = 64.3750) in the use of language learning strategy, especially in speaking (See Appendix).

d. Reading Strategies

Based on the result of the research, it is known that there are four reading strategies which are employed by the EFL students to improve their reading skills. Those strategies are reading as much as possible in English (strategy 1), finding magazines or novel to read for pleasure (strategy 2), finding materials that are at or near students' level (strategy 3), and read a story or dialog several times until understand it (strategy 4). The presentation of the data for the reading strategies can be seen in the following table.

Table 6
Annova Test Result for Reading Strategies

Descriptives

| Reading | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|------------|-----|---------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| | | | | | Strategy 1 | 80 | | |
| Strategy 2 | 80 | 59.0625 | 27.34095 | 3.05681 | 52.9781 | 65.1469 | .00 | 100.00 |
| Strategy 3 | 80 | 60.3125 | 22.39382 | 2.50371 | 55.3290 | 65.2960 | .00 | 100.00 |
| Strategy 4 | 80 | 71.8625 | 17.95335 | 2.00725 | 67.8672 | 75.8578 | .00 | 100.00 |
| Strategy 5 | 80 | 77.8125 | 18.22579 | 2.03771 | 73.7565 | 81.8685 | .00 | 100.00 |
| Strategy 6 | 80 | 69.0625 | 21.51087 | 2.40499 | 64.2755 | 73.8495 | .00 | 100.00 |
| Total | 480 | 68.5396 | 21.85152 | .99738 | 66.5798 | 70.4994 | .00 | 100.00 |

ANOVA

Reading

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|--------|------|
| Between Groups | 22066.260 | 5 | 4413.252 | 10.001 | .000 |
| Within Groups | 206651.0 | 474 | 435.973 | | |
| Total | 228717.2 | 479 | | | |

Multiple Comparisons

Dependent Variable: Reading

LSD

| (I) Strategy | (J) Strategy | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|--------------|--------------|-----------------------|------------|------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| Strategy 1 | Strategy 2 | 14.06250* | 3.30141 | .000 | 7.5753 | 20.5497 |
| | Strategy 3 | 12.81250* | 3.30141 | .000 | 6.3253 | 19.2997 |
| | Strategy 4 | 1.26250 | 3.30141 | .702 | -5.2247 | 7.7497 |
| | Strategy 5 | -4.68750 | 3.30141 | .156 | -11.1747 | 1.7997 |
| | Strategy 6 | 4.06250 | 3.30141 | .219 | -2.4247 | 10.5497 |
| Strategy 2 | Strategy 1 | -14.06250* | 3.30141 | .000 | -20.5497 | -7.5753 |
| | Strategy 3 | -1.25000 | 3.30141 | .705 | -7.7372 | 5.2372 |
| | Strategy 4 | -12.80000* | 3.30141 | .000 | -19.2872 | -6.3128 |
| | Strategy 5 | -18.75000* | 3.30141 | .000 | -25.2372 | -12.2628 |
| | Strategy 6 | -10.00000* | 3.30141 | .003 | -16.4872 | -3.5128 |
| Strategy 3 | Strategy 1 | -12.81250* | 3.30141 | .000 | -19.2997 | -6.3253 |
| | Strategy 2 | 1.25000 | 3.30141 | .705 | -5.2372 | 7.7372 |
| | Strategy 4 | -11.55000* | 3.30141 | .001 | -18.0372 | -5.0628 |
| | Strategy 5 | -17.50000* | 3.30141 | .000 | -23.9872 | -11.0128 |
| | Strategy 6 | -8.75000* | 3.30141 | .008 | -15.2372 | -2.2628 |
| Strategy 4 | Strategy 1 | -1.26250 | 3.30141 | .702 | -7.7497 | 5.2247 |
| | Strategy 2 | 12.80000* | 3.30141 | .000 | 6.3128 | 19.2872 |
| | Strategy 3 | 11.55000* | 3.30141 | .001 | 5.0628 | 18.0372 |
| | Strategy 5 | -5.95000 | 3.30141 | .072 | -12.4372 | 5.372 |
| | Strategy 6 | 2.80000 | 3.30141 | .397 | -3.6872 | 9.2872 |
| Strategy 5 | Strategy 1 | 4.68750 | 3.30141 | .156 | -1.7997 | 11.1747 |
| | Strategy 2 | 18.75000* | 3.30141 | .000 | 12.2628 | 25.2372 |
| | Strategy 3 | 17.50000* | 3.30141 | .000 | 11.0128 | 23.9872 |
| | Strategy 4 | 5.95000 | 3.30141 | .072 | -.5372 | 12.4372 |
| | Strategy 6 | 8.75000* | 3.30141 | .008 | 2.2628 | 15.2372 |
| Strategy 6 | Strategy 1 | -4.06250 | 3.30141 | .219 | -10.5497 | 2.4247 |
| | Strategy 2 | 10.00000* | 3.30141 | .003 | 3.5128 | 16.4872 |
| | Strategy 3 | 8.75000* | 3.30141 | .008 | 2.2628 | 15.2372 |
| | Strategy 4 | -2.80000 | 3.30141 | .397 | -9.2872 | 3.6872 |
| | Strategy 5 | -8.75000* | 3.30141 | .008 | -15.2372 | -2.2628 |

