jurnal intelek

UNIVERSITI TEKNOLOGI MARA
PERLIS

JURNAL INTELEK 2003
(Edisi 1 • Julai - Disember)

JURNAL INTELEK • 2003

Bil. 1 • Julai - Disember 2003

JURNAL INTELEK • 2003

Bil. 1 • Julai - Disember 2003

B) JURNAL PENYELIDIKAN

mukasurat

Kata-Kata Aluan
PENGARAH KAMPUS
UITM PERLIS

Syukur ke hadrat Allah S.W.T. kerana UiTM Perlis telah berjaya menerbitkan Jurnal Intelek yang merupakan dokumentasi hasil kerja-kerja penyelidikan yang telah dijalankan di kampus ini. Tidak syak lagi berdasarkan penulisan yang dihasilkan, UiTM Perlis mampu menjalankan banyak kerja-kerja penyelidikan untuk manfaat bersama.

Penerbitan jurnal ini juga diharapkan dapat menyemarakkan lagi budaya penyelidikan dan penulisan di kalangan kakitangan akademik UiTM Perlis.

Saya ingin mengambil kesempatan ini untuk mengucapkan tahniah dan terima kasih kepada pensyarah-pensyarah yang menyumbangkan penulisan untuk jurnal ini.

Saya juga ingin merakamkan penghargaan kepada Unit Penyelidikan dan Perundingan UiTM Perlis di atas daya usaha menerbitkan jurnal ini. Semoga jurnal ini akan menjadi sumber rujukan sesuai dengan peranan UiTM Perlis sebagai pusat ilmu di utara semenanjung ini.

Sekian, terima kasih.

PROF MADYA DR. AHMAD REDZUAN ABD RAHMAN
Pengarah Kampus
UiTM Perlis
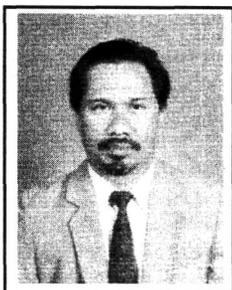
Kata-Kata Aluan

KETUA UNIT PENYELIDIKAN DAN PERUNDINGAN (UPP) UiTM PERLIS

Assalamualaikum Warahmatullahi Wabarakatuh

Terlebih dahulu saya ingin mengucapkan kesyukuran ke hadrat Allah S.W.T. kerana dengan limpah kurnia-Nya dapatlah saya mencatatkan sepatah dua kata di dalam Jurnal Intelek, UiTM Perlis.

Saya juga ingin mengambil kesempatan ini untuk mengucapkan ribuan terima kasih kepada Pengarah Kampus UiTM Perlis iaitu Prof. Madya Dr. Ahmad Redzuan Abd Rahman, para pengurusan kanan, AJK-AJK UPP terutamanya para AJK Unit Penulisan dan Penerbitan kerana dengan inisiatif yang tidak berbelah bahagi, maka UPP dapat menghasilkan Jurnal Intelek yang dinanti-nantikan.

Justeru, dengan adanya kelahiran Jurnal Intelek ini hatta para pensyarah dapat sama-sama berkongsi idea dan maklumat bagi menyemarakkan lagi budaya ilmu, perundingan, penyelidikan, penulisan dan seminar.

Maka dengan adanya Jurnal Intelek ini akan dapat membekal, menyediakan pengetahuan, kemahiran, nilai dan sikap yang sesuai dengan kehendak perkembangan dunia ICT dan negara.

Akhir kata, saya berharap para pensyarah dapat menyemai idea-idea yang bernas dan berguna untuk membimbing masyarakat dan pembangunan negara.

Sekian. Salam hormat.

