LANGUAGE LEARNING STRATEGY ADOPTED BY NON-ENGLISH DEPARTMENT STUDENTS IN LEARNING ENGLISH FOR SPECIFIC PURPOSES

Dwita Laksmita Rachmawati
Brawijaya University, Malang, East Java

Abstract: This study investigated on the variation of language learning strategies used by first grade students at ESP (English for Specific Purposes) especially for social and science departments, Merdeka University, Malang. This study used survey study. Both quantitative and qualitative research methods are engaged in this project. Quantitative methods are used to analyze data gathered from questionnaire results, while qualitative data are used to analyze data gathered from one-on-one semi structured interview. The population is 692 first grade students in faculty of economics and business; law, and engineering. The researcher took participant to be the sample of this study randomly in each department with the total participants 70 students. Based on the findings, it can be shown that social class which is represented by faculty of law and faculty of economics and business employ more to the compensation and social language learning strategy while science class which is represented by Faculty of Engineering employ more to the metacognitive strategy.

Keywords: *language learning strategy, ESP, social class, science class*

For the last three decades, there has been a growing interest in the learner centered approaches in the areas of second or foreign language learning. This shift was brought about by the developments taking place in other fields of education, particularly in the areas of cognitive psychology and education, which were concerned with exploring how people think and reason. As English has become an important medium for international business, politics and other fields, a good command of English is particularly important for those who want to go on to work in an English-speaking environment. The development of English for interacting professionally as a result of globalization processes has been rapidly increasing in almost all workplaces in our country.

In recent years, the communicative approach in language teaching has become more and more predominant. However, the real quality of the outcomes proves to be a matter of concern of all language teachers and learners. The fact is that a lot of learners' linguistic performance is quite good in class learning, but when they engage in real-life communication in which thetarget language is used, they seem to be hindered by many factors such as linguisticsproblems, inappropriate responses, communicative skills, etc. Especially, ESP students face a great deal of obstacles when using the target language at their workplaces. The problems begin the moment the students step outside the classroom into the real

world. They are surrounded by a vast range of spontaneous and unpredictable language.

Such matters may rest with many reasons, including teaching materials, characteristics of learners, teachers' proficiency, learners' learning strategy, classroom methodology as well as classroom learning activities, among which learning tasks account for a very important part firstly in motivating and getting students involved in the lessons, then in helping them achieve the goal of using the target language in real-life communication. That is why the concerns of all EFL teachers share an agreement that it is essential to design interesting classroom activities which can motivate the enthusiasm and involvement oflearners in an EFL classroom, and particularly for ESP learners such activities should be useful and related to their future jobs. If so, the aims of the lessons will be achieved. As a result, the quality of English language teaching and learning will be improved as well. Things considered, the researcher would like to conduct a research on language learning strategies adopted by non-English, Merdeka University students, they are Faculty of Economics and Business, and Law which is represent social class; and faculty of engineering which is represent science class.

English for Specific Purposes (ESP)

More and more teachers in recent years are teaching courses in English for Specific Purposes (ESP), which is defined as "the branch of English language education which focuses on training in specific domains of English to accomplish specific academic or workplace tasks" (Orr, 2005, p.9). ESP is the need to take into account from the very beginning the communicative purpose for which a language course is being designed. ESP therefore involves sieving out from the repertoire of language those syntactic structures relevant for a particular social situation. The syntactic structures one has chosen do not differ from that of General English (GE) but they were chosen because of the function they perform unspecific situations such as medical fields, law courts, hotels, oil companies, science classrooms etc. The skills of the language used are presented in a general and systematic way, that is, the way the grammatical system of a language was presented in the past.

Language Learning Strategies

Oxford (1990, p.8) states language learning strategies are defined as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." Furthermore, O'Malley and Chamot (1990, p.1) define language learning strategies as "The special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information." When learners learn a second or foreign language, they use some specific ways to help them understand about language better and more easily.