*. The mean difference is significant at the .05 level.

Based on the result of F test on the use of language learning strategies in reading, with $F=10.001$ and $p=0.000$, and with the alpha level is less than 0.05, it can be stated that there are differences in the use of learning strategies in reading (strategy 1,

strategy 2, strategy 3, strategy 4, strategy 5, and strategy 6). Then based on multiple comparison table, it is known that the best reading strategy which is used by the EFL students is strategy 5 with the mean score= 77.8125.

Furthermore, based on the statistical analysis of F test result on the use of language learning strategies in reading among the institutions with $F=2.959$ and $p=0.032$, and with the alpha level is less than 0.05, it can be stated that there are differences in the use of reading strategies among the institutions (UNLAM, STIKIP, IAIN Antasari, and UNISKA). Then based on the multiple comparison table it is known that best institution which its students use the reading strategies is UNLAM with the mean score =73.3250. Next, based on the result of F test on the use of language learning strategies in reading between gender, with $F=0.108$ and $p=0.743$, with the alpha is more than 0.05, it can be said that there is no significant difference between male (mean score = 68.8542) and female (mean score = 68.2250) in the use of language learning strategy, especially in reading (See Appendix).

e. Writing Strategies

Based on the survey research it is known that there are 3 different strategies that students used to improve their writing skills. Those three strategies are: practice writing English by keeping journal or diary (strategy 1), try to writing different kinds of texts in English (e.g personal notes, messages, letters, and course papers) (strategy 4), and take class note in English as much as possible (strategy 5). The data about students' strategies to improve their writing skills are presented in the following table.

Table 7
Annova Test Result for Writing Strategies

Descriptives

| Writing | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|------------|-----|---------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| | | | | | Strategy 1 | 80 | | |
| Strategy 2 | 80 | 55.0000 | 23.66699 | 2.64605 | 49.7332 | 60.2668 | .00 | 100.00 |
| Strategy 3 | 80 | 57.1875 | 25.21859 | 2.81952 | 51.5754 | 62.7996 | .00 | 100.00 |
| Strategy 4 | 80 | 69.3750 | 21.03907 | 2.35224 | 64.6930 | 74.0570 | .00 | 100.00 |
| Strategy 5 | 80 | 74.3750 | 17.32736 | 1.93726 | 70.5190 | 78.2310 | .00 | 100.00 |
| Strategy 6 | 80 | 79.6875 | 15.45397 | 1.72781 | 76.2484 | 83.1266 | .00 | 100.00 |
| Total | 480 | 63.6979 | 25.51397 | 1.16455 | 61.4097 | 65.9862 | .00 | 100.00 |

ANOVA

Writing

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|--------|------|
| Between Groups | 65084.635 | 5 | 13016.927 | 25.008 | .000 |
| Within Groups | 246726.6 | 474 | 520.520 | | |
| Total | 311811.2 | 479 | | | |