PROF. MADYA DR. MAHADZIR HJ. DIN
Ketua Unit Penyelidikan & Perundingan
UiTM Perlis

UNIT PENYELIDIKAN DAN PERUNDINGAN (UPP)
UiTM PERLIS

SIDANG REDAKSI BIL 1/2003

Penaung

Prof. Madya Dr. Ahmad Redzuan Abd Rahman
- Pengarah Kampus, UiTM Perlis

Ketua Unit Penulisan dan Penerbitan (UPP)

Prof. Madya Dr. Mahadzir Hj. Din

AJK Unit Penulisan dan Penerbitan (UPP)

Fakhrul Hazman Yusof (Ketua)
Shamshul Anaz Kassim
Fazmawati Zakaria
Zahrullaili Ahmad Zakaria

Penyunting

Fakhrul Hazman Yusof
Shamshul Anaz Kassim
Fazmawati Zakaria

Penolong Penyunting

Hilwani Hariri
Jasmani Bidin
Muhamad Abd Razak
Nor Arzami Othman
Rudzah Lebai Talib
Sarina Muhamad Noor
Yazid Mohd Esa
Azizan Kassim

UNIT PENYELIDIKAN DAN PERUNDINGAN (UPP)
UiTM PERLIS

JAWATANKUASA INDUK UPP BIL 1/2003

Prof. Madya Dr. Ahmad Redzuan Abd. Rahman (Pengarah Kampus

Prof. Madya Dr. Mahadzir Hj. Din (Ketua UPP)

Prof. Madya Dr. Qamaruzaman Hj. Wan Yusof (TP HEA)

Prof. Madya Dr. Hamidi Abd. Hamid (TP HEP)

Prof Madya Alias Ramli

Prof. Madya Dr. Mat Saad Abdullah

AHLI JAWATANKUASA UPP BIL 1/2003

Ust. Abd Aziz Harjin
Azizan Kassim
Bahijah Md Hashim
Fakhrul Hazaman Yusof
Fazmawati Zakaria
Hilwani Hariri
Jasmani Bidin
Khairul Anuar Sedek
Muhamad Abd Razak
Nordin Muhamad
Nor Arzami Othman
Rudzah Lebai Talib
Sarina Muhamad Noor
Shamshul Anaz Kassim
Shahrizal Hasan
Yazid Mohd Esa
Zailuddin Ariffin
Hjh. Azmahton Dato' Hj. Seroji

KERTAS
KONSEP

TRACING MALAY LEARNERS' VARIATIONS IN LEARNING STRATEGIES

MOHAMAD FADHILI YAHAYA
JABATAN BAHASA
UNIVERSITI TEKNOLOGI MARA
02600 ARAU, PERLIS

ABSTRACT

Rural Malay language learners have generally been depicted as being low in their performance. This may be due to the weak strategies in language learning. Having been labelled as such, the study embarked on substantiating the claim. It tried to examine the learning strategies of the learners as well as to establish relationships between language learning strategies and language performance. The study found that learners were limited in their use of the learning strategies. In terms of the relationships of the variables to learners' language performance, the findings also displayed there were some significant correlations to learners' learning strategies.

1.0 INTRODUCTION

It is believed that individual variations in learning have some contribution to the success of the learners' language proficiency. Some learners may have the right kind of attitudes that would simply encourage them to work harder than the rest in ensuring the success of their learning. These learners may develop 'high-level skills relatively easily while others following the same pedagogic procedures show little or no progress' (Gardner and Lambert, 1972:1). These students who have different drives for study would employ different strategies in learning which eventually lead to different levels of performance.

Despite some awareness of these variations in the strategies of learning, there is no firm understanding in the extent of the influences of these differences to learners' language performance. Moreover, little attention is given to the afore mentioned in addressing our national problem in the declining standards of English. This problem is further compounded with the obvious divide between rural and urban schools where the rural schools fall far behind the urban counterparts. Hence, this study tried to identify the correlation between language performance and language learning strategies.

The findings from this study would enable educators to provide a certain focus on any of the learning strategies. Perhaps then, if language teachers are able to make the students aware of the learning strategies that would contribute to the success of language learning, the number of the non-performing language learners will be reduced.

1.1 Research questions

The study will try to find answers for the following research questions:

1. What are the learning strategies used by rural Malay students?
2. What is the relationship between language performance and learning strategies of rural Malay students?

1.2 Significance of the study

Although there have been a lot of studies on learning strategies, this study is unique in certain aspects. These unique aspects of the research illustrate the importance of the research to the teaching of English in Malaysian schools.

