

**UNIVERSITI TEKNOLOGI MARA**

**LANGUAGE LEARNING STRATEGIES AND  
LANGUAGE PROFICIENCY OF POLYTECHNIC  
STUDENTS IN JOHOR**

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## AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

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## ABSTRACT

This study investigated the language learning strategies and English Language proficiency of students learning English as a Second Language (ESL) at a polytechnic located in the state of Johor in Malaysia. The study also explored the most frequent language learning strategies employed by the ESL students in three different academic settings i.e. inside the formal classroom, outside the classroom and for English language examinations. This study involved 86 ESL learners from varying Diploma programs under the technical and vocational stream in a polytechnic located in Johor. The study employed a mixed-method research paradigm which involved two surveys; SILL (Strategy Inventory of Language Learning) by Oxford (1989) and Language Learning Strategy Questionnaire and semi structured interviews with six respondents. Data was analyzed using inferential statistics employing the statistical software package SPSS for Windows (version 16). The results indicated that these students employed similar language learning strategies despite the differences in language proficiency- i.e. Affective strategies, Social strategies and Metacognitive strategies. However, the Advanced students were reported to have used more strategies in comparison to Elementary level proficiency students who were unaware of the best strategies to be used at given situations. There were no significant differences in the language learning strategies employed by the three groups based on their proficiency levels. The most frequently used language learning strategies employed by ESL students inside the formal classroom were Compensatory and Metacognitive strategies whilst Affective and Compensatory strategies were the most frequently used strategies outside the classroom. The result also revealed that the ESL students used Compensatory and Memory strategies when preparing for English examination. In the classroom environment, Metacognitive strategies and the Compensatory strategies in this study are significantly different among the three groups of language proficiencies. The findings of this study suggest that ESL students especially Elementary proficiency level ESL students be provided with more strategy training programmes. The findings also indicated that more emphasis should be given to memory strategy training so that it can be used effectively in their everyday activities.

**Keywords:** *language learning strategies, English language proficiency, ESL, technical and vocational stream.*

## ABSTRAK

Kajian ini menyiasat strategi pembelajaran bahasa dan kefasihan penggunaan Bahasa Inggeris pelajar-pelajar yang menjalani kelas pengajian Bahasa Inggeris sebagai Bahasa Kedua (ESL) di sebuah politeknik di negeri Johor, Malaysia. Kajian ini juga menyiasat jumlah kekerapan penggunaan strategi pembelajaran Bahasa Inggeris pelajar-pelajar berkenaan dalam tiga suasana akedemik yang berbeza iaitu di dalam bilik darjah formal, di luar bilik darjah formal dan persediaan menjalani peperiksaan Bahasa Inggeris. Kajian ini melibatkan 86 orang pelajar ESL daripada pelbagai program Diploma dalam aliran teknikal dan vokasional di sebuah politeknik yang terletak di Johor. Rekabentuk kajian ini ialah penyelidikan kaedah campuran dimana ia melibatkan pengagihan dua kertas kaji selidik iaitu; SILL (Inventori Strategi Pembelajaran Bahasa) daripada Oxford (1989) dan Soal Selidik Strategi Pembelajaran Bahasa dan temubual separa berstruktur dengan enam responden. Data dianalisis menggunakan statistik inferensi menggunakan pakej perisian statistik SPSS for Windows (versi 16). Hasil kajian menunjukkan bahawa pelajar-pelajar ini menggunakan strategi pembelajaran bahasa yang hampir sama walaupun terdapat perbezaan dalam penguasaan bahasa iaitu strategi Afektif, strategi Sosial dan strategi Metakognitif. Walau bagaimanapun, pelajar bertahap Tinggi dilaporkan telah menggunakan lebih banyak strategi berbanding pelajar bertahap Asas yang tidak tahu strategi terbaik untuk digunakan pada situasi yang diberikan. Tidak terdapat perbezaan yang ketara dalam strategi pembelajaran bahasa yang digunakan oleh tiga kumpulan berdasarkan tahap penguasaan mereka. Strategi pembelajaran yang paling kerap digunakan oleh pelajar ESL di dalam bilik darjah formal ialah strategi Kompensatori dan strategi Metakognitif manakala strategi Afektif dan Kompensatori adalah strategi yang paling kerap digunakan di luar bilik darjah. Hasil kajian juga menunjukkan bahawa pelajar ESL yang menggunakan strategi Kompensatori dan Memori semasa melakukan persediaan menghadapi peperiksaan Bahasa Inggeris. Dalam persekitaran bilik darjah, strategi Metakognitif dan strategi Kompensatori menunjukkan perbezaan yang ketara di kalangan tiga kumpulan kecekapan bahasa. Hasil kajian ini mencadangkan bahawa program latihan strategi yang lebih harus disediakan kepada pelajar ESL terutamanya pelajar di tahap penguasaan Asas. Dapatan kajian juga menunjukkan bahawa penekanan yang lebih perlu diberikan kepada latihan strategi Memori supaya ia boleh digunakan secara berkesan dalam aktiviti seharian mereka.

**Kata kunci:** *strategi pembelajaran bahasa, kefasihan berbahasa Inggeris, ESL, aliran teknikal dan vokasional.*

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