Multiple Comparisons

Dependent Variable: Writing

LSD

| (I) Strategy | (J) Strategy | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|--------------|--------------|-----------------------|------------|------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| Strategy 1 | Strategy 2 | -8.43750* | 3.60735 | .020 | -15.5259 | -1.3491 |
| | Strategy 3 | -10.62500* | 3.60735 | .003 | -17.7134 | -3.5366 |
| | Strategy 4 | -22.81250* | 3.60735 | .000 | -29.9009 | -15.7241 |
| | Strategy 5 | -27.81250* | 3.60735 | .000 | -34.9009 | -20.7241 |
| | Strategy 6 | -33.12500* | 3.60735 | .000 | -40.2134 | -26.0366 |
| Strategy 2 | Strategy 1 | 8.43750* | 3.60735 | .020 | 1.3491 | 15.5259 |
| | Strategy 3 | -2.18750 | 3.60735 | .545 | -9.2759 | 4.9009 |
| | Strategy 4 | -14.37500* | 3.60735 | .000 | -21.4634 | -7.2866 |
| | Strategy 5 | -19.37500* | 3.60735 | .000 | -26.4634 | -12.2866 |
| | Strategy 6 | -24.68750* | 3.60735 | .000 | -31.7759 | -17.5991 |
| Strategy 3 | Strategy 1 | 10.62500* | 3.60735 | .003 | 3.5366 | 17.7134 |
| | Strategy 2 | 2.18750 | 3.60735 | .545 | -4.9009 | 9.2759 |
| | Strategy 4 | -12.18750* | 3.60735 | .001 | -19.2759 | -5.0991 |
| | Strategy 5 | -17.18750* | 3.60735 | .000 | -24.2759 | -10.0991 |
| | Strategy 6 | -22.50000* | 3.60735 | .000 | -29.5884 | -15.4116 |
| Strategy 4 | Strategy 1 | 22.81250* | 3.60735 | .000 | 15.7241 | 29.9009 |
| | Strategy 2 | -14.37500* | 3.60735 | .000 | 7.2866 | 21.4634 |
| | Strategy 3 | 12.18750* | 3.60735 | .001 | 5.0991 | 19.2759 |
| | Strategy 5 | -5.00000 | 3.60735 | .166 | -12.0884 | 2.0884 |
| | Strategy 6 | -10.31250* | 3.60735 | .004 | -17.4009 | -3.2241 |
| Strategy 5 | Strategy 1 | 27.81250* | 3.60735 | .000 | 20.7241 | 34.9009 |
| | Strategy 2 | 19.37500* | 3.60735 | .000 | 12.2866 | 26.4634 |
| | Strategy 3 | 17.18750* | 3.60735 | .000 | 10.0991 | 24.2759 |
| | Strategy 4 | 5.00000 | 3.60735 | .166 | -2.0884 | 12.0884 |
| | Strategy 6 | -5.31250 | 3.60735 | .141 | -12.4009 | 1.7759 |
| Strategy 6 | Strategy 1 | 33.12500* | 3.60735 | .000 | 26.0366 | 40.2134 |
| | Strategy 2 | 24.68750* | 3.60735 | .000 | 17.5991 | 31.7759 |
| | Strategy 3 | 22.50000* | 3.60735 | .000 | 15.4116 | 29.5884 |
| | Strategy 4 | 10.31250* | 3.60735 | .004 | 3.2241 | 17.4009 |
| | Strategy 5 | 5.31250 | 3.60735 | .141 | -1.7759 | 12.4009 |

*. The mean difference is significant at the .05 level.

Based on the result of F test on the use of language learning strategies in writing, with $F=24.725$ and $p=0.000$, and with the alpha level is less than 0.05, it can be stated that there are differences in the use of learning strategies in writing (strategy 1, strategy 2, strategy 3, strategy 4, strategy 5, and strategy 6). Then based on multiple comparison table, it is known that the best writing strategy which is used by the EFL students is strategy 5 with the mean score = 79.6875.

Furthermore, based on the statistical analysis of F test result on the use of language learning strategies in writing among the institutions with $F=3.432$ and $p=0.017$, and with the alpha level is less than 0.05, it can be stated that there are differences in the use of writing strategies among the institutions (UNLAM, STIKIP, IAIN Antasari, and UNISKA). Then based on the multiple comparison table it is known that best institution which its students use the writing strategies is IAIN Antasari with the mean score = 66.2500. Next, based on the result of F test on the use of language learning strategies in writing between gender, with $F=2.377$ and $p=0.124$, with the alpha is more than 0.05, it can be said that there is no significant difference between male (mean score = 65.3125) and female (mean score = 62.0833) in the use of language learning strategy, especially in writing (See Appendix).