First and for most, the subjects of the study were unique. Even though the subjects were from an ordinary day school, the general population of the schools consisted solely of Malays. There is no other racial group studying in the school. This phenomenon is very rare in an ordinary school. Due to this, the data collected from this study would establish the patterns of the average rural Malay strategies in learning English as a second language.

Moreover, as these learners eventually responded to the questionnaire given, they would be indirectly exposed to the different strategies of learning. As such, these learners would somehow be developing certain awareness of the different strategies of learning.

2.0 BRIEF REVIEW OF RELATED LITERATURE

2.1 Individual differences in second language learning

Behaviourists believe that learning is a form of habit formation. If the habit is viewed to be favourable, certain stimuli will be given to reinforce the behaviour. If the behaviour is viewed to be unpleasant, certain consequences will be enforced to negatively reinforce the behaviour. Skinner (1953) believed that language is a verbal behaviour. Just like any other behaviour, certain form of conditioning should be used to reinforce or deny the verbal behaviour.

Hence, behaviourists believe that language learning should be identified as the mastery of individually discrete behaviour. Accordingly, in an audio-lingual method, language is learned through drilling, repeating and reinforcing structures (Richards and Rodgers,1986). The rules or the grammar of the language are drilled to the learners. These are hoped to be able to create learners who would have perfect mastery of the language.
Despite these strong beliefs of the behaviourists, the fact still remains that knowing all the grammar of the language will not enable students to produce perfect language. Learners need other competence as well, in order to be able to communicate (Savignon, 1985). These competence, which include sociolinguistic, discourse, strategic and of course grammatical competence do not develop merely through drilling and repetition. Instead, learners have to construct for themselves the competence for the language through their exposure to the language use (Williams and Burden, 1997).

2.2 Language learning strategies

Strategies of learning could be taught (Rubin and Thompson, 1982; McDonough, 1995). The strategies of language learning could be formally exposed to the students in the hope of developing better learners. If learners are lacking in certain strategies, they can be taught on such strategies. Being aware of the strategies of learning, they would be able to use such strategies in the production of the new language structures.

It was found that successful learners would employ effective learning techniques and strategies (Ramsey,1980: Chamot and Kupper, 1989). These learners generally developed competency for multiple learning techniques and strategies. They know what techniques or strategies to be used in certain context of learning. Hence, learners have to be exposed to variety of strategies so that they can use these strategies to serve the different purposes of learning (Paivio, 1983; Ramsden, 1988). As a result, they will generally develop the competency for the language.

Moreover, the deficiency in a particular skill is catered or sometimes minimised by the practice of appropriate strategies. Selinker (1972) stated that second language learners would use their limited knowledge of the second language in wider perspective. This strategy is employed to make learning more manageable (Naiman et.al., 1978). For example, a person may repeat ideas he does not understand or he may even try to recall what has been previously learned to understand the new ideas.

2.2.1 Positive learning strategies

According to Richards and Rodgers (1986), learning context is shaped by the teachers. Teachers would normally have to plan the lesson on the basis of the classroom situation, the materials to be used, the time they have, the population of the classroom, the roles of the students and the roles of teachers. These decisions will establish the context of language learning. This learning context will somehow influence the choice of teaching and learning strategies to be used. Because of this, it is truly difficult to generalise the ultimate strategy to be used for language learning. One particular strategy may only work in one situation.

On the other hand, learners who are able to develop certain competency to employ multiple strategies will definitely improve their learning and performance. Nayak et.al. (1990) conducted an experiment on forty-eight subjects ranging from 16 to 42 years of age. The study was to identify the strategies of learning the linguistic system among monolingual and multilingual adults. The result showed that multilingual subjects were employing multiple strategies in learning. They were flexible in switching strategies and thus, resulting learners being able to minimise the errors. This study simply showed that for a person to succeed in learning they should be flexible in their choices of strategies.

There is no good or best strategy of learning. Instead any strategy is good in certain condition. Hence, it is essential that learners should be flexible and creative at the same time. They should also be aware of all the learning strategies that they can employ. Likewise, teachers should also be aware of the strategies of learning and teaching so that they can further develop learners' learning strategies.