Language Learning Strategies have been classified by many scholars. Rubin's (1987, cited in O'Malley and Chamot, p.4) classify language learning strategies in two types of strategies, they are directly and indirectly. Direct learning strategy is the strategies that directly connected with the target

language, while, indirect learning strategy is the opposite. Direct strategies are divided into six, namely clarification, monitoring, memorization, guessing, deductive reasoning, and practice. Indirect strategies are divided into two, namely creating opportunities to practice and produce tricks. Naiman et al. (1978, cited in O'Malley and Chamot, p.5) classify language learning strategies in five main subcategories, namely active task approach, realization of language as a system, realization of language as a means of communication and interaction, management of affective demands and monitoring L2 performance.

Rather detailed taxonomy of language learning strategies is introduced by Oxford (1990, p.17) and it is different from the other classifications. As explained before the strategy system provided by Oxford (1990) is divided into two types, namely direct and indirect. These types further sorted into three types of strategies and each of them describes the strategies. Direct strategies are divided into three, namely memory strategy, cognitive strategy, and compensation strategy. Indirect strategies are also divided into three, namely meta-cognitive strategies, affective strategies, and social strategies. Oxford's strategy system includes 62 strategies under direct and indirect strategies. Therefore, Oxford's theory must be the richest and the most detailed system of categorization of language learning strategies.

METHOD

A descriptive research methodology was used for this study. For the type of the study, this study used survey study. The researcher chose to design a questionnaire survey instrument to gather information about language learning strategy adopted by non-English department students, Merdeka University, Malang. To compensate for the limitations of the survey method, semi-structured interviews were also used to gather data.

There are three different majors that used as the subject of this study. All students surveyed were first year non-English students, they are from Faculty of Economics and Business, and Law which is represented by social class; and Faculty of Engineering which is represented by science class. The data for this study obtained from Oxford (1990) Strategy Inventory for Language Learning (SILL) questionnaires version 7.0.

Before collecting the data, the SILL questionnaire translated into Indonesian language in order to minimize the student's problem and also to avoid misinterpretation in comprehending each item and response scale. After the questionnaire had been translated, the researcher conducted pilot test to 10 students in order to identify and resolve any ambiguity if there is any. Ten volunteers were involved in the pilot study on March 6th before the main study. These ten volunteers were from the three faculties. The process of the pilot study was almost the same as the main study. The purpose of the pilot study was to field-test the data collection instruments and the implementation of the data collection procedures. The data for this project was collected during the end of February – March 2015. After the students had done to fill the questionnaires, the researcher interviewed each of the sampled students. To investigate the problems of the study the Statistical Package for the Social Sciences (SPSS) for Microsoft Windows 16.0 is used to complete the analysis of the collected data.

FINDING AND DISCUSSION
Language Learning Strategies Used by First Grade Students at Social and Science Departments, Merdeka University, Malang
Faculty of Law

From the SILL questionnaire results had been collected, the descriptive statistics of the application of language learning strategies including frequency of response and mean are reported in table 4.1, 4.2, and 4.3. The graph below represents the categorization of strategy use averaged over 70 participants from three Faculties based on a five-point likert-scale, from a possible lowest ranking of 1 to a possible highest ranking of 6.

Table 4.1 Descriptive Statistics Result for Language Learning Strategies Use

Category of Language Learning Strategies	Mean	Rank Order of Usage
Cognitive strategies	4.41	1
Memory strategies	4.24	2
Social strategies	4,18	3
Compensation strategies	3.92	4
Metacognitive strategies	3.76	5
Affective strategies	3.30	6
Overall categories of language learning strategies	3.96	