Thus, all the F test result for the language learning strategies used by EFL learners, especially in UNLAM, STIKIP, IAIN Antasari, and UNISKA can be seen in the following table:

Table 8

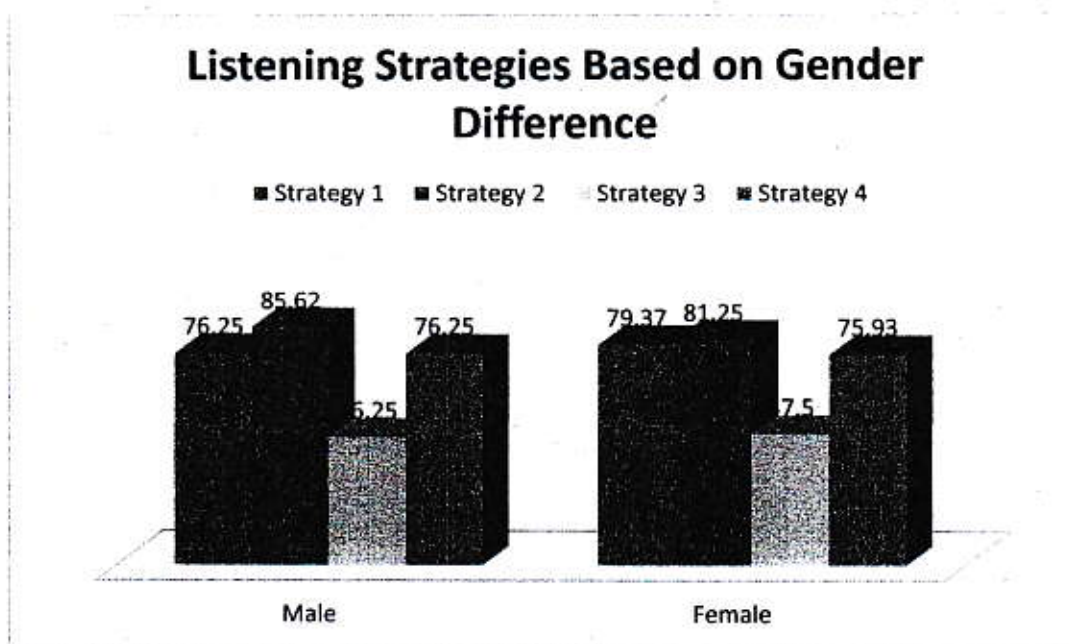
The Test Result Decision for the Language Learning Strategies of EFL Learners

| Skills | Categories | Test of between subject effect | | Multiple Comparison | Mean | Decision |
|-----------|-------------|--------------------------------|-------|---|---------|------------------------------------|
| | | F | Sig | | | |
| Listening | Strategy | 64.726 | 0.000 | Strategy 2 with mean score = 83.4375 and Strategy 1 with mean score = 46.8750 | 83.4375 | Strategy 2 |
| | Institution | 4.969 | 0.002 | UNLAM with the mean score = 77.1875 and STIKIP with the mean score = 66.2500 | 77.1875 | UNLAM |
| | Gender | 0.006 | 0.939 | Male with the mean score = 71.0938 and Female with the mean score = 70.9375 | 1.953 | There is no significant difference |

| | | | | | | |
|-------------------|-------------|--------|-------|---|---------|------------------------------------|
| Vocabulary | Strategy | 29.247 | 0.000 | Strategy 1 with mean score =81.8750; and Strategy 5 with mean score =39.0625 | 81.8750 | Strategy 1 |
| | Institution | 6.635 | 0.000 | UNLAM with the mean score =66.1250 and IAIN Antasari with the mean score =55.8333 | 66.1250 | UNLAM |
| | Gender | 0.414 | 0.520 | Male with the mean score =59.5833 and Female with the mean score =60.9375 | | There is no significant Difference |
| Speaking | Strategy | 14.623 | 0.000 | Strategy 1 with mean score =76.5625 and Strategy 3 with mean score =51.8750 | 76.5625 | Strategy 1 |
| | Institution | 1.907 | 0.128 | IAIN Antasari with the mean score =69.0000 and UNLAM with the mean score 65.7500 | 69.0000 | IAIN Antasari |
| | Gender | 0.606 | 0.437 | Male with the mean score 66.0000 and Female with the mean score =64.3750 | | There is no significant difference |
| Reading | Strategy | 10.001 | 0.000 | Strategy 5 with mean score = 77.8125; Strategy 2 with mean score = 59.0625 | 77.8125 | Strategy 5 |
| | Institution | 2.959 | 0.032 | UNLAM with the mean score =73.3250 and UNISKA with the mean score =68.5396 | 73.3250 | UNLAM |
| | Gender | 0.108 | 0.743 | Male with the mean score =68.8542 and Female with the mean score =68.2250 | | There is no significant difference |
| Writing | Strategy | 24.725 | 0.000 | Strategy 6 with mean score =79.6875, and Strategy 1 with mean score =46.5625 | 79.6875 | Strategy 6 |
| | Institution | 3.432 | 0.017 | IAIN Antasari with the mean score =66.2500 and UNLAM with the mean score =65.4167 | 66.2500 | IAIN Antasari |
| | Gender | 2.377 | 0.124 | Male with the mean score =65.3125 and Female with the mean score =62.0833 | | There is no significant difference |

2. The difference between male and female in using strategies of learning to improve their English language skills

a. Listening Strategies



Notes:

Strategy 1: Attending out-of-class events where English is spoken

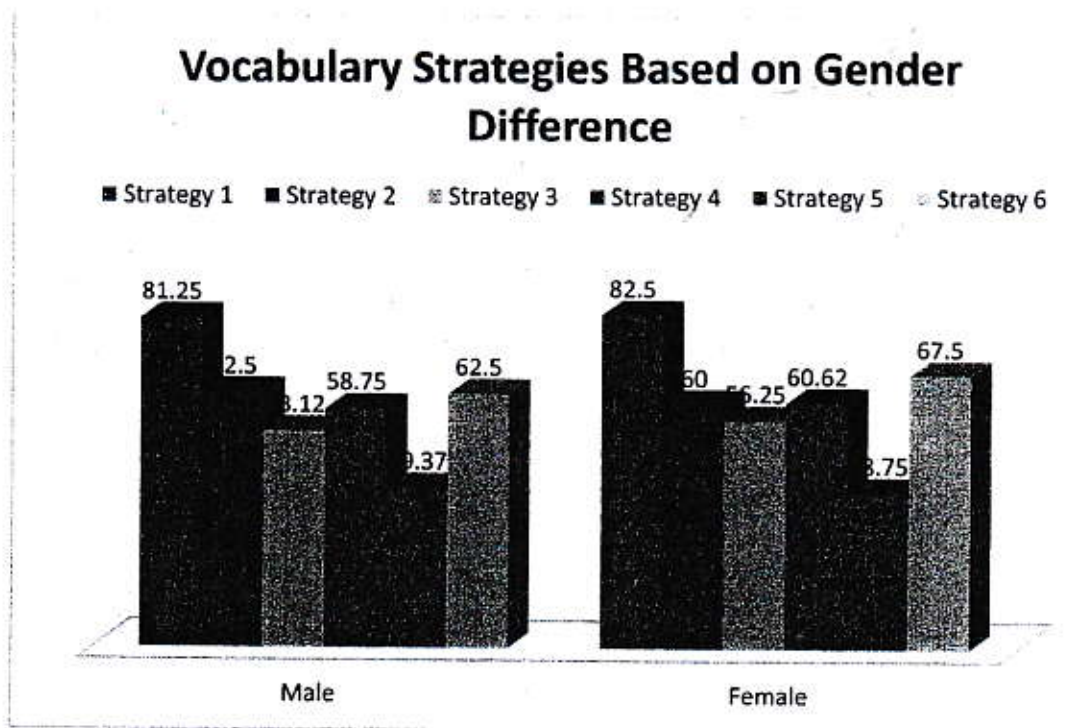
Strategy 2: Listening to song, talk shows, news, and watching movies

Strategy 3: Listening to people in a restaurant or a store

Strategy 4: Listening to people who are having conversation in English

The above bar chart shows that there is no significant difference in the use of strategies of learning between male and female in improving their listening skills. The most frequent strategy that is used by both genders was the strategy 2; listening to song, talk shows, news, and watching movies with the mean score 85.62 and 81.25 for male and female in turn. On the contrary, the least frequent strategy that is used by both female and male was the strategy 3; listen to people in a restaurant or a store, with the mean score 46.25 for male and 47.5 for female.

b. Vocabulary Strategies



Notes:

Strategy 1: Memorize every new words

Strategy 2: List new words with other words that are related to them

Strategy 3: Group the words based on parts of speech

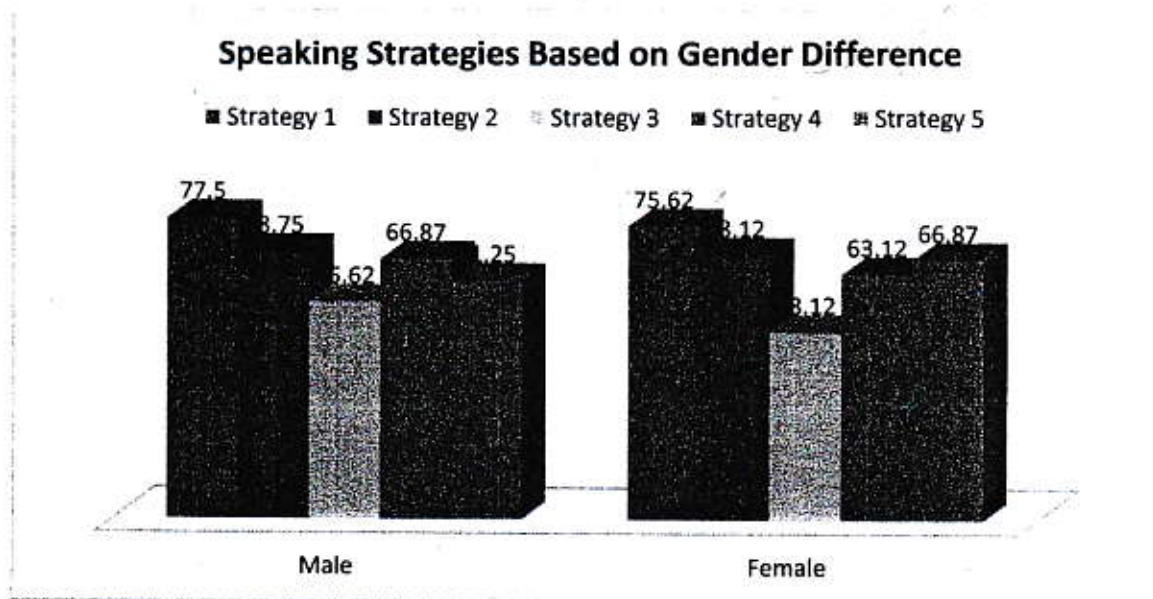
Strategy 4: Write out new words in meaningful sentences

Strategy 5: Use flash card in a systematic ways to learn new words

Strategy 6: Use or practice new words and familiar words in different ways

Just like the listening strategies, the chart shows that there is no significant difference between both genders; male and female in the use of strategies of learning to improve their vocabulary skills. Strategy 1 and strategy 6 were considered as the most frequent strategies with the mean score =81.25 (male) and 82.5 (female) for strategy 1, and for strategy 6 =62.5 (male) and 67.5 (female) compared to the other strategies. In contrast, the least frequent strategy used by both female and male was the strategy 5 with the mean score of 39.37 for males and =38.75 for female.

c. Speaking Strategies



Notes:

Strategy 1: Practice saying new expressions/sentences

Strategy 2: Initiate conversation in English as much as possible

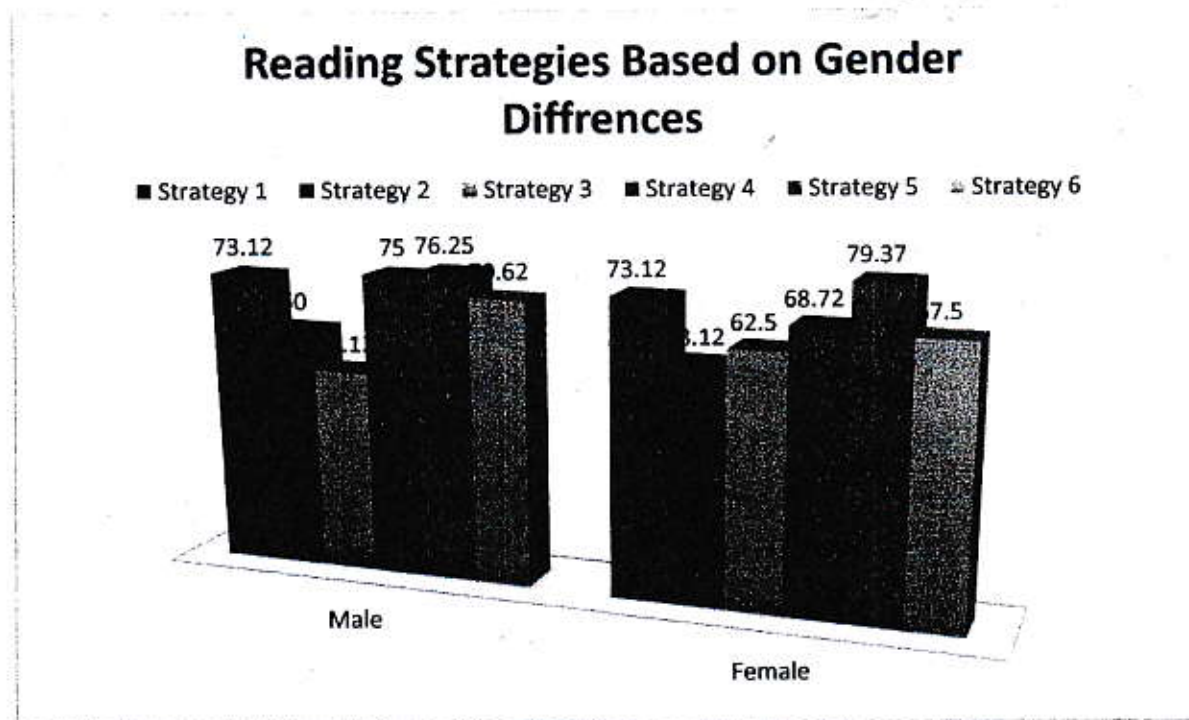
Strategy 3: Seek out opportunity to speak with native speakers

Strategy 4: Ask questions as a way to be involved in the conversation

Strategy 5: Afraid of making mistakes

It can be seen clearly from the chart that there is no significant difference between both genders; male and female in the use of strategies of learning to improve their speaking skills. Strategy 1 and strategy 2 were considered as the most frequent strategies are used by both genders. Male learners use strategy 1 more frequent than female learners with the mean score =77.5 (male) and =75.62 (female). This case is also occurred to the strategy 2, male learners use strategy 2 more frequent than female learners even only with a very slight different with the mean score =68.75 (male) and =68.12 (female). Interestingly, female learners use strategy 5 more frequent than male learners with the mean score =61.25 (male) and =66.87 (female). Additionally, strategy 3 is considered as the least frequent strategy used by both genders with the mean score =55.62.75 and =48.12 for each gender in turn.

d. Reading Strategies

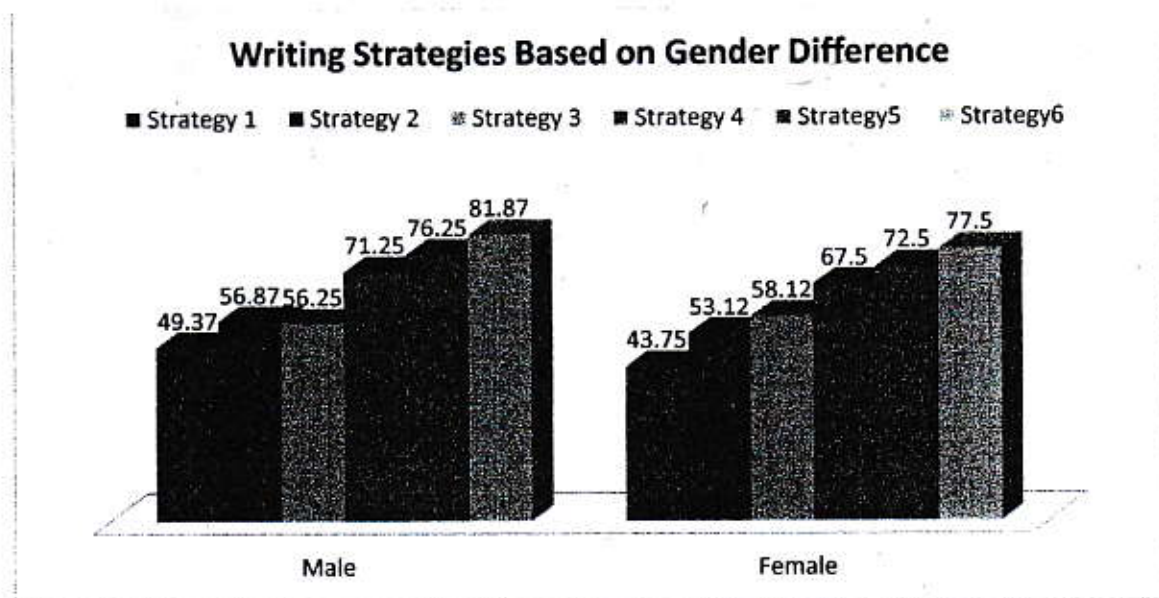


Notes:

- Strategy 1: Reading as much as possible in English
 Strategy 2: Finding magazines or novel to read for pleasure
 Strategy 3: Finding materials that are at or near students' level
 Strategy 4: Read a story or dialog several times until understand it
 Strategy 5: Use bilingual dictionary
 Strategy 6: Use monolingual dictionary

The chart above shows that in reading strategies, there is no significant difference in the use of language learning strategies used by male and female in improving their reading skills. The most frequent strategy that is used by both genders was the strategy 5; used bilingual dictionary with mean score =76.25 for male and 79.37 for female. Interestingly, that in the use of reading strategy, female learners use the strategies more compared to male learners. Furthermore, both genders have the same result (mean score =73.12) in the use of strategy 1. On the contrary, the least frequent strategy that is used by both genders was strategy 2 with the mean score =60.00 (male) and =58.12 (female).

e. Writing Strategies



Notes:

Strategy 1: Practice writing English by keeping journal or diary

Strategy 2: Try to write different kinds of texts in English

Strategy 3: Take class note in English as much as possible

Strategy 4: Try to get feedback from others

Strategy 5: Notice mistakes and use the information to improve the skill

Strategy 6: Find out how to write English well

Just like listening, vocabulary, speaking, and reading strategies, the above chart shows that there is no significant difference in the use of the six strategies for writing between the two genders. Both male and female used strategy 6 and strategy 5 more compared to other strategies to improve their writing skills with mean score =81.87 (male) and =77.5 (female), and =76.25 (male) and =72.5 (female) in turn. Interestingly, strategy 4 (try to get feedback from others) was at the third place for the most strategy used by the EFL learners both by male and female with mean score =71.25 (male) and =67.5 (female), while strategy 1 is considered as the least frequent strategy used by the two genders with mean score =49.37 (male) and =43.75 (female).

C. Conclusion

1. The language learning strategies used by EFL learners in improving their English language skills are both direct and indirect strategies as suggested by Oxford (1990). Those strategies are memory strategies, cognitive strategies, and compensation strategies (direct strategies), and metacognitive strategies, social strategies, and affective strategies (indirect strategies).
2. It is also concluded that the language learning strategies used by EFL learners have significant influence in improving English language skills, especially listening skills, vocabulary skills, speaking skills, reading skills, and writing skills.
3. There is a significant difference in the use of language learning strategies in relation with different educational institutions in all mentioned English skills above. However, EFL learners at UNLAM and IAIN Antasari used those strategies better compared to EFL learners at two other educational institutions (STIKIP and UNISKA).
4. It is also concluded that there is no significant difference in the use of language learning strategies in relation with different genders. However, male learners use better strategies than female learners, though there is only a slight difference, and only in reading skills female learners use better language learning strategies than male learners.

D. Limitation of the Study and Recommendation

1. This study cannot be generalized, since the study only used survey technique in collecting the data, which there a possibility of bias from the participant responses. Therefore, there should be more comprehensive methods of collecting the data like interview and observation that will confirm the participants' response toward the survey questions.
2. The number of participants of this research was too small only 25 participants, so it would be hard to gain representative data. Therefore, it would be better if the next researcher who is interested in researching this topic to add the number of participants.

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