Language Learning Strategies Used by Successful Students of Senior High Schools of Riau Province and Riau Archipelago Province-Indonesia and Their Socio-Economic, Academi and Types of School Factors

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Abstract: The objectives of this study are to: examine the correlation between the use of language learning strategies and the score of TOEFL Equivalent, differentiate the use of Language Learning Strategies (LLS) by successful students in three factors; socio-economic (high and medium income parents), academic (natural science and social science) and types of school (state and private) and (make the rank order of the preferred activities to learn receptive skills (listening, reading, vocabulary and structure) and productive skills (speaking and writing) of English language by the successful students. The populations are the third year successful students of 2014 and 2015 academic year from selected senior high schools in Riau province and Riau Archipelago province related to socio-economic, academic and types of school. The number of the population is about 36.200, students. The samples were taken randomly as big as 5% or 1.810 students. The quantitative data were collected by using Strategy Inventory for Language Learning (SILL) (Oxford) while interview section was done to 60 selected students taken from the sample in order to get the qualitative data. Statistical package for social science (SPSS Version 17) was used to analyze the data on the use of language learning strategies, the correlation between the use of LLS and the TOEFL equivalent scores. The findings show the different LLS among socio-economic, academic and types of school. The students used compensation strategy (mean 3.40) as the most effective strategy. There is a significant correlation between the use of LLS and TOEFL equivalent scores as big as 0.997

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(a very strong relationship). The implication of this study is that LLS and TOEFL should be well

informed to the students by the English teachers in Riau province and Riau Archipelago province, Indonesia

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INTRODUCTION

This study focuses on language learning strategies used by successful students of senior high schools of Riau province and Riau Archipelago province-Indonesia and their socio-economic, academic and types of school factors.The national curriculum of English language as a subject at Senior High School (2006) has decided that the school leavers should be able to grasp the meaning of the written text and to use them in productive activities of the language (speaking and in writing). The dominant problems, so far are that most of the students could not achieve English language for communication[1]. It means that only few students could use English for communication purposes. In other words, most of the students could pass the national examination due to the test concerns on the receptive skills of English (listening, reading, vocabulary and structure). On the other hand, the need of equal English of receptive skills and productive skills, especially in workplaces (Foreign companies in Riau province and Riau Archipelago province) increases from term to term.

In the workplaces, the Foreign companies in Riau province and Riau Archipelago province need lot of high school leavers who are able to perform the equal competence between the knowledge of the language (receptive skills) and the use of the language (productive skills). Moreover, the companies offer a certain training to increase those two skills for a certain number of hours. Thus, they are capable to do their job with high quality of English language.

In addition, English language for Academic Purposes (EAP) is also highly needed when the school leavers continue their studies to certain high qualified universities in Indonesia such as ITB, IPB, UGM, ITS, UNHAS and another universities where most of learning resources are written in English language. The facts show that lot of the students from both provinces should have an intensive English course when they take the lectures in the first and second year. Consequently, those students have to work harder in their main subjects and English language at the same time. As a result, most of them, who do not do such hard work, would fail at the end of those study term.

Language learning strategies: Language Learning Strategies (LLS) refer to ways of the language learners to cope the problems in enquiring and learning a language including English language. In a certain context, the language learners also try to make their learning enjoyable or comfortable. A very basic element in defining

Language Learning Strategies (LLS) is the concept of the strategy itself[2]. Various definitions of LLS have been formulated by researchers in relation to English as a second Language (L2) or Foreign Language (FL).

Tarone[3] bases her definition on the context of the use of communication strategies in which two interlocutors agree on a meaning in situations where requisite meaning structures do not seem to be shared. Then she differentiates communication strategy from production strategy in which one linguistic system is used efficiently and clearly. She also clarifies the distinction between communication and learning strategy, by which linguistic and socio-linguistic competence in the target language was developed.

Ellis[4] listed two types of learning strategies similar to Tarone's concept: skill and language learning. The two are interchangeably used; otherwise, it could be fruitful to differentiate them for the purpose of investigation and employment[5]. The other concept of learning strategies is the specific action used by second-language and/or foreign-language learners to control, improve and enhance their own learning or progress in developing L2 skills or make learning easier, faster or more enjoyable[6-11].

In line with the concept of specific actions, there are several related purposes of using them, such as: aiding the acquisition, storage and retrieval of information[12]; developing linguistic and socio-linguistic competence[2]; comprehending, storing and remembering information and skills[13]; exploring and improving information and competence in L2[14]; taking conscious steps or behaviors[15]; identifying the term 'language strategies' and acquiring knowledge of a second language[16].

Some researchers use other terms for the word 'strategy' such as: steps and operations[17] and any specific action[18]. To a certain extent, the same can be said about other researchers [5, 19, 15, 20].

Rubin[11] defines language learning strategies as the techniques or devices that learners use to acquire second language knowledge. Stern[21] calls them some general order of higher approaches to learning which govern the choice of specific techniques. Naiman etc. define LLS as more or less deliberate approaches to learning. Rubin[11] states that LLS are sets of operations, steps, plans and routines of what learners do to facilitate the acquisition, storage, retrieval and use of information to regulate learning. Rubin[11] refers to them as behaviors where learners engage in and regulate the learning of a second language.

Chamot[19] defines LLS as techniques, approaches or deliberate actions that students take in order to facilitate

the learning and recall of both linguistic and content area information. Lan[22] sees language learning strategies as terms applied to various behaviors used in learning: things people do that are relatively easy to change vary according to their learning style are effective or ineffective for specific situations and are frequently under some level of conscious control. Some learning strategies are specific to each of the four language skills.

To summarize, constructing the definitions of language learning strategies includes various key elements such as the context of using the strategies, the target of learning the language and the suitable steps to be taken by the learners. These elements are reflected in the various LLS that have been formulated by experts such as [3, 16, 18, 4, 23, 22].

The objectives of the study: The objectives of this study are to:

- Determine to the rank order of language learning strategies among memory, cognitive, compensation, meta-cognitive, affective and social strategies used by the successful students at Senior High Schools in Riau province and Riau Archipelago province
- Differentiate the use of language learning strategies by successful students in three factors-socio-economic (high and medium income parents), academic (Natural Science and Social Science) and types of schools (State schools and private schools)
- Determine the mean, median and modes of the scores of TOEFL Equivalent obtained by the successful students
- Examine the significant correlation between the use of language learning strategies and the score of the TOEFL Equivalent
- Make the order of the preferred activities to learn receptive skills (listening, reading, vocabulary and structure) and productive skills (speaking and writing) of English language by the successful students

MATERIALS AND METHODS

This study has been carried out in selected qualified state and private senior high schools in Riau province and Riau Archipelago province-Indonesia in 2015. The populations of this study are all successful students from 15 state senior high schools and 15 private senior high schools in Riau province and Riau Archipelago province. The number of population is about 36.200 students. Due to the homogenous character of the population in term of their academic background, the sample is taken randomly as big as 5% out of the population (1.810 students). Strategy Inventory for Language Learning (SILL) by Oxford[17] was used to collect the quantitative data. The TOEFL equivalent was administered to collect the

qualitative data of the successful student's receptive skills of English language (listening, reading, vocabulary and structure).

To analyze the collected quantitative data, descriptive and inferential statistics were used to analyze the data on the use of the language learning strategies (SILL). The descriptive statistics was used to present the use of language learning strategies by the successful students. The inferential statistics, in this case, One-way Anova was used to determine the differences of language learning strategies usage based on parent's income, academic and type of schools. Product moment coefficient correlation is used to determine the relationship between the use of language learning strategies and the student's TOEFL score (for first year study). Multiple regression was used to determine the contribution of the use of language learning strategies toward the student's TOEFL score. Then, the collected qualitative data are presented in the form of list of preferred activities to learn receptive skills (for the first year study) and to learn productive skills for the second year study.

RESULTS AND DISCUSSION

Research findings: This study comprises two groups of findings (quantitative and qualitative findings).

The quantitative research findings: The quantitative findings consist of; rank order of language learning strategies among memory, cognitive, compensation, meta-cognitive, affective and social strategies used by the successful students, the use of language learning strategies by successful students in three factors-socio-economic, academic and types of schools, the scores of TOEFL Equivalent and the significant correlation between the use of language learning strategies and the score of the TOEFL equivalent.

Rank order of language learning strategies use: The rank order and category of language-learning strategies employed, respectively as shown in the following Table 1.

The use of language learning strategies by successful students in three factors; socio-economic, academic and types of school: The quantitative data describe not only the rank order of LLS use but also the use of language learning strategies by successful students viewed from socio-economic, academic and types of

Table 1: Level of LLS usage according to rank order

Strategy categories	Mean	SD	Level of usage
Compensation	3.40	0.31	Medium
Meta-cognitive	3.30	0.27	Medium
Affective	3.20	0.33	Medium
Cognitive	3.10	0.24	Medium
Social	3.00	0.33	Medium
Memory	2.80	0.25	Medium

school factors. The findings of LLS use based on those three factorsin Riau and Riau Archipelago province is indicated in Table 2-4.

The scores of TOEFL equivalent obtained by the successful students in Riau archipelago province and Riau province: This part presents the quantitative findings on the scores of TOEFL equivalent obtained by the successful students in Riau Archipelago province and

Riau province based on socio-economic, academic and types of school factors. The findings are covered in Table 5-7.

The correlation between the use of language learning strategies and the scores of the TOEFL equivalent by successful students in Riau Archipelago province and Riau province: This part covers the research result about the correlation between the use of language learning

Table 2: The use of language learning strategies by successful students based on socio-economic factor in riau and riau archipelago province

	Riau Archipelago province			Riau province		
Variables	High parent's income	Medium parent's income	Valid N (list wise)	High parent's income	Medium parent's income	Valid N (list wise)
N	109	253	109	579	869	579
Minimum	2.20	2.20			2.00	2.00
Maximum	4.60	4.70			4.80	4.80
Mean	3.2624	3.2692			3.2713	3.2448
SD	0.56055	0.55734			0.58019	0.57455

Table 3: The use of language learning strategies by successful students based onacademicfactor in riau and riau archipelago province

	Riau Archipelago province			Riau province		
Variables	Natural science	Social science	Valid N (list wise)	Natural science	Social science	Valid N (list wise)
N	145	217	145	579	869	579
Minimum	2.30	2.20		2.00	2.00	
Maximum	4.60	4.70		4.80	4.60	
Mean	3.2159	3.3014		3.2458	3.2618	
SD	0.58007	0.54062		.57740	.57657	

Table 4: The Use of Language Learning Strategies by Successful students Based ontypes of schoolFactor in Riau and Riau Archipelago Province

	Riau Archipelago province			Riau province		
Variables	State schools	Private schools	Valid N (list wise)	State schools	Private schools	Valid N (list wise)
N	217	145	145	869	579	579
Minimum	2.30	2.20		2.00	2.00	
Maximum	4.70	4.60		4.80	4.80	
Mean	3.2770	3.2524		3.2460	3.2694	
SD	0.56978	0.54033		0.57478	0.57992	

Table 5: The scores of TOEFL equivalent obtained by successful students based on socio-economic factor in riau and riau archipelago province

	Riau Archipelago province			Riau province		
		Medium parent's	Valid N (list wise)		Medium parent's	Valid N (list wise)
Variables	High parent's	income	income	High parent's	income	income
N	109	253	109	434	1014	434
Minimum	213.00	263.00	273.00	227.00		
Maximum	463.00	470.00	547.00	550.00		
Mean	357.0917*	349.5850*	370.3594*	382.1982*		
SD	52.30706	36.50100	51.92395	72.84654		

Table 6: The scores of TOEFL equivalent obtained by successful students based onacademicfactor in riau and riau archipelago province

	Riau archipelago province			Riau province		
Variables	Natural science	Social science	Valid N (list wise)	Natural science	Social science	Valid N (list wise)
N	145	217	145	579	869	579
Minimum	280.00	213.00		227.00	257.00	
Maximum	447.00	470.00		533.00	560.00	
Mean	362.5517*	344.6912*		363.4301*	381.9459*	
SD	29.55737	47.23848		57.39564	69.54320	

Table 7: The scores of TOEFL equivalent obtained by successful students based ontypes of schoolfactor in riau and riau archipelago province

Variables	Riau Archipelago province			Riau province		
	State schools	Private schools	Valid N (list wise)	State schools	Private schools	Valid N (list wise)
N	217	145	145	869	579	579
Minimum	263.00	213.00		227.00	250.00	
Maximum	470.00	463.00		550.00	547.00	
Mean	351.4608*	352.4207*		372.9264*	376.9102*	
SD	37.87332	47.55270		67.36811	62.59981	

Table 8: The correlation between the use of language learning strategies and the scores of the TOEFL equivalent by successful students in riau archipelago and riau province

Variables	TOEFL	LLS
TOEFL		
Pearson Correlation	1	0.000
Sig. (2-tailed)		0.997
N	1810	1810
LLS		
Pearson correlation	0.000	1
Sig. (2-tailed)	0.997	
N	1810	1810

strategies and the scores of the TOEFL equivalent by successful students in Riau Archipelago province and Riau province. It is presented in the following Table 8 and described in discussion section.

The qualitative research findings: The qualitative findings are a series of preferred activities to learn English in general, listening, speaking, reading, writing, vocabulary and structure in relation to three factors-socio-economic (high and medium parent's income), academic (natural science and social science) and types of schools (state schools and private schools).

Strategies used by the respondents to improve LLS at senior high schools in Riau province and Riau Archipelago province:
- The strategies which belong to the most preferred strategies are as the followings; taking an English course, practicing English in daily life and watching movie to learn general English
- The strategies which belong to the most preferred strategies are as the followings; listening to English music and listening to English movie/cinema to learn listening
- The strategies which belong to the most preferred strategies are as the followings; practicing English with other people and practicing English itself to learn speaking
- The strategies which belong to the most preferred strategies are as the followings; practicing with English texts and doing reading comprehension to learn Reading
- The strategies that belong to the most preferred strategies are as the followings; practicing to make note or diary and looking for reference story totrain imagination in writing skill to learn writing

- The strategies that belong to the most preferred strategies are as the followings; looking for new vocabulary items and memorizing vocabularyitems to learn vocabulary
- The strategies which belong to the most preferred strategies are as the followings; upgrading English with grammar book or dictionary and discussion with other people (friends, teachers and parents) to learn structure

Strategies used by the respondents (socio-economic-high and medium parent's income) at senior high schools in Riau province and Riau Archipelago province:
- The most preferred strategies by students from both groups of families also like to use watching English movies, practicing English in daily life, learningReading in English books and practicing daily conversation every day to learn General English
- The students from high and medium income families tend to use the strategy of listening to English movie/cinema as the highest frequency (the most preferred strategies) among all strategies to learn listening
- The students from high and medium income families tend to use the strategy of practicing English with other people as the highest frequency (the most preferred strategies) among all strategies to learn speaking
- The students from high and medium income families tend to use the strategy of practicing with English texts as the highest frequency (the most preferred strategies) among all strategies to learn reading
- The students from high and medium income families tend to use the strategy of practicing to make note or diary as the highest frequency (the most preferred strategies) among all strategies to learn writing
- The students from high and medium income families tend to use the strategy of looking for new vocabulary items as the highest frequency (the most preferred strategies) among all strategies to learn vocabulary
- The students from high and medium income families tend to use the strategy of upgrading English with grammar book or dictionary as the highest frequency (the most preferred strategies) among all strategies to learn structure

Strategies used by the respondents (academic-natural and social science) at senior high schools in riau province and riau archipelago province:
- The students from both of groups tend to use the strategy of taking English course with the highest frequency among all strategies to learn general English
- The students from both of groups tend to use the strategy of listening to English movie/cinema with the highest frequency among all strategies to learn listening
- The students from both of groups tend to use the strategy of practicing English with other people with the highest frequency among all strategies to learn speaking
- The students from both of groups tend to use the strategy of practicing with English texts with the highest frequency among all strategies to learn reading
- The students from both of groups tend to use the strategy of practicing to make note or diary with the highest frequency among all strategies to learn writing
- The students from both of groups tend to use the strategy of looking for new vocabulary items with the highest frequency among all strategies to learn vocabulary
- The students from both of groups tend to use the strategy of upgrading English with grammar book or dictionary with the highest frequency among all strategies to learn structure

Strategies used by the respondents (type of school-state and private school) english at senior high schools in Riau province and Riau Archipelago province:
- The private and state-school students use the strategy of taking an English course at the highest frequency among all strategies to learn General English
- The private and state-school students use the strategy of listening to English movie/cinema at the highest frequency among all strategies to learn listening
- The private and state-school students use the strategy of practicing English with other people at the highest frequency among all strategies to learn speaking
- The private and state-school students use the strategy of practicing with English texts at the highest frequency among all strategies to learn reading
- The private and state-school students use the strategy of practicing to make note or diary at the highest frequency among all strategies to learn writing
- The private and state-school students use the strategy of looking for new vocabulary items at the highest frequency among all strategies to learn vocabulary

- The private and state-school students use the strategy of upgrading English with grammar book or dictionary at the highest frequency among all strategies to learn structure

This part discusses the two types of research findings (quantitative and qualitative findings) which are previously presented in the research findings.

By collecting the quantitative data, the researcher obtained four objectives of the research. The first objective which is covered by the quantitative findings is making the rank order of language learning strategies among memory, cognitive, compensation, meta cognitive, affective and social strategies used by the successful students of Riau and Riau Archipelago province. It is indicated in the Table 1. The table shows that the students rated compansation strategies as the most preferred strategies among them. Then, it is followed in order by meta-cognitive, affective, cognitive, social and memory strategies. This indicates that the students used the memory strategies the least (at the lowest level). The means of the six strategies range from 2.80-3.40. These Figures are categorized into the medium level[17].

The second objective talks about the use of language learning strategies by successful students in three factors of socio-economic, academic and types of schools which is also presented in the reserch findings (Table 2-4). Table 2 shows that the mean score between high parent's income and medium parent's income of the successful students in Riau Archipelago province is different in which the mean score of medium parent's income is higher (3.2692) than that of the high parent's income (3.2624). The mean score of high parent's income (3.2713) is higher than that of the medium parent's income (3.2448) of the successful students in Riau province.

Table 3 refers to the mean score of social science (3.3014) which is higher than that of natural science (3.2159) of the successful students in Riau Archipelago province. The mean score of social science (3.2618) is higher than that of natural science (3.2458) of the successful students in Riau Province. Table 4 covers the use of LLS usage by the successful students in Riau and Riau Archipelago province based on the types of school. The mean score of state school (3.2770) is higher than that of private school (3.2524) of the successful students in Riau Archipelago province. The mean score of private school (3.2694) is higher than that of state school (3.2460) of the successful students in Riau province.

The third objective on collecting the quantitative data is intended to get the scores of TOEFL Equivalent which were obtained by the successful students of Riau and Riau Archipelago province based on the three factors of socio-economic, academic and types of schools. The findings in this case are presented in Table 5-7 and described in the following points of discussion.

The mean score of high parent's income (357.0917) is higher than that of medium parent's income (349.5850) of the successful students in Riau Archipelago province. The mean score of medium parent's income (382.1982) is higher than that of high parent's income (370.3594) of the successful students in Riau Province (Table 5). The mean score of natural science (362.5517) is higher than that of social science (344.6912) of the successful students in Riau Archipelago Province. The mean score of social science (381.9459) is higher than that of natural science (363.4301) of the successful students in Riau Province (Table 6). The mean score of private schools (352.4207) is higher than that of state schools (351.4608) of the successful students in Riau Archipelago Province. The mean score of private schools (376.9102) is higher than that of state schools (372.9264) of the successful students in Riau Province (Table 7).

The last objective of collecting the quantitative data is in line with finding the significant correlation between the use of language learning strategies and the score of the TOEFL equivalent. Table 8 in the research findings indicates that there is a significant correlation between the use of language learning strategies by the successful students in Riau province and Riau Archipelago province as big as 0.997 (a very strong correlation between the two variables)[24].

Finally, the preferred activities to learn English in general, listening, speaking, reading, writing, vocabulary and structure in relation to the three factors of socio-economic (high and medium parent's income), academic (natural science and social science) and types of schools (state schools and private schools) are listed particularly in the qualitative research findings. Based on the findings, it is indicated that the most preferred strategies chosen by respondents are:

- Taking an English course
- practicing English in daily life
- Watching movie
- Listening to music
- Practicing English with other people
- Doing reading comprehension
- Making note or diary
- Looking for reference story for imagination
- Looking for new vocabulary items
- Memorizing vocabulary items
- Upgrading English grammar and discussing with other people

Related to those research findings, it is inferred that this research contribute to certain parties such as the successful students, unsuccessful students, English language teachers, school management (curriculum affairs), school board and other stakeholder. The successful students are expected to be aware on how they learn English language efficiently at vocational schools. Then, the unsuccessful students can obtain various models of learning English language used by the successful students. They also gain benefits in term of getting motivated on LLS which are easy to imitate by their counterpart. In addition, the school management, in this case, the curriculum affairs will get such important data from the successful students on how they cope their learning problems by themselves.

Besides, the school board (the school committee) has a feedback booth from the school and the successful or unsuccessful students who go hand in hand in learning English language at vocational Senior High Schools. Furthermore, the society also gets useful information in term of what ways to follow by the next coming students to learn English language more efficiently in the future.

At the end of the second year research activity, the students and English teachers of vocational senior high schools in Riau and Riau Archipelago Province gain benefits for a better quality of English language teaching especially to master the national of English examination from year to year.

Considering those positive contributions, this study will be continued to the successful students who learn English language at state and private vocational schools in Riau Province and Riau Archipelago province in the year of 2016. The needed data will be a different to what had been collected in the first year. The quantitative data will be 'the use of Language Learning Strategies (LLS)[18, 25] and TOEIC (Test of English for International Communication) score's. The qualitative data will focus on how the successful students learn the productive skills (speaking and writing) of English language in vocational schools.

CONCLUSION

Referring to the whole research results, it can be briefly noted that the students use different Language Learning Strategies (LLS) among socio-economic, academic and types of school. It is found that they used compensation strategy (mean 3.40) as the most effective strategies which are followed in order by meta cognitive, affective, cognitive, social and memory strategies. Besides, there is a significant correlation between the use of LLS and TOEFL Equivalent scores as big as 0.997 (very strong relationship). In addition, they prefer various strategies to improve their ability of English in general, listening, speaking, reading, writing, vocabulary and structure in relation to socio-economic, academic and types of school. Finally, it is implied that LLS and TOEFL should be well informed to the students by the English teachers in Riau and Riau Archipelago province Indonesia in order to gain better achievements of English Language both receptive and productive skills.

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