

ISBN 979-979-8559-99-0



THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International
Conference
2016

8 - 10
September 2016

University of PGRI Adi Buana Surabaya
Indonesia

PROCEEDINGS

“Creativity and Innovation in
Language Materials Development and
Language Teaching Methodology
in Asia and Beyond”

BOOK 2

ISBN 979-979-8559-99-0



THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International
Conference
2016

8 - 10
September 2016

University of PGRI Adi Buana Surabaya
Indonesia

PROCEEDINGS

“Creativity and Innovation in
Language Materials Development and
Language Teaching Methodology
in Asia and Beyond”

TABLE OF CONTENTS

FOREWORD	ii
LIST OF INTERNAL AND EXTERNAL REVIEWERS	iii
LIST OF INVITED SPEAKERS	v
LIST OF FEATURED SPEAKERS	vi
TABLE OF CONTENT	vii
LINGUISTICS AND EFL TEACHING: UNDERSTANDING WHAT EFL TEACHERS CAN BENEFIT FROM LANGUAGE THEORIES	1
I Ketut Warta	1
ARE VOCATIONAL COLLEGE STUDENTS PRAGMATICALLY COMPETENT?: AN EMPIRICAL STUDY TO THE DEVELOPMENT OF PRAGMATIC-BASED ENGLISH LEARNING MODEL	6
I M. Rai Jaya Widanta	6
I W. Dana Ardika	6
I N. Rajin Aryana	6
Luh N. Chandra Handayani	6
CONTINUOUS PROFESSIONAL DEVELOPMENT INNOVATIVE WAYS: WHAT NEW ENGLISH TEACHERS CAN DO FOR LEARNING?	11
I.G.A. Lokita Purnamika Utami	11
AUTHENTIC ASSESSMENT ACTIVITIES IN 2013 CURRICULUM BASED TEXTBOOKS FOR JUNIOR HIGH SCHOOLS	20
Ida Inawati	20
PRE-SERVICE TEACHERS' USE OF READING STRATEGIES IN THEIR OWN READINGS AND FUTURE CLASSROOMS	28
Ida Puji Lestari	28
NEEDS ANALYSIS IN DEVELOPING ENGLISH TEACHING MATERIALS FOR KINDERGARTEN STUDENTS	34
Iin Inawati	34
MODERN EDUCATIONAL TECHNOLOGY FOR THE 21ST CENTURY: ON THE APPLICATION OF TEACHING TOEIC FOR ENGINEERING STUDENTS	43
Ika Erawati	43
TEACHING ENGLISH THROUGH STORYTELLING IN A SHADOWS PUPPETS (WAYANG KULIT) SHOW	52
Ika Izumdyahwati	52
Suhari	52
Suparman	52
SIMULTANEOUS WAY AND SUCCESSIVE WAY IN TEACHING GRAMMAR	55
Ike Dian Puspitasari	55
THE EFFECT OF MIND MAPPING TECHNIQUE IN IMPROVING STUDENTS' WRITING REPORT TEXT	60
Ibham	60
M. Fauzi Bafadal	60

AN ANALYSIS THE TYPES OF TEACHER TALK AND STUDENTS TALK IN SOCIAL SCIENCE TEACHING PROCESS OF MADRASAH IBTIDA'YIAH INTERNATIONAL CLASS PROGRAM NURUL ULUM BOJONEGORO	68
Ima Isnaini Taufiqur Rohmah	68
THE INDONESIAN EFL LEARNERS' BELIEFS ABOUT LANGUAGE LEARNING AS THE PRELIMINARY STUDY FOR DESIGNING THE TEACHING STRATEGIES AND DEVELOPING TEACHING MATERIALS	76
Indah Fitriani	76
THE EFFECTIVENESS OF HANDPHONE ANDROID AS A TEACHING MEDIA IN READING ACHIEVEMENT IN SMK FARMASI MAHARANI MALANG	84
Indrawati Puspawati	84
ERROR ANALYSIS BASED ACTION RESEARCH: INVESTIGATING THE EFL LEARNERS' WRITING	89
Irwansyah	89
INTEGRATING QUANTUM LEARNING FRAMEWORKS TO WRITING PROCESS IN ENGLISH LANGUAGE TEACHING	97
Irfan Masnur	97
THE EFFECT OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE IN ENHANCING READING COMPREHENSION ON EFL SECONDARY SCHOOL STUDENTS	104
Irma Savitri Sadikin	104
MAKING EFL READERS BECOME 'HIGH RISK-TAKERS' IN WRITING READER RESPONSE JOURNALS: A THEORY-INTO-PRACTICE APPROACH TO TEACHING LITERATURE TO INDONESIAN COLLEGE STUDENTS	111
Ikhak	111
Mursid Saleh	111
Ahmad Sofwan	111
Rudi Hartono	111
NOTE TAKING: A POWER OF RESPECTING OTHERS	118
Isna Indriati	118
COOPERATIVE LEARNING TECHNIQUES IN GRAMMAR LEARNING	127
Isry Yuliasri	127
A CHALLENGE FOR ENGLISH LEARNERS AND TEACHERS: STUDENTS' ENGLISH VOCABULARY KNOWLEDGE AND VOCABULARY LEARNING STRATEGIES	134
Istanti Hermagustiana	134
Anjar Dwi Astuti	134
DEVELOPING AND INTEGRATING PUBLIC SPEAKING MATERIAL WITH ISLAMIC VALUES FOR EFL IN INDONESIAN ISLAMIC HIGHER EDUCATION	141
Istiadah	141
Mira Shartika	141
Ulil Fitriyah	141
USING WEB-BLOG TO IMPROVE THE WRITING SKILLS OF THE STUDENTS OF SMKN KUDU	150
Itha Pujiarti	150
Ida Setyawati	150
METACOGNITIVE ORGANIC LANGUAGE APPROACH (MOLA): AN APPROACH TO TEACHING ADULT ESL STUDENTS IN A MULTILINGUAL CLASSROOM	156
Jesse C. Kus	156

IMPLEMENTING LOCAL WISDOM FOR SHAPING STUDENTS' MORAL IN ENGLISH LANGUAGE TEACHING CLASS TO FACE ASEAN ECONOMIC COMMUNITY ERA	163
Joesasono Oediyanti S.	163
MERITS OF EMPLOYING PAIR WORK STRATEGY IN EFL CLASSROOMS	170
Joni Alfino	170
M. Adnan Latief	170
Utami Widiati	170
DEVELOPING ESP MATERIALS BASED ON THE NATIONAL QUALIFICATION FRAMEWORK (KKNI)	176
Joyce Marwati	176
Sri Dewiyanti	176
MANAGING SELF-ASSESSMENT STRATEGY	183
Junie Darmasaningrum.....	183
DEVELOPING "TOOLS" BOARDGAME TO ENRICH STUDENTS' VOCABULARY FOR AUTOMOTIVE PROGRAM STUDENTS AT SMKN 12 MALANG	188
Kartika Ajeng Anggrasni	188
Mardhian Narwanto Patro	188
THE APPLICATION OF 4/3/2 TECHNIQUE IN INCREASING STUDENTS' SPEAKING ABILITY AT THE THIRD SEMESTER OF ENGLISH STUDENTS AT THE UNIVERSITY OF BENGKULU	195
Kasmawati	195
Riswanto.....	195
CREATING MEANINGFUL READING ACTIVITIES BY INTEGRATING COLLABORATIVE STRATEGIC READING (CSR) WITH MIND MIRROR ACTIVITY	201
Khodijah Maming	201
THE EFFECTS OF DIALOGUE JOURNAL WRITING (DJW) IN ENGAGING AND EMPOWERING WRITING SKILL	211
Khairunnisa Hatta	211
Amaluddin	211
ANALYSIS OF RHETORICAL MOVES OF JOURNAL ARTICLES AND ITS IMPLICATION TO THE TEACHING OF ACADEMIC WRITING	227
Kheryadi.....	227
Mnichlas Suseno	227
USING FACEBOOK TO IMPROVE THE STUDENTS' MOTIVATION AND SKILL IN WRITING NARRATIVE TEXT AT BATANGHARI UNIVERSITY, JAMBI	237
Khodiyatul Munawwaroh	237
DEVELOPING MI-BASED ENGLISH COURSE BOOK FOR THE STUDENTS OF SECONDARY LEVEL	243
Khoiriyah	243
GRAMMAR BOOKS IN AN ISLAMIC COLLEGE: IMPROPER CONTENTS HIGHLIGHTED	252
Kristianto.....	252
Bayu Adi Laksono	252
ADAPTING TOPIC-BASED ACTIVITIES FOR UNDERGRADUATE LEARNER	256
Kusumarasyati.....	256
STUDENTS' PERCEPTIONS TOWARD THE USE OF EDMODO AS AN EFFECTIVE TOOL FOR LEARNING ENGLISH	261
Lailatul Kodriyah	261

UTILIZING L2 MOVIES WITH L2 SUBTITLES TO ATTAIN L2 LEARNERS' SPEAKING SKILL	267
Lasima Muzammil	267
Nur Mukminatien	267
Mohammad Adnan Latief	267
Yazid Basithomi	267
RECYCLING TRADITIONAL SONGS INTO PEDAGOGIC SONGS AS LISTENING- AND PROJECT-BASED MATERIALS FOR ENGLISH YOUNG LEARNERS	274
Leonora Saantje Tamasa	274
WRITING SHORT ESSAY BY USING LITERARY-BASED INSTRUCTION: H.C ANDERSEN'S THE LITTLE MATCH GIRL	279
Lestari Setyowati	279
Sony Sukmawan	279
PROJECT AND TECHNOLOGY USED AS THE BRIDGE TO IMPROVE STUDENTS' LANGUAGE SKILLS ABILITY	287
Lia Agustina	287
TEACHER'S CREATIVE STRATEGIES IN DEVELOPING STUDENTS' SPEAKING SKILLS	292
Lia Novita	292
MULTICULTURAL ANALYSIS ON TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION (TOEIC) PREPARATION TEXTBOOKS DEVELOPED BY INDONESIAN AND NATIVE AUTHORS	297
Lies Amin Lestari	297
Luh Mas Ariyati	297
THE ILLOCUTIONARY ACTS IN UNDERSTANDING TOEIC SHORT CONVERSATIONS AND TALKS	304
Lilik Handayani	304
INTEGRATED TEACHING WRITING AND LITERATURE	312
Lina Mariana	312
Rika Riwayatningsih	312
TEACHING SPEAKING: DISCUSSION AS AN ACTIVITY TO PROMOTE SPEAKING	316
Lisa Septiany	316
STUDENT'S INTEREST TOWARD PEER FEEDBACK IN PARAGRAPH WRITING CLASS	320
Listiani	320
DESIGNING AN INTERACTIVE MEDIA FOR ADULT LEARNERS IN UNDERSTANDING PHRASAL VERBS FOR COMMUNICATION	325
Lucia Eni Puspandari	325
'WHAT'S NEXT?': A 'STORYLINE' APPROACH FOR OPTIMIZING STUDENTS' WRITING	334
Lulus Irawati	334
DESIGNING COMPUTER-BASED EXERCISES USING WEBLOG, HOT POTATOES SOFTWARE AND SKYPE MESSENGERS IN CREATING IDEAS TO FACILITATE INDEPENDENCE LEARNING OF READING COMPREHENSION FOR FOURTH SEMESTER ENGLISH EDUCATION DEPARTMENT WIJAYA KUSUMA UNIVERSITY	338
Lusy Tunik Maharlisiani	338
Anang Kulkah Adikusilo	338
Supeno	338

SPEAKING TEACHING STRATEGIES: A CHOICE OF NEEDS	346
Lutfi Istikharoh	346
A MODEL OF RESEARCH PAPER WRITING INSTRUCTIONAL MATERIALS FOR ACADEMIC WRITING COURSE: NEEDS ANALYSIS & TEXTBOOK EVALUATION	351
M. Ali Ghufron	351
QUESTIONS IN CLASSROOM INTERACTIONS: TYPES, LEVELS, AND STRATEGIES USED BY TEACHERS IN TEACHING READING	363
M. Zaim	363
PROMOTING EFL STUDENTS' ABILITIES IN WRITING DEFINITION PARAGRAPH THROUGH BLOGGING ACTIVITIES	370
M. Zaim Miflah	370
DEVELOPING MOLUCCAN CULTURE MATERIALS BY USING SCIENTIFIC APPROACH	380
Mansya Sekowael	380
THE USE OF DUOLINGO TO IMPROVE THE STUDENTS' VOCABULARY	388
Maria Cholifah	388
BENEFITS OF INDONESIAN GAMES IN BOOSTING UNIVERSITY STUDENT' ENGLISH GRAMMAR COMPETENCE: A CASE STUDY	397
Maryani	397
EVALUATING DEVELOPED LANGUAGE TEACHING MATERIAL	406
Maynasti	406
USING READING LOG TO START AN EFFECTIVE READING HABIT	412
Mega Wati	412
IMPLEMENTING ENGLISH IS A TEACHER HERE (ETH) STRATEGY TO ENHANCE SPEAKING SKILL FOR THE EARLY SEMESTER STUDENTS OF ENGLISH DEPARTMENT	420
Meiga Ratih Tirtaswati	420
THE IMPLEMENTATION OF READING ENGLISH NEWSPAPER TO IMPROVE THE STUDENTS VOCABULARIES IN SMA UNGGUL DEL	427
Meri Kristina Siallagan	427
THE EFFECTIVENESS OF CLIL IN TEACHING VOCABULARY: A CASE STUDY	434
Michael Setiawan	434
BUILDING WRITING HABIT BY TELLING STORY ON DIARY	440
Miftahul Janah	440
SEMANTIC RELATION ANALYSIS FOR VOCABULARY ENRICHMENT IN EFL CLASSES	448
N. K. Mirahayuni	448
REFLECTION OF STUDENT-TEACHERS ON THEIR TEACHING PRACTICUM IN THE GRADUATE PROGRAM OF ENGLISH LANGUAGE TEACHING, UNIVERSITAS NEGERI MALANG	454
Mirjam Amugrahwati	454

QUIZ-DEMONSTRATION-PRACTICE-REVISION (QDPR) IN TEACHING LONG AND REDUCED ENGLISH VOWELS TO INDONESIAN EFL LEARNERS	459
Moedjito	459
TEACHING CRITICAL THINKING THROUGH EXPOSITORY TEXT TO ENHANCE STUDENTS' READING COMPREHENSION	464
Moh. Arif Bakhtiyar	464
GESTICULATED TEACHING READING IN EFL CLASSES	472
Muchlas Suseno	472
THE PROBLEMS AND STRATEGIES IN LEARNING LISTENING COMPREHENSION	478
Muhammad Lukman Syafii	478
CUE CARD AS MEDIA FOR TEACHING SPEAKING IN SENIOR HIGH SCHOOL	486
Muhammad Saibani Wiyanto	486
THE EFFECT OF EFL LEARNER'S LANGUAGE ATTITUDE OF CODE SWITCHING AND LANGUAGE INTELLIGENCE ON VOCABULARY MASTERY	494
Mujiono	494
DEVELOPING TEACHING ENGLISH MODALITY MODEL BY APPLYING INTASC STANDARDS AT THE ENGLISH DEPARTMENT OF IKIP MATARAM	501
Muliiani	501
Sofia Maurisa	501
Nurusshobah	501
THE INTEGRATIVE ENGLISH TEACHING AND LEARNING METHOD OF FIVE "R" FOR ESP LEARNERS	510
Naihl Fauziah	510
EXTENSIVE READING FOR ELEMENTARY SCHOOL STUDENTS IN INDONESIA: A CALL FOR TEACHERS	517
Nastiti Primadyastuti	517
Nicko Putra Witjasmoko	517
THE APPLICATION OF METALINGUISTIC CORRECTIVE FEEDBACK TO ENHANCE THE UNSIKASTUDENTS' ABILITY TO ELIMINATE GRAMMATICAL ERRORS IN WRITING (A Case Study of Students at University of Singaperbangsa Karawang)	527
Nia Pujiawati	527
Yusef Bani Ahmad	527
TEACHING WITH AND WITHOUT SYLLABUS: A CASE OF ENGLISH INSTRUCTORS IN TEACHING TEST OF ENGLISH AS FOREIGN LANGUAGE PREPARATION COURSE	531
Nicko Putra Witjasmoko	531
Nastiti Primadyastuti	531
SPEAKING QUALITY IN ENGLISH AND LEARNING STRATEGIES OF STUDENTS IN PONDOK PESANTREN DARULHURAHMARTAPURA	538
Nida Mufidah	538
INTEGRATING ENGLISH INDEPENDENT STUDY IN PRONUNCIATION COURSE	547
Nina Inayati	547

DEVELOPING BUSINESS ENGLISH COURSE MATERIALS FOR THE STUDENTS OF MANAGEMENT	555
Nina Sofiana	555
DEVELOPING LISTENING MATERIALS ON MONOLOGUE TEXT FOR EIGHTH GRADERS	561
Nina Febria Novitasari	561
DEVELOPING ENGLISH MATERIAL FOR ISLAMIC EDUCATION DEPARTMENT	569
Ninik Suryatiningsih	569
PROMOTING SOCIAL MEDIA GROUP INTERACTION FOR STUDENTS' PRODUCTIVE SKILLS ENHANCEMENT	574
Nimit Krisdyawati	574
Nurfitriah	574
TEACHING ENGLISH LESSONS BY USING DRILLING ACTIVITIES IN AUDIO LINGUAL METHOD (ALAM)	579
Nisa Mahbubah	579
DEVELOPING AUTHENTIC LANGUAGE MATERIALS BY UTILIZING THE LOCAL TOURISM RESOURCES	584
Noor Eka Chandra	584
LEARNING AND TEACHING ENGLISH USING QUPPER SCHOOL FOR INDONESIAN LEARNERS	588
Novi Nur Lailiana	588
ENGLISH GRAMMATICAL ERRORS AMONGST THIRD GRADE STUDENTS IN KECAMATANBANJARAGUNG-TULANGBAWANG LAMPUNG	593
Noviana Amelia	593
BLENDING CLASSROOM LEARNING AND DIGITAL LEARNING TO ACHIEVE OPTIMAL WRITING SKILL	599
Nur Alfa Rahmah	599
Afifah Linda Sari	599
THE SPEECH ACT USED BY THE MAJOR CHARACTER OF SHERLOCK TV SERIES "A STUDY IN PINK" (2010) AND ITS IMPLICATION IN ENGLISH LANGUAGE TEACHING	605
Nur Fatimah	605
Dyah Rochmawati	605
BROADCASTING VIDEO PROJECT TO PROMOTE STUDENTS' MOTIVATION IN SPEAKING SKILL	611
Nurdevi Ete Abdul	611
THE INFLUENCED OF COOPERATIVE INTEGRATED READING AND COMPOSITION METHOD ON EFL STUDENTS TRANSLATION ABILITY ..	617
Nurdin Bramono	617

GENDER REPRESENTATION IN THE NINTH GRADE STUDENTS' ENGLISH TEXTBOOK THINK GLOBALLY ACT LOCALLY	625
Nurhayati	625
A BLENDED LEARNING: AN APPROACH TO ENHANCE COLLEGE LEARNERS' READING SKILLS	631
Nuriyatul Hamidah	631
MASSIVE MULTI-STUDENTS ONLINE LEARNING: STRATEGIC ONLINE LEARNING INSPIRED BY MASSIVE MULTI-PLAYER ONLINE ROLE GAME PLAY	639
Panda Prasodjo	639
EXPANDING LANGUAGE LEARNING EXPERIENCES THROUGH THE USE OF MODERN INFORMATION TECHNOLOGY	644
Patrisius Istiarto Djiwandono	644
ENGLISH FOR JOB HUNTING: ENHANCING EFL STUDENTS' CAREER MARKETABILITY	649
Pralus Widiatmoko	649
DEVELOPING E-MODULE FOR ESP STUDENTS OF COMPUTER AND NETWORKING TECHNOLOGY	656
Pobrina Firmani	656
Inayatil Lurah	656
TRAINING BEGINNER TEACHERS TO PROMOTE INTEGRATED APPROACH AND PERSONAL BELIEFS INTO LEARNING MATERIALS	662
Peggy Magdalena Jonathans	662
A RESPONSE TO STUDENTS' LOW SPEAKING SKILLS	670
Perwi Darmajanti	670
LEXICAL DENSITY AND NOMINAL GROUP OF STUDENTS' SKRIPSIS AND INTERNATIONAL JOURNALS AND THE IMPLICATION FOR TEACHING WRITING	677
Pila Depita A.	677
BOOSTING STUDENTS' SPEAKING ABILITY BY PROJECT-BASED LEARNING: ITS' EFFECT AND IMPLEMENTATION (A MIX METHOD RESEARCH)	685
Pryla Rochmalwati	685
Nurul Khasanah	685
INDIVIDUAL ACCOUNTABILITY IN COOPERATIVE LEARNING AS A MEDIUM FOR PROVIDING LEARNING EXPERIENCES AS MANDATED BY THE 2006 AND 2013 CURRICULUMS: THE CASE OF SECONDARY SCHOOL EFL CLASSROOMS	692
Puji Astuti	692
INCORPORATING ISLAMIC VALUES IN AN ENGLISH LEARNING MODULE OF ISLAMIC BOARDING SCHOOLS IN WEST NUSA TENGGARA	699
Puspita Dewi	699
Joko Priyana	699

DEVELOPING PROJECT-BASED LEARNING MATERIAL FOR TEACHING ENGLISH BASED ON CURRICULUM 2013	707
Putu Rusanti.....	707
PROJECT BASED LEARNING: STUDY ON VOCATIONAL ENGLISH TO TEACH ENGLISH FOR NON ACADEMICS	713
Rahmawati Khadijah Maro.....	713
ENGLISH FOR CULINARY MAJOR IN VOCATIONAL HIGH SCHOOL: THE PROTOTYPE.....	720
Raisha Nur Anggraini.....	720
Kimsantri Widyadari Darmesta.....	720
Ardhi Eka Fadilah.....	720
CONDUCTING WINDOWS MOVIE MAKER AS A CALL (COMPUTER ASSISTED LANGUAGE LEARNING AID) IN TEACHING CREATIVE WRITING.....	730
Rama Ayu P.K.D.....	730
IzzatulLaili Novia Bahari.....	730
THE GAP BETWEEN THE ESP CLASSROOM WITH THE WORKPLACE NEEDS (THE CASE STUDY OF RESTAURANT SERVICES).....	741
Ramah.....	741
REASONS WHY LISTENING IN ENGLISH IS DIFFICULT: VOICE FROM FOREIGN LANGUAGE LEARNERS.....	748
Ratus Rintaningrum.....	748
INSTRUCTIONAL ROLE PLAY METHOD: AN ALTERNATIVE WAY IN TEACHING SPEAKING(A Research Project at Access Microscholarship Program in Ambon).....	754
Renata C. G. Vigoleya Nikijahne.....	754
Sultan G. S. Stover.....	754
USING ITEMAN TO ANALYZE MULTIPLE-CHOICE TEST ITEMS	762
Renata Kenanga Rinda.....	762
THE EFFECT OF BLENDED LEARNING IN TEACHING LISTENING VIEWED FROM STUDENTS' INTERESTS	772
Ranganis Sivi Annangpuni.....	772
PROMOTING INTERCULTURAL CITIZENSHIP IN EFL LISTENING MATERIALS THROUGH DIGITAL STORYTELLING	776
Reni Kusumasingputri.....	776
Dewianti Khozanah.....	780
Ridkia Setiarini.....	780
DEVELOPING READING MATERIAL IN CLIL CONTEXTS: WAY TO EMPOWER STUDENTS' COMPETENCES IN EFL.....	785
Rany Windi Astuti.....	785
Tety Mariana.....	785
ESTABLISHING A WHATSAPP CONVERSATION: ONE OF INNOVATIONS IN ENGLISH LANGUAGE TEACHING.....	790
Restu Mufanti.....	790
Andi Susilo.....	790
EFL LEARNERS' TRANSLATION COMPETENCE IN INDONESIAN-ENGLISH TRANSLATING CLASSROOM.....	797
Rida Wahyuningrum.....	797

DEVELOPING STUDENTS' SPEAKING SKILL THROUGH TWO STAY TWO STRAY TECHNIQUE: PRE-EXPERIMENTAL STUDY	806
Rika Irawati	806
Wahyudi	806
STUDENTS' ESSAY WRITING STYLES OF ENGLISH EDUCATION PROGRAM 2013 AT ADIBUANA UNIVERSITY OF SURABAYA	814
Rikat Eka Prastyawan	814
THE INFLUENCE OF USING DOMINOES GAME ON STUDENT'S GRAMMAR ACHIEVEMENT AT JALAN JAWA JUNIOR HIGH SCHOOL GRADE 8th	819
Rina Fitria Ningrum	819
Armelia Nungki Nurbani	819
STUDENTS' PERCEPTIONS ON PLAGIARISM IN THEIR ACADEMIC WRITING: AN INDOONESIAN CASE STUDY	829
Rina Agustina	829
Aulia Nisa Khuznia	829
Pambodi Raharjo	829
DEVELOPING ENGLISH TEXTBOOK FOR ISLAMIC ELEMENTARY SCHOOL TEACHER EDUCATION DEPARTMENT BASED ON GENRE-BASED APPROACH	835
Rina Sari	835
LINOIT APPLICATION: THE NEW WAY IN TEACHING STUDENTS' READING COMPREHENSION	841
Rini Estiyowati Ikamingrum	841
INTEGRATION OF POWOON AND PAIR WORK PROJECT IN ENHANCING ORAL COMMUNICATION SKILL	848
Ririn Ovelia	848
"ELT CURRICULUM AND TEXTBOOK ANALYSIS" AS A SUBJECT TO HELP STUDENTS IN DEVELOPING MATERIALS	856
RirinPuspardini	856
Esti Kumiasih	856
DEVELOPING DIGITAL STORY TELLING THROUGH PROJECT BASED APPROACH	862
Risa Triasanti	862
STORYTELLING SENTENCE PRODUCTIONS OF EYL STUDENT TEACHERS: LANGUAGE TYPOLOGY BASED ON MOTION EVENTS	870
Riski Lestiono	870
THE APPLICATION OF PEER AND SELF ASSESMENT IN LISTENING AND SPEAKING CLASS (A PARTICIPATORY ACTION RESEARCH)	879
Risnar Risasih	879
BE STRENGTH OR WEAKNESS: TBLT THREE PHASE TECHNIQUE STAGES IN TEACHING LISTENING FOR TOEFL PREPARATION	888
Risqi Ekanti Ayuningtyas Palupi	888
TRADITIONAL GAMES IN TEACHING SPEAKING IN NON-ENGLISH DEPARTMENT CLASS	895
Riyatno	895

INTEGRATIVE MOTIVATION AFTER TUTORING PROGRAM: A CASE STUDY	904
<i>Riza Waganofa</i>	904
BENEFITING MORE OF PROJECT WORK IN A LARGE CLASS	907
<i>Rohaniatul Makniyah</i>	907
HAVE A LOOK AT LANGUAGE LEARNING STRATEGIES: A GOOD STEP FOR SUCCESSFUL ENGLISH AS FOREIGN LANGUAGE LEARNING	916
<i>Rohfin Andria Gestanti</i>	916
INCORPORATING CRITICAL LITERACY THROUGH ONLINE INTERACTIVE READING JOURNAL	923
<i>Rojab Siti Rodliyah</i>	923
ASSESSING LEARNERS' PRAGMATIC COMPETENCE TO INTERPRET IMPLICATURES	927
<i>Ronald Maraden Parlindungan Silalahi</i>	927
DEVELOPING STUDENTS' LISTENING COMPREHENSION BY USING VIDEO MATERIAL	935
<i>Rugaiyah</i>	935
USING "BEFORE AND AFTER" CHART IN READING A NURSERY RHYME TO BUILD THE COMPREHENSION SKILLS OF EARLY YEAR STUDENTS	942
<i>Rully Fitria Handayani</i>	942
DEVELOPING TEACHING MATERIALS FOR ENGLISH ELEMENTARY TEACHERS	948
<i>Veronica L. Dipoedi</i>	948
<i>Ruruh Mindari</i>	948
<i>Hendra Tedjanukumana</i>	948

Have a Look at Language Learning Strategies: A Good Step for Successful English as Foreign Language Learning

Rohfin Andria Gestanti

upin.ndutz@gmail.com

Muhammadiyah University of Ponorogo, Ponorogo, Indonesia

ABSTRACT

Language learning strategies refers to the students' ways in learning to help them master the foreign language they are learning in. They may be old theme in educational study, but still considered as one of working tools to fill in the gap between what students know and what students need to know. The uses of language learning strategies are necessary to be recognized by teachers for EFL learning development. This present article aims to explore the matter of language learning strategies, what makes them important, and how to promote them in learning. Learning strategies become one of influential aspects of successful learning along side with the teaching methods or techniques used by teachers since it is used as students' secret weapon to assist them in learning. Therefore, focusing on students' learning strategies is necessary since it can create autonomous learning atmosphere, can stimulate students to be proficient language users, and can stimulate teacher to develop better the language tasks or activities. Therefore, teachers are required to promote the use of learning strategies by identifying and analyzing the strategies used by students in their learning process, and then integrating the use of strategies in teaching learning process.

Keywords: *strategies, language learning strategies, foreign language learning*

INTRODUCTION

Learning new language that is basically different with students' native will create new environment for students, particularly who are habitually involved in traditional learning. They will find it difficult in to learn without teachers' full guidance. In fact, learning process is said to be successfully done when students are able to manage their own learning since students have known what they need to learn and how they will learn it. Therefore, for past few years, the emphasis within the field of language teaching and learning is shifted from teacher-centre into student-centre. The focus is not merely on teachers anymore, but on students and the students' learning process (Hismanoglu, 2000). Then, how students learn or process new information and what employment they do to understand the information has been the primary concern of many studies dealing with the area of foreign language learning.

The ways students learn and the employment of those particular ways is closely related to students' plans and actions to get their learning achievement. A set of plans, tools or actions chosen by students to retrieve, process, and understand the information as well as to deal with the components of language they are learning in can be recognized as learning strategies. Strategies can be treated as students' weapon in learning to ease them dealing with difficulties as well as improving their ability. Thus, learning strategies are considered as one of the most meaningful means used by students in helping them achieve the goal in language they are learning in.

Employing learning strategies in EFL classroom is merely the only the only one aspect to be focused on in learning. However, knowing the application of students' strategies as well as engage students to use it in a better way are considered as one aspect of students' successful in learning foreign language. For that reason, this article presents the matter concerning language learning strategies, what makes them important, and how to promote them as well as the benefits by doing so in EFL learning.

WHAT LEARNING STRATEGIES ARE?

Many experts and researchers concerned their research in this field and tried to define what learning strategies are. For instance, (Zare, 2012) quote Wenden and Rubin definition which state that language learning strategies are any sets of operations, steps, plans, or routines used by students to

facilitate their learning in term of obtaining, storage, retrieval, and use of information. Similarly, (Cohen, 1998) explained that language learning strategies are processes that are consciously selected by students in which resulted in actions taken to enhance the learning or second or foreign language use through the storage, retention, recall, and application of information about the language students are learning in. (Rubin, 1975) classified strategies in terms of processes contributing directly or indirectly to language learning. It means that, strategies refer what students need to do to make their learning meets its goal in which students' cognitive aspect is mostly, purposively used.

Learning strategies are the thoughts and actions that individuals use to accomplish a learning goal (Chamot, 2004). Learning strategies as student's individual approach to a task including how they think and act when planning, executing, and evaluating performance on a task. Also, Oxford defined similar yet little bit different definition which include another aspects beside cognitive. Learning strategies are seen as the specific actions taken by students to make their learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990). Seeing this definition, the use of strategies is not only merely covered in cognitive aspect, but also affective and social aspect. It is shown by statement "more self-directed, more effective, and more transferable to new situations" which mean the use of strategies convey the ability of self-learning and situational learning students might experience in their learning.

Simply, it can be extracted that learning strategies are what students can do to access, to process, to understand, to memorize, and to act out any matter during learning second or foreign language under well-planned steps. Learning strategies are treated as one of students' key points to be able to use the language fluently, in good comprehension.

HOW ARE LEARNING STRATEGIES DEVELOPED?

Learning strategies is not a new matter in educational setting, especially in EFL learning. The term language learning strategies had started widely known from past few years as many teachers and researchers started concerning their studies in this field. As reported in some articles, the use of term strategies in language learning is preceded by series of research concerning strategies of good language learners. Previously, researches into language learning strategies are officially started when some researchers focused their studies on identifying language strategies used by successful students or what is known as good language learners. Researches on language, at that time, tried to identify characteristic of good language learners that makes them be able to use strategies better and success in their learning. As stated by (Huang, 2009) characteristics of good language learners is the theme investigated to know what strategies that make them successful in learning. It is also considered as the first starting point in conducting research in the field of learning strategies. After that, lots of researchers also focused their studies in developing the characteristics of strategies useful for students (Stern, 1975; Naiman, Frohlich, Stern, & Tedesco, 1978). As the result, many studies were conducted to identify and classify all possible strategies used by second or foreign language learners. Different experts proposed different concepts toward learning strategies and they also provided different term of classification and strategy systems (Bialystok, 1981; O'Malley, Chamot, Stewner-Manzaranes, Kupper, & Russo, 1985; Oxford, 1990)

Among all the typologies proposed, it seems that the one proposed by Oxford is the most influential one since Oxford's classification is the combination of many researchers' studies on language learning strategies. Moreover, it is also included by SILL (Strategy Inventory of Language Learning), a set of questionnaire used to identify students' strategies (Oxford R. L., 1990). By this point, language learning strategies has become more familiar since many teachers are aware and encouraged to study this matter.

Generally, learning strategies can be divided into two major strategies, namely direct or indirect strategies. Specifically, direct strategies cover memory, cognitive, and compensation strategies in which those strategies are directly involved during students' learning process. Direct strategies deals with learning with language itself and mental processing of the language (Huang, 2009). While indirect strategies cover meta-cognitive, affective and social strategies in which these strategies are not directly involved in the learning process since it deals with the general management of learning (Oxford, 1990;

Huang, 2009). Whether it is direct or indirect strategies, both strategies are worthy to be applied as long as students are aware and conscious in using them.

WHAT MAKES LEARNING STRATEGIES IMPORTANT

Strategies are said to be valuable use if the students are conscious in employing them. The perception of learning strategy depends on the assumption that students are consciously engaged in activities to achieve certain goals, and then learning strategies can be considered as mostly regarded as intentional directions and techniques in learning (Stern, 1992). In this case, students should be aware concerning how they use the strategies as well as be able to state clearly why they choose it. In some cases, students naturally use some particular strategies, however, they do not aware and do not realize concerning this use since they apply the strategies randomly (Gestanti, 2015). In other words, it can be said that some students are still subconscious in applying learning strategies despite their necessity and importance in using learning strategies.

Language learning strategies plays an important role in learning second or foreign language (Oxford, 1990). It is obvious that language learning strategies is one of the most widely accepted means to enhance students' learning efficiency since the use of strategies can assist students when mastering the forms and functions of foreign language they are learning in. When students are capable in using wider types of language learning strategies appropriately, they can improve their language skills in a better way. There are some points can be exposed in term of strategies use (Hismanoglu, 2000). For instance, meta-cognitive strategies improve organization of learning time, self-monitoring, and self-evaluation; cognitive strategies by making use previous knowledge can help to solve new problems; socio-affective strategies in term of asking native speakers will ease them to correct their pronunciation, or asking a classmate to work together on a particular language problem.

Along with all benefits the learning strategies can give, the contribution of them cannot be left out from these aspects which is learning strategies have significant contribution to create autonomous learning atmosphere, stimulate students to be proficient language users, and stimulate teachers to create more effective teaching materials.

First, learning strategies contribute in creating autonomous learning atmosphere. Autonomous learning refers to situation in which students generally have the ability and willingness to accomplish language tasks with less or even without assistance, have adaptability, transferability, and reflection to the learning context along with the use of specific, relevant actions or strategies (Dickinson, 1987; Littlewood, 1996; Oxford, 1999). Thus, when students are completely aware and take responsibility of their own learning by making use all the strategies they have they are considered as autonomous learners. In this case, teachers' full guidance is not the only thing needed by students since they have fully recognized about what they have to achieve and how they can achieve it. In educational point of view, in fact, each student individually has his/her own way concerning how to deal with the learning progress so that they can make use of it. Moreover, it is possible enough that the ways owned by students are respectfully different among each others. The focus of language learning is to make students fully understand about the essential point of the language they are learning in (Cakici, 2015). Therefore, to create successful learning, teachers should allow the students to use their own way of learning and be autonomous, not to push them to learn as others' expectation. Once students are autonomous learners in EFL learning, then the whole teaching learning process will also be autonomous (Cakici, 2015).

Learning strategies are considered as essential aspect in autonomous learning. In the area of language learner autonomy, it is identified that learning strategies play a significant, important role (Littlewood, 1996). Moreover, along with communication strategies, linguistics creativity, independent work, expression of personal meanings, and creation of personal learning contexts, learning strategies become one of those six aspects that concretely contribute to autonomy in learning (Littlewood, 1996). Besides, there is also recommendation that engaging the use of learning strategies for students particularly in term of meta-cognitive, cognitive, and socio-affective strategies can help students build up their independence and autonomy and it has been accepted as one of ways to foster autonomy in EFL learning

context since the use of strategies is considered as reflection to what extend the autonomy is available (Hismanoglu, 2000; Cakici, 2015).

Secondly, learning strategies can stimulate students to be proficient language users by approaching good language learners. As mentioned in the previous section, the use of strategies are based on the study of good language learners, so once students are capable to use the strategies in a better, various ways and be success in their learning, they are considered as good language learners. In the other hand, the goal of learning is mainly to make students be able to use the language proficiently since students' proficiency is commonly one of representations of successful learning. (Cabaysa & Baetiong, 2010; Fewel, 2010; Kaseem, 2015) and other studies proved that there is significant relationship between learning strategies and students' proficiency. Therefore, learning strategies contributes to stimulate students to be able to proficiently use the language as approaching students to be good language learners by enhancing the use of language strategies.

Good language learners are those who can use the strategies and deal with their learning well, and communicative competence owned by students will represent their ability in using language. A good language learner is actually the first encounter of learning strategies in which the characteristics of good language learners are the first framework to define what known as learning strategies. In this case, students considered as good language learners are believed as successful students who can apply appropriate way of learning. Thus, evaluating such strategies use in language learning then clearly indicates that the students learning new language are expected to be able to use the language they are learning in effectively.

Generally, good language learners are those that: (1) having personal strategies, (2) being a good guesser of new language, (3) having strong intention to deal with active approach to the learning task as a mean of real communication and interaction, (4) being open with the language as knowing how to accept, cope, and tackle the language demands, (5) being able to use the form of language as an ordered system as well as continually revise the language system, (6) taking any opportunities and seeking for the opportunities to actively practice the language, (7) doing self-monitoring and critical revision concerning the use of language, (8) focusing attention to the meaning, (9) having outgoing approach to the target language and empathy with its speakers, and (10) having willingness to develop and think deeply concerning the use of language (Rubin, 1975; Stern, 1975; Naiman, Frohich, Stern, & Tedesco, 1978). As students meet these characteristics, their proficiency in using target language is also improved. Therefore, strategies used in language learning are inseparable aspects to the contribution of students' success in learning language.

Last but not least, the use of learning strategies can also stimulate teachers to create more effective teaching activities. Studies have repeatedly shown that there is significant relationship between learning strategies and students' proficiency or achievement. It means that teachers can make use the employment of students' learning strategies to develop their teaching to be more suitable for students by fitting the tasks or teaching activities with the strategies being used.

Engaging students to use learning strategies better and enforcing them to be autonomous learners does not merely mean that teachers' roles are fully replaced. In this case, teachers are not required to set teaching learning activities in which the students are traditionally listen to what teachers' said and answer the questions based on it. The use of particular learning strategies by students is expected to ease the teachers to make their teaching activities more vary. For instance, the use of cognitive strategies may get along well with activities involving students to directly practice the use of language in classroom setting (Oxford, 1990).

Besides, make use of the strategies' employment will keep teachers on the right track when deciding what to teach. Teachers, sometimes, focus more on how to teach rather than how the students learn. As the result, they develop materials for teaching activities that not reflective to how students can make use of it. By considering the employment of strategies teachers can examine what they can provide to teach effectively as well as what students can do to facilitate their learning.

PROMOTING LEARNING STRATEGIES IN EFL LEARNING

As the importance and contribution of learning strategies are explained, it is strongly recommended to keep the use of learning strategies in EFL learning. In this case, all teachers need to do is analyze the strategies used by students as well as their accomplishment, and then integrating the use of strategies in the teaching learning process.

Actually, all students who learn new language definitely use language learning strategies when they are processing new information or performing tasks. However, sometimes they do not aware of it and subconscious or even unconsciously use the strategies. Then, it is teachers' obligation to find out what strategies used by students during classroom activities. Since classroom activities include many language tasks, it is obvious that students will use different strategies, and, even if some of them use same strategies, the way use it might be different among each others. For some teachers, this matter would bring new problems or confusion concerning how to deal with students' strategies. In fact, being not know anything about how students learn will be more difficult to be handled. By knowing what strategies use particular tasks, then teachers can develop increased language tasks to engage students to develop their abilities even better. Moreover, language learning strategies are good indicators to know how students approach tasks or problems encountered during the process of language learning (Hismanoglu, 2000). In other words, even though the strategies are unconsciously used, it still gives valuable clues on how students plan the learning, assess the situation, understand the subject, and use the new information they got.

To make use these values, what teachers need to do first is identify and analyze what kind of strategies employed by students. Simply, it can be said teachers are researching their own students (make their students as subject of research). The easiest way teachers can do is by using set of strategy analysis in form of questionnaire such as SILL (Strategy Inventory for Language Learning) by Oxford (Oxford, 1990), CALLA (Cognitive Academic Language Learning Approach) by O'Malley and Chamot, or MALQ (Metacognitive Awareness Listening Questionnaire) by Vandergrift et al. (Coskun, 2010). The questionnaire itself contains statements representing the use of strategies in language learning as well as how to assess them. Many researches are reported use these questionnaires as main instruments of analysis (Coskun, 2010; Hsueh-Jui, 2008; Yunus, 2013). However, the greatest contribution comes from the use of SILL since dozens of journals, articles, and research reports concern in using SILL (Fajrina, 2015; Oxford: 1999).

Basically, this questionnaire is provided to portray general description of student's personal, typical strategy use, not the specific way. As listed by (Oxford, 1999), results of SILL are generally applied as practical information for teachers or language counsellors to improve language teaching or as researches' basic data. Then, to make it specific, it is suggested that teachers modify the questionnaire items based on phase of teaching learning process (Yunus, 2013), language skills (Wattahjarukiat, 2011): (Huang, 2009), and students' level of proficiency in learning (Hsueh-Jui, 2008; Cabaysa & Baetiong, 2010). Simply, plenty of studies can be chosen as teachers' references in identifying and analyzing students' learning strategies. Explicitly identifying learning strategies as what students use them allow teachers to engage students to use these strategies more effectively and in a wider context.

Then, after conducting some identification, then teachers should try to integrate the use of learning strategies in teaching learning process they conducted. Thus, whether it is directly or indirectly, teachers are required to teach students based on the strategies use. Even more, teachers are also allowed to teach strategies to students. Teaching students good learning strategies would ensure that they know how to acquire new knowledge, which leads to improved learning outcomes (Hismanoglu, 2000).

The most effective way to demonstrate the usefulness of learning strategies is to integrate them into a language learning activity. Exemplifying the strategies are already being used by students is enjoyable and inspirational because it illustrates students' abilities in a real context. Teachers can do this by walking the class through an activity such as reading a newspaper story, preparing an oral presentation, or studying for a test. Teacher can ask them questions designed to identify the processes they used to complete the tasks. Through reflecting on meta-cognitive strategies, students will begin to develop an awareness of how they learn in different contexts and for different tasks. Introducing self-reflection at the

beginning of the task set up a climate that encourages continual investigation of their learning (Paul, 2013).

Usually students that mostly involved in traditional classrooms, expect the teacher to evaluate them. They tend to look outside themselves to evaluate their learning progress. However, with by involving learning strategies in teaching process or instruction, students are trained to take more control concerning their own learning. Without doing self-assessment, students are often unaware of the strategies they use. In this case, teachers can also use self-develop questionnaire or statements concerning learning strategies use as questionnaires are self-assessment tools that can help students become aware of their strategy use.

CONCLUSION

Actually, every student has their own individual, specific strategies to be used in learning but some of them still use it unconsciously. Strategies are students' tactics, plans, actions, and reflections to assist them in learning target language they are learning in. They are good tools to be used in learning as it has been widely accepted. Lots of contribution that learning strategies can offer for both teachers and students. Therefore, the awareness of using the strategies is an important point to be focused on through identifying the strategies use as well integrating them in teaching learning activities.

REFERENCES

- Bialystok, E. (1981). The Role of Conscious Strategies in Second Language Proficiency. *Modern Language Journal*, 65, 24-35.
- Cabaysa, C., & Baetiong, L. R. (2010). Language Learning Strategies of Students at Different Levels of Speaking Proficiency. *Education Quarterly*, 68 (1), 16-35.
- Cakici, D. (2015). Autonomy in Language Teaching and Learning Process. *Journal of The Faculty of Education*, 16 (1), 31-42.
- Chamot, A. U. (2004). Issues in Language Learning Strategies Research and Teaching. *Elektronik Journal of Foreign Language Teaching*, 14-26.
- Cohen, D. (1998). *Strategies in Learning and Using a Second Language*. London: Longman.
- Coskun, A. (2010). The Effect of Metacognitive Strategies Training on The Listening Performance of Beginner Students. *Novitas ROYAL (Research on Youth and Language)*, 4 (1), 35-50.
- Dickinson, L. (1987). *Self-Instruction in Language Learning*. Cambridge: Cambridge University Press.
- Fajrina, D. (2015). Students' Learning Strategies for Developing Speaking Ability. *Studies in English Language and Education*, 2 (1), 17-30.
- Fewel, N. (2010). Language Learning Strategies and English Language Proficiency: An Investigation of Japanese EFL University Students. *TESOL Journal*, 2, 159-174.
- Gestanti, R. A. (2015). *Students' Learning Strategies and Their Accomplishment in Speaking English*. Surakarta: Sebelas Maret University.
- Hismanoglu, M. (2000, August 8). *Language Learning Strategies in Foreign Language Learning and Teaching*. Retrieved April 25, 2016, from Internet TESL Journal: <http://iteslj.org>
- Hsueh-Jui, L. (2008). A Study of The Interrelationship between Listening Strategy Use, Listening Proficiency Levels, and Learning Style. *ARECLS*, 5, 84-104.
- Huang, Y. F. (2009). The Relationship between College Students' Learning Strategies and Their English Speaking Proficiency. *The Relationship between College Students' Learning Strategies and Their English Speaking Proficiency*. Ming Chuan, China: Ming Chuan University.
- J, R. (1975). What The "Good Language Learner" Can Teach Us. *TESOL Quarterly*, 41-50.
- Kaseem, H. M. (2015). The Relation between Listening Strategies Used by Egyptian EFL College Sophomore and Their Listening Comprehension and Self-Afficacy. *English Language Teaching Journal*, 8 (2), 153-169.
- Littlewood, W. (1996). Autonomy: An Anatomy and a Framework. *System*, 24 (4), 427-435.
- Naiman, N., Frohlich, M., Stern, H., & Tedesco, A. (1978). *The Good Language Learner*. Toronto: Ontario Institute for Studies in Education.

- O'Malley, J., Chamot, A. U., Stewner-Manzaranes, G., Kupper, L., & Russo, R. (1985). Learning Strategy Application with Students of English as a Second Language. *TESOL Quarterly* 19(3) , 557-584.
- Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle Publisher.
- Oxford, R. L. (1990). *Learning Strategies: What Every teacher Should Know*. Boston: Heinle & Heinle.
- Oxford, R. L. (1999). Relationships between Second Language Learning Strategies and Language Proficiency in the Context of Learner Autonomy and Self-Regulation. *Revista Canario de Estudios Engleses* , 109-126.
- Paul. (2013). *Teaching Learning Strategies in the Learner-Centered Classroom*. Retrieved April 25, 2016, from <http://www.nclrc.org/guides/HED/chapter3.html>
- Rubin, J. (1975). What The "Good Language Learner" Can Teach Us. *TESOL Quarterly* , 41-50.
- Stern, H. H. (1975). What Can We Learn from Good Language Learners? *Canadian Modern Language Review* , 31, 304-318.
- Stern, H. (1992). *Issues and Options in Language Teaching*. Oxford: Oxford University Press.
- Wattaharukiat, T. (2011). An Investigation of English Listening Strategies Used by Thai Undergrade Students in Public Universities in The South. *Journal of Arts* , 15 (4), 1-17.
- Yunus, N. M. (2013). The Use of Indirect Strategies in Speaking: Scanning The MDAB Students. *Procedia-Social and Behaviour Science* , 123, 204-214.
- Zare, P. (2012). Language Learning Strategies Among EFL/ESL Learners: A Review of Literature. *International Journal of Humanities and Social Science* , 2 (5), 162-169.

ABOUT THE AUTHOR

Rohfin Andria Gestanti is an English lecturer of Political and Social Science of Muhammadiyah University of Ponorogo. She is also an instructor in Language Centre of Muhammadiyah University who handle the English Community in the college. She gained her master degree in English Language Teaching from Sebelas Maret University Surakarta in 2015.