Based on the table 4.1, the mean score of the overall language learning strategies use and the mean score of each categories of language learning use were interpreted by using the guidelines of the score interpretation proposed by Oxford (1990, p.291). It was reported that the overall language learning strategies use falls into high level with the mean score of 3.96. Since the score is in range between 3.5 to 4.4, it indicates that the language learning strategies fall into usually used by the first grade students at Faculty of Law, Merdeka University, Malang. When it is looked by each category of language learning strategies, cognitive strategy was reported as the strategy most frequently used with the mean score of 4.41. In the second rank is memory strategy with the mean score of 4.24. Then, social strategy is in the third rank with the mean score of 4.18. In the fourth rank is compensation strategy with the mean score of 3.92. Metacognitive strategy is in the fifth rank with the mean score of 3.76. Respectively, affective strategy is in the last rank as the strategy least frequently used with the mean score of 3.30. Since, all of the scores of social, memory, cognitive, affective, metacognitive, and compensation strategies are in the range of 3.5 to 4.4, they fall into high level meaning that all those strategies are usually used by faculty of law students.

Faculty of Economics

Table 4.2 Descriptive Statistics Result for Language Learning Strategies Use

Category of Language Learning Strategies	Mean	Rank Order of Usage
Social strategies	4.34	1
Memory strategies	4.17	2
Compensation strategies	4.12	3
Affective strategies	3.83	4
Cognitive strategies	3.71	5
Metacognitive strategies	3.53	6
Overall categories of language learning strategies	3.95	

Based on the table 4.2, the mean score of the overall language learning strategies use and the mean score of each categories of language learning use were interpreted by using the guidelines of the score interpretation proposed by Oxford (1990, p.291). It was reported that the overall language learning strategies use falls into medium level with the mean score of 3.95. Since the score is in range between 3.5 to 4.4, it indicates that the language learning strategies fall into usually used by the first grade students at faculty of economics, Merdeka University, Malang. When it is looked by each category of language learning strategies, social strategy was reported as the strategy most frequently used with the mean score of 4.34. In the second rank is memory strategy with the mean score of 4.17. Then, compensation strategy is in the third rank with the mean score of 4.12. In the fourth rank is affective strategy with the mean score of 3.83. Cognitive strategy is in the fifth rank with the mean score of 3.71. Respectively, metacognitive strategy is in the last rank as the strategy least frequently used with the mean score of 3.53. Since, all of the scores of social, memory, cognitive, affective, metacognitive, and compensation strategies are in the range of 3.5 to 4.4, they fall into high level meaning that all those strategies are usually used by faculty of economics students.

Faculty of Engineering

Table 4.4 Descriptive Statistics Result for Language Learning Strategies Use

Category of Language Learning Strategies	Mean	Rank Order of Usage
Metacognitive strategies	4.44	1
Cognitive strategies	4.25	2
Compensation strategies	4.14	3
Memory strategies	3.94	4
Social strategies	3.47	5
Affective strategies	3.20	6
Overall categories of language learning strategies	3.91	

Based on the table 4.3, the mean score of the overall language learning strategies use and the mean score of each categories of language learning use were interpreted by using the guidelines of the score interpretation proposed by Oxford (1990, p.291). It was reported that the overall language learning strategies use falls into high level with the mean score of 3.91. Since the score is in range between 3.5 to 4.4, it indicates that the language learning strategies fall into usually used by the first grade students at first grade students at faculty of engineering, Merdeka University, Malang. When it is looked by each category of language learning strategies, metacognitive strategy was reported as the strategy most frequently used with the mean score of 4.44. In the second rank is cognitive strategy with the mean score of 4.25 Then, compensation strategy is in the third rank with the mean score of 4.14. In the fourth rank is memory strategy with the mean score of 3.94. Social strategy is in the fifth rank with the mean score of 3.47. Respectively, affective strategy is in the last rank as the strategy least frequently used with the mean score of 3.20. Since, all of the scores of social, memory, cognitive, affective, metacognitive, and compensation strategies are in the range of 3.5 to 4.4, they fall into high level meaning that all those strategies are usually used by faculty of engineering students.