In a study conducted to determine the relationships between the strategies used and the types of language tasks or activities and the levels of students' language proficiency, O'Malley et.al. (1985) performed a qualitative data collection using student's interview guide, teacher's interview guide and observation's guide as instruments. By using these three instruments, the researchers were able to check the accuracy of the students' responses to the interview. The study found that the intermediate students used more metacognitive strategies than the beginning students. The use of these strategies has led to the beliefs that the students would generally be performing better. This may also be the result of the students' persistence and past experiences of using these strategies.

Ramirez (1986) in his study on one hundred and five French learners in two different schools in New York focused on four areas of interest. Ramirez tried to find out the influence of learning strategies on communicative abilities, reading performance, standardised French test performance and the influence of learners' proficiency levels on the learning strategies. His subjects were from the rural schools in America. He found that successful learning strategies on all four communicative tasks could be identified as:
  i. the ability to check whether one could describe in the target language the action that was being performed
  ii. the practice of phrases or words aloud
  iii. the classification of words based on the meaning or form
  iv. the identification of the discrepancy between the use and the rules.
  v. the ability to adapt sentence/ phrase to new situation.

He also found that successful learning strategies for reading performance to include:
  i. the ability to read for general meaning of a sentence.
  ii. the ability to self-monitor errors.
  iii. the ability to concentrate on meaning during oral communication.

He further found that successful learning strategies for standardised French test to include:

i.   the willingness to answer
ii.   the ability to read for general meaning
iii.   the association of words/ phrases with element of the target language
iv.   the habit of asking for confirmation.

Ramirez also concluded that the years of exposure and practice of the anguage have affected the extent of the learners' use of the strategies.

In another study, Chamot and Kupper (1989) conducted a three-year project to investigate aspects of learning strategies used by foreign language students and their teachers. In this project, three studies were conducted. Descriptive study was used to identify learning strategies in studying foreign languages. Longitudinal study identified the differences between effective and ineffective learners' strategies. Finally, a course developmental study tried to find out how learners apply learning strategies taught by the instructors.

In the descriptive study, 67 students were used as the sample. The students were interviewed on the strategies that they employed. The study has shown that high proficiency students would employ more strategies than beginners.

In the longitudinal study, only 11 effective and 2 ineffective learners were used. These students were interviewed individually. It was found that a lot of factors were influencing learners' choice of learning strategies. These factors include objectives of the language course, prior language study, types and degrees of difficulty of the task and motivation. There were also some differences between effective and ineffective learners in terms of their choices of learning strategies.

In the course development study, classroom observations were conducted on four of the language instructors. It was found that each instructor was unique in their methods of delivering learning strategy instructions. In this instance, the teachers' practice depends on the teachers' variables: interest, development of technique and ability.

2.2.2   Types of learning strategies.

Language learning strategies can be divided into two major categories: direct and indirect strategies. The direct strategies of learning a language are those strategies that are directly involved with the target language (Oxford, 1990). These strategies include memory, cognitive and compensatory strategies. However, indirect strategies "support and manage language learning without (in many instances) directly involved the target language" (Oxford, 1990:135). These strategies consist of metacognitive, affective and social learning strategies.

Memory learning strategies will enable learners to remember or recall previous information of the language. They will create mental associations of the ideas. They may also relate images to the sound of words, structures or phrases. Learners may even review the knowledge or display some reactions over the input. As such, memory learning strategies are useful in learning.

Besides memory learning strategies, cognitive learning strategies are also classified as one of the direct learning strategies (Oxford, 1990). These strategies enable learners to process and transform the language input into suitable and meaningful language system. These would include analysing, reasoning, practising, structuring, receiving the language input and transmitting the output.

Thirdly, compensating learning strategies are strategies in which learners compensate their limited knowledge of the target language (Oxford, 1990). Due to the limited knowledge, they will have to manipulate whatever knowledge they have. These learners may even generalise that certain structure, which is applicable in one situation, can be applied in other situation as well. These particular strategies have enable learners to produce structures of the target language even though they have limited knowledge of the language.

In some instances, learners may transfer the knowledge of the first language in the productions of the target language structures as a strategy to compensate their lack of knowledge in the target language (Heilenman and McDonald, 1993). Although the structures of the first language may be different from the structures of the target language, learners have the tendencies to turn to their first language to minimise the deficiency of the target language knowledge (Lado, 1957). Hence, in this instance, learners may produce what is termed as interference. Nevertheless, advance second language learners may not rely on transferring the structures. A study conducted by Heilenman and McDonald (1993) on four groups of French learners enrolled in French course showed that language transfer was used by some of the learners only. However, the more advance learners would try to avoid using language transfer due perhaps to their already established grammatical system of the language.

Fourthly, metacognitive strategies are somehow related to the cognitive, memory and compensating strategies. These indirect strategies of learning enable learners to take control of the cognitive process. Learners employing the strategies are aware of what they are learning. This particular awareness will enable them to evaluate their own learning processes. If they find that the strategies are workable, they will continue to use the strategies. If the strategies are not workable, they may have to adapt to different strategies of learning.

Next, affective learning strategies are related to the management of learners' emotion and anxiety in learning a language. The management of learners' affective factors in language learning will determine and develop the drives for learning the language. If learners are able to positively manage the emotion, they can maximise their learning. Hence, it is essential that these learners are fostered with positive elements of learning as a means of upgrading them to such a desired level.

Lastly, social learning strategies involve the aspects of socialisation in promoting language learning. Learners should exchange and share ideas among themselves. This will instil cooperation and understanding among them. Perhaps through this cooperation, language learning will be further improved.

Although we have classified these particular strategies as different from one and another, in actual situation, matured learners do not use one strategy at a time. Instead they will use combination of strategies. Ultimately, the more learning strategies they know, the better learners they will become.

3.0 METHODOLOGY

Since the relationships between variables would be described, the design of the study is generally of a descriptive correlative design.

Data were described and summarised using the statistical mode of descriptions. A comprehensive description of the students' language learning strategy would be displayed. Frequency counts were used along with the percentages, means and standard deviations. This descriptive statistic was used at the initial stage of the analysis to set preliminary descriptions of the study.

The study also used Pearson's correlation to identify any relationship between variables. Two tailed significant would be used to see whether negative or positive relationships existed between variables.

3.1 Subjects of the study

The subjects were from a rural school in Perlis namely Sekolah Menengah Kebangsaan Syed Ahmad, Tambun Tulang. It is an all-Malay school since 90 % of the people living in the area are Malays. The total population of the school was about 674 students. From this number, there were 395 females while the rest were males. The subjects of this study were the form four students who had sat for their Penilaian Menengah Rendah examination. As this particular group was not involved with the government-structured examination until the following year, they were chosen for the study. The total number of form four students in this school was 122 students. Because of this small figure, sampling procedures were not employed. Every form four students of this school was the subject of the study. However, since some of the form four students did not attend classes on the day of the administration of the test. only 119 form four students who attended classes were used for this study.

3.2 Instrumentation

3.2.1 Language performance

Creating and establishing an instrument to measure the performance of the learners is truly a difficult task. Moreover, as priorities were given on the styles and strategies of learning as well as attitudes and motivation of learners instead of the language performance, this study did not try to develop a new instrument to measure the students' performance. Instead the study used the students' Penilaian Menengah Rendah (Lower Secondary Assessment) English examination result as indicators of the students' performance. Although the examination only focused on the students' grammatical, reading and writing performance. it was assumed that the performance of the students in the examination was a reflection of the students' language performance. Moreover, as this type of assessment was repeatedly being used as the lower secondary assessment for a number of years, this study also assumed that the instrument is highly reliable and valid to measure the students' language performance.

3.2.2 Language learning strategies

Rebecca Oxford's (1990) Strategy Inventory for Language Learning questionnaire is a highly reliable instrument to measure the students' language learning strategies.The latter version, however, consisted of fifty items measuring on the students' cognitive, memory, metacognitive, social, affective and compensatory strategies.

Most of the items were used without any alterations except for two. These two items were modified since the subjects of the study had little access to speakers of other languages. Even though modifications were made, the values of the altered items were closely related to the original items.
Item 46 (original version)
● I ask English speakers to correct me when I talk.
Item 46 (modified version)
● I ask my English <u>teacher</u> to correct me when I talk.
Item 48 (original version)
● I ask for help from English speakers.
Item 48 (modified version)
● I ask for help from my English <u>teacher</u>.

This type of modification would enable the instrument to be more meaningful to the learners. Ultimately, learners would be able to provide appropriate responses to the texts.

Learners were asked to respond on their actual conduct; but not on what they think should be done nor on what others have been doing (Oxford, 1990). Learners' responses would be given a numerical value ranging from 1 to 5.

3.3 Analysing and summarising the data

Descriptive statistical procedures involving frequency count, mean, standard deviation and percentages were used to examine the students' levels of learning strategies. These procedures would enable researchers to identify the patterns of the use in the particular areas.

Although this study did not have any hypothesis, the study used Pearson's Correlation to identify any relationship between the students' language performance and learning strategies. The method of analysis was employed to test the statistical significance of the relationships between variables.

4.0 ANALYSIS OF DATA AND FINDINGS

4.1 Reliability of the instruments

The table below illustrates the reliability of the instrument.

Table 1 The reliability coefficient of the instruments

Scale	N of items	Mean	Reliability Coefficient
Memory strategy	9	25.8824	0.65
Cognitive strategy	14	39.6387	0.68
Compensatory strategy	6	17.9244	0.63
Meacognitive strategy	9	28.6134	0.69
Affective strategy	6	17.5210	0.50
Social strategy	6	17.3445	0.60

4.2 Findings

4.2.1   Research Question 1: What are the learning strategies used by rural Malay students?

In finding the answer for the question, frequency counts and averages were used to estimate the levels of the students' learning strategies. Oxford (1990) described the profile of results as follows:

Table 2 Description and Interpretation of SILL Profile of Results

Label	Description	Score
High	Always or almost always used	4.5 - 5.0
	Usually used	3.5 – 4.4
Medium	Sometimes used	2.5 – 3.4
Low	Generally not used	1.5 – 2.4
	Never or almost never used	1.0 – 1.4

Label	Score	Frequency	Percentage	Mean	SD
High	4.5 – 5.0	0	0	0	0
	3.5 – 4.4	18	15.13	3.798	0.295
Medium	2.5 – 3.4	70	58.82	2.973	0.272
Low	1.5 – 2.4	29	24.37	2.167	0.238
	1.0 – 1.4	2	1.68	1.44	0
Total		119	100	2.8758	0.6056

Table 3 Memory Learning Strategies

Table 3 above displayed the extent of learner's memory learning strategies. 58.82% of the respondents were medium users of memory strategies. Only 15.13 % of the subjects were high users of the strategies and 26.05% of them were low users of memory strategies.

Label	Score	Frequency	Percentage	Mean	SD
High	4.5 – 5.0	0	0	0	0
	3.5 – 4.4	18	15.13	3.72	0.176
Medium	2.5 – 3.4	68	57.14	2.927	0.270
Low	1.5 – 2.4	33	27.73	2.17	0.234
	1.0 – 1.4	0	0	0	0
Total		119	100	2.8313	0.5537

Table 4 Cognitive Learning Strategies.

In terms of learners' cognitive learning strategies, table 4 showed that 57.14% of the subjects were medium users of cognitive learning strategies. Only 15.13 % of them were high users and only 27.73 % of the respondents were low users of cognitive learning strategies.

Label	Score	Frequency	Percentage	Mean	SD
High	4.5 – 5.0	2	1.68	4.665	0.233
	3.5 – 4.4	26	21. 85	3.756	0.236
Medium	2.5 – 3.4	70	58.82	2.964	0.272
Low	1.5 – 2.4	21	17.65	1.974	0.2668
	1.0 – 1.4	0	0	0	0
Total		119	100	2.9874	0.6621

Table 5 Compensatory Learning Strategies

Table 5 above presented the levels of learners' compensatory learning strategies. 58.82 % of the respondents were medium users of compensatory learning strategy. 28 of 119 respondents were high users of compensatory strategy. On the other hand, only 17.65% of the respondents were low users of the strategy.

Label	Score	Frequency	Percentage	Mean	SD
High	4.5 – 5.0	3	2.52	4.56	0
	3.5 – 4.4	38	31.93	3.858	0.204
Medium	2.5 – 3.4	60	50.42	2.983	0.254
Low	1.5 – 2.4	17	14.29	2.213	0.184
	1.0 – 1.4	1	0.84	1.4	0
Total		119	100	3.1793	0.6840

Table 6 Metacognitive Learning Strategies.

Table 6 described the levels of metacognitive learning strategies. 50.42 % of the respondents were medium users of metacognitive strategy. Compared to other learning strategies, the use of metacognitive strategy has shown some increase. 34.45% of the respondents were high users of the strategies while 15.13 % were low users.

Label	Score	Frequency	Percentage	Mean	SD
High	4.5 – 5.0	0	0	0	0
	3.5 – 4.4	32	26.89	3.781	0.233
Medium	2.5 – 3.4	59	49.58	2.881	0.278
Low	1.5 – 2.4	27	22.69	2.044	0.271
	1.0 – 1.4	1	0.84	1.33	0
Total		119	100	2.920	0.684

Table 7 Affective Learning Strategies

Table 7 exhibited the levels of affective learning strategies. The table unveiled that 49. 58% of the students were medium users of affective learning strategy. 26.89 % of the respondents were extended users of the learning strategy. There were 22.69% low users of affective learning strategy. Finally, there was only 0.84% very low user of the strategy.

Label	Score	Frequency	Percentage	Mean	SD
High	4.5 – 5 .0	3	2.52	4.5	0
	3.5 – 4.4	21	17.65	3.865	0.285
Medium	2.5 – 3.4	66	55.46	2.957	0.266
Low	1.5 – 2.4	24	20.17	1.992	0.257
	1.0 – 1.4	5	4.2	1.266	0.088
Total		119	100	2.891	0.761

Table 8 Social Learning Strategies

On the learners' levels of social learning strategies, table 8 showed that 55.46% of the respondents were medium users of social learning strategy. Only 20.17% was highly

dependent on the interactions and socialisation with others in order to learn while 24.57% was low user of the learning strategy.

From the six tables on learning strategies, it was found that more than 50% of the respondents were medium users of all the learning strategies. Perhaps, this showed that they may generally be using variety of strategies in language learning. Hence, they are not highly dependent on any particular strategy. This is reiterated in the small percentage of learners who are high and low users of learning strategies.

4.2.2   Research Question 4: What is the relationship between learning strategies and language performance?

Table 9 Correlation between Learning Strategies and Language Performance

Learning Strategy	Language Performance
Memory	.158
Cognitive	.151
Compensatory	.217*
Metacognitive	.340**
Affective	.278**
Social	.135

* significant at 0.05 level
** significant at 0.01 level

The findings showed the correlations between learning strategy and language performance were not significant in memory, social and cognitive learning strategies. The relationships between the variables showed that the use of these strategies might not influence learners' success in the language.

At the significant level of 0.05, compensatory learning strategy showed some significant relationships to the students' language performance. The coefficient value of .217 displayed , however, a weak relationship between the two variables.

There were also some significant correlations between the students' language performance, and metacognitive and affective learning strategies. The coefficient value of metacognitive strategy was at r=.340 showing moderate relationship to the students' language performance. And the value of affective learning strategy at r=.278 showed a weaker relationship to the students' language performance.

5.0 CONCLUSIONS AND DISCUSSION

This study has shown that rural Malay language learners are generally medium users of learning strategies. These learners are generally medium users of the strategies with the overall mean score ranging from 2.8313 for cognitive strategy to 3.1793 for metacognitive strategy. The low performance of the learners on the cognitive strategy showed that learners may not have been doing much thinking in their learning processes. The medium scores on all the strategies showed that their awareness or knowledge of the learning strategies may be underdeveloped. They may know only some elements of the learning strategies. Thus, most of them use the strategies moderately.

