



**A SURVEY OF LANGUAGE LEARNING STRATEGIES USE IN
THE ENGLISH CLASSES AMONG FORM FOUR STUDENTS
OF SEKOLAH MENENGAH JENIS KEBANGSAAN YOK BIN,
MELAKA**

**MUZANORADAWANI BT MAMAT @ MUHAMMAD
2007297736**

**FACULTY OF EDUCATION
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**AN ACADEMIC EXERCISE SUBMITTED IN PARTIAL
FULFILLMENT FOR THE DEGREE OF BACHELOR OF
EDUCATION (HONOURS) IN THE TEACHING OF
ENGLISH AS A SECOND LANGUAGE (TESL)**

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**LATIHAN ILMIAH INI TELAH DIKEMUKAKAN UNTUK MEMENUHI
SEBAHAGIAN DARIPADA SYARAT UNTUK MEMPEROLEH IJAZAH
SARJANA MUDA PENDIDIKAN DALAM PENGAJARAN BAHASA
INGGERIS SEBAGAI BAHASA KEDUA (TESL) DENGAN KEPUJIAN**

**TN. HAJI ABDUL GHAFAR BABA
(PENYELIA)**

TARIKH

**DR. AIDA AZLINA BT MOHD. BEE
(KOORDINATOR PROGRAM)**

TARIKH

DECLARATION

“I hereby declare that the work of this exercise is mine except for the quotations and summaries that have been duly acknowledged.”

DATE

NAME: MUZANORADAWANI BT MAMAT @ MUHAMMAD

STUDENT ID: 2007297736

PENGAKUAN

“Saya akui karya ini adalah hasil karya saya sendiri kecuali nukilan dan ringkasan yang setiap satunya telah saya nyatakan sumbernya.”

DATE

NAME: MUZANORADAWANI BT MAMAT @ MUHAMMAD

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ABSTRACT

This study investigates the English Language Learning Strategy (LLS) used by form four students in secondary schools in relation to gender. In detail, it examines types and frequencies of language learning strategy frequently used by form four male and female students in English classes of secondary school by using Strategy Inventory Language Learning (SILL). Secondly, the study attempts to find out the significant differences in the use of English learning strategies between male and female in ESL classroom of form four students in the secondary school of SMJK Yok Bin. The Oxford's (1990) Strategy Inventory for Language Learning (SILL) was administered to 150 of form four students. The aspects that were examined entail the six language learning strategies classified by Oxford (1990) as cognitive, memory, compensation, metacognitive, affective and social strategies. The independent variable was the gender and the dependent variable was the language learning strategies used by the form four students in the secondary schools. The language learning strategies were measured in terms of their ratings of the six sub-categories in the questionnaires. The data was then analyzed using the Statistical Package for The Social Science (SPSS) version 18.00. Descriptive statistics, Pearson's Product Moment Correlation Coefficient and independent sample t-test were used in order to analyze the data. The findings indicated that the students of SMJK Yok Bin used a medium range of strategies. Metacognitive strategies were used most frequently whereas memory strategies were least frequently used among the students of the secondary school. The present study also found that gender did not affect the overall strategy usage of the students in the six categories of strategy and individual strategy use. Moreover, there was no significant difference between the males and females in the used of English learning strategies. This study also provides pedagogical implications and suggestions for future research.