Language Learning Strategies Used by First Grade Students at Social and Science Departments, Merdeka University, Malang

Social Class
Two issues covered here include strategies from Oxford's (1990) taxonomy the students in social class used, and new strategies, emerging from interview data that may expand Oxford's (1990) taxonomy. Firstly, similar to the quantitative data collected by means of questionnaires, the qualitative data collected by means of diaries and interviews also show students using a wide range of strategies spreading over six strategy groups. Each strategy was mentioned at least by one student. As shown in table 4.4 below, composed of two cognitive, two compensation, two metacognitive, two affective, and one social.

Secondly, the interview data reveal new strategies that could expand Oxford's (1990) taxonomy. Strategies that do not identified by Oxford, need to be added into the taxonomy, so that all activities reported by students can be accommodated. These new strategies are explained with quotations below.

Table 4.4 Oxford Taxonomy and New Language Learning Strategy

Strategy Groups	Strategy Sets	New Strategy	Activity
Memory	Creating mental linkages	-	-
	Applying images and sounds	-	-
	Reviewing well	-	-
	Employing action	-	-
Cognitive	Practising	Filling a puzzle	Filling a puzzle in a book, magazine, etc.

	Receiving and sending messages	Translating an English phrase back to native language	Translating an English phrase to Bahasa Indonesia
	Analysing and reasoning	-	-
	Creating structure for input and output	-	-
Compensation	Guessing intelligently	Using a bilingual dictionary	Looking up words in a bilingual Dictionary
	Overcoming limitations in speaking and writing	Using application or website in mobile phone or laptop (computer-assisted language learning activities)	Studying English with material that provided in mobile phone or internet.
Metacognitive	Centering your learning	Watching an English speaking film	Watching film or video in English.
	Arranging and planning your learning	-	-
	Evaluating your learning	Reading an English books	Reading English books, novel, etc.
Affective	Lowering your anxiety	-	-
	Encouraging yourself	Using loud voice	Speaking more loudly
	Taking your emotional temperature	Playing game	Playing game (hang man, scramble, etc.)
Social	Asking questions	-	-
	Cooperating with others	Seeking and using a peer's Support	Seeking support before speaking
	Emphatising with others	-	-

Science Class

Two issues covered here include strategies from Oxford's (1990) taxonomy the students in science class used, and new strategies, emerging from interview data that may expand Oxford's (1990) taxonomy. Firstly, similar to the quantitative data collected by means of questionnaires, the qualitative data collected by means of diaries and interviews also show students using a wide range of strategies spreading over six strategy groups. Each strategy was mentioned at least by one student. As shown in table 4.5 below, composed of two memory strategy, two cognitive, two compensation, three metacognitive, and two affective.

Secondly, the interview data reveal new strategies that could expand Oxford's (1990) taxonomy. Strategies that do not identified by Oxford, need to be added into the taxonomy, so that all activities reported by students can be accommodated. These new strategies are explained with quotations below.

Table 4.5 Oxford Taxonomy and New Language Learning Strategy

Strategy Groups	Strategy Sets	New Strategy	Activity
Memory	Creating mental linkages	-	-
	Applying images and sounds	Listening to the radio, tape, etc	Listening to the radio, tape, etc.
	Reviewing well	-	-
	Employing action	-	-
Cognitive	Practising	Filling a puzzle	-
	Receiving and sending messages	Translate an English phrase back to your native language	Translating into mother tongue
	Analysing and reasoning	Writing an English story	Writing an English short story
	Creating structure for input and output	-	-
Compensation	Guessing intelligently	Using a bilingual dictionary	Looking up words in a bilingual Dictionary
	Overcoming limitations in speaking and writing	Using application or website in mobile phone or laptop	Using computer-assisted language learning activities
Metacognitive	Centering your learning	Playing game	Scrambled, hangman, missing word, match word, guess the word, flash card, word drop,
	Arranging and planning your learning	Watching an English speaking film	Watching you tube video, VOA special English, podcast
	Evaluating your learning	Reading an English books	Reading some English books, like novel, newspaper, etc
Affective	Lowering your anxiety	Seeking and using a peer's Support	Seeking support before speaking
	Encouraging yourself	Using loud voice	Speaking more loudly
	Taking your emotional temperature	-	-
Social	Asking questions	-	-

Cooperating with others	-	-
Emphatising with others	-	-

CONCLUSION

Based on data finding, this study concludes that social and science class students are the high users of overall language learning strategies. It means that the social and science students are usually use language learning strategies in their academic life. As Foreign Language Learners (EFL), the students in social and science class are aware that language learning strategies are very important to improve their English skill since today English is also very important in their future career. It is the explanation of the high level use of language learning strategies.