This study also showed some weak correlations between five of the learning strategies and the students' language performance. The weak correlations may be a result of the little use of the strategies. From these six strategies mentioned earlier, only compensatory, affective and metacognitive learning strategies were significant. The first two strategies, on the other hand, showed some weak correlation to the students' language performance while metacognitive strategy displayed medium correlation to the language performance. These findings showed that learners who want to succeed might need to focus in almost all strategies especially metacognitive, affective and compensatory learning strategies.

Therefore, teachers should develop students' awareness of all the strategies of learning. Having developed such strategies , learners will have every optional strategy to be used in learning. Moreover, this study also showed that learners' cognitive strategy is underdeveloped. Despite the profound encouragement on the part of the governments, the thinking levels of the learners are still very low. Hence, it is encouraged that educators should be proactive in developing learners' thinking ability. Efforts should be made in encouraging the use of more cognitive strategies on the basis of the learning task, the teaching activities and materials.

BIBLIOGRAPHY

Canale M. and Swain, M.. (1980). Theoretical bases of communication approaches to second langiage teaching and testing. *Applied Linguistics 1*, pp 1-47.

Chamot, A.U. and L. Kupper.(1989).Learning strategies in foreign language instructions. *Foreign Language Annals*, 22 (1), 13-24.

Gardner, R.C. and W.E. Lambert (1972). Attitudes and Motivation in second language learning. Rowley, Massachusetts: Newbury House Publishers.

Heilenman, L.K. and J.L. McDonald. (1993). Processing strategies in L2 learners of French: The role of transfer. *Language Learning*, 43 (4), 507 –557.

Lado, R.. (1957). Linguistic Across Culture. Ann Arbor: Univ of Michigan.

McDonough, S.H.. (1987). Strategy and Skill in Learning a Foreign Language. London: Edward Arnold.

Naiman, N.M. , M. Frohlich , H.H. Stern and A. Todesco (1978) . The Good Language Learner. Research in Educational Series No. 7. Toronto :Ontario Institute for Studies in Education.

Nayak, N., N. Kruger and B. McLaughlin.(1990). Language learning strategies in monolingual and multilingual adults. Language Learning. 40 (2), 221 – 244.

O'Malley, J.M., A.U. Chamot, G. Stewner-Manzanaves, L. Kupper and R.P. Russo. (1985). Learning strategies used by beginning and intermediate ESL students. Language Learning, 35 (1), 21 – 46.

Oxford, R.. (1990). Language Learning Strategies: What every Teacher should Know. Boston Massachusetts: Heinle and Heinle.

Paivio, A.. (1983). Strategies in language learning. In M. Pressley and J.R. Levin (eds). Cognitive Strategy Research: Educational Applications (pp189-210) New York: Springer-verlag.

Ramirez, A. G.. (1986). Language learning strategies used by adolescents studying French in New York schools. Foreign Language Annals. 19 (2), 131 – 138.

Ramsden, P.. (1988). Contest and strategy: Situational influences on learning. In R.R. Schmeck (ed), Learning Strategies and Learning Styles (pp159-184). New York: Plenum Press.

Ramsey, R.M.G.. (1980). Language learning approach styles of adult multilinguals and successful language learners. Annals of the New York Academy of Sciences, 75, 73 – 96.

Richards, J.C. and T.S. Rodgers. (1986). Approaches and Methods in Language Teaching. Cambridge: Cambridge Univ. Press

Rubin J. and I. Thompson. (1982). How to be a more Successful Language Learners. Boston: Heinle & Heinle.

Savignon, Sandra J. (1985) Evaluation of communicative competence: The ACTFL provisional proficiency guidelines. Canadian Modern Language Review, 41 (6), 1000 – 1007.

Selinker, L.. (1972). Interlanguage. International Review of Applied Linguistics, 10(3), 201-231.

Skinner, B.F..(1953). Science and Human Behaviour. New York: Macmillan

Williams, M. and R.L. Burden. (1997). Psychology for Language Teachers: A Social Constructivist Approach. Cambridge: Cambridge University Press.