Because the materials provided by the teachers in social class related with speaking skills that offering English classes at this stage has the advantage that it prepares students for overseas academic exchange and employment opportunities, it seems that the students employ strategies that relates to communication ability. Based on the data obtained from face to face interview revealed some strategies that were commonly performed participants in the classroom, they are collecting new vocabulary or expression, spotting new vocabulary or expression, imitating the pronunciation of English word or expression, and comparing different expressions.

Lexical knowledge is also very important for improving students' English proficiency, but learners normally feel a lot of anxiety about their vocabulary learning because of its difficulty. Both language teachers and learners should be aware of how important vocabulary learning strategies are in their language learning. In this study, many strategies have been reportedly employed by the research subjects. Several pedagogical implications regarding strategies dealing with vocabulary learning arise from the foregoing discussion.

Metacognition is variously defined as "cognition of cognition" (Carrell, Pharis, and Liberto 1989, 647), "the conscious awareness of cognitive processes" (Bernhardt 1991, 52), and "knowledge about learning" (Wenden 1998, 516). In relation to reading comprehension, metacognition is the "knowledge that takes as its object or regulates any aspect of any cognitive endeavor" (Flavell 1979, 8). This definition suggests that metacognition not only relates to the individual thought processes one uses to learn but also to the self-regulation of cognition. They involve an awareness of one's mental processes and an ability to reflect on how one learns, in other words, knowing about one's knowing." As applied to reading, these metacognitive strategies entail specifying a purpose for reading, planning how the text will be read, self-monitoring for errors in reading comprehension, and self-evaluating how well the overall objectives are being fulfilled, which allows for taking corrective measures if comprehension is not being achieved.

From the result of interviewing the participants found another facts related with the relationship between the materials that is provided by the teacher with the choice of their language learning strategy. The graduate program in the

Department of science department at Merdeka University, Malang has the objective to enhance reading skills of its undergraduate students. It can be seen from the course outline in science department that the students are provided by the materials that contain many of vocabulary and reading text related with social and humanities. Regarding the rank ordering perceived strategy use above, it can be seen that the most frequently strategy used by the participant is metacognitive strategy. Based on the data obtained from interviewing the participant found that the three most frequently used strategies for solving reading problems was dictionary use, recognizing when not understanding, and writing down the unknown vocabulary meanings in the dictionary in the text read.

The researcher suggested that before starting a training in how to use vocabulary learning strategies, a meeting should be set up for the teachers, who are always seen as the most important persons in Indonesian learning culture to brainstorm and discuss the importance of vocabulary learning strategies, how the strategies can enhance the students' language competence, how to introduce vocabulary learning strategies as a part of language classroom lessons, and in the meantime, how to encourage the students to use the strategies for their vocabulary learning. The teachers have to recognize that different strategies may be beneficial to students differently.

Furthermore, teachers should realize that each student's learning style might affect vocabulary learning. As Oxford and Crookall (1990, p.25) point out that "Cultural and ethnic differences in learning styles may be very important and should be considered in understanding how people learn vocabulary". Based on this statement, whenever possible, the type of vocabulary learning strategy use should be matched to learners' learning style preferences. This means that learners will be able to learn vocabulary more efficiently with their preferred learning styles.

In a vocabulary learning strategy training session, teachers should become familiar with a variety of vocabulary learning strategies and should encourage their students to use them. The training can be better achieved by introducing it as a part of normal classroom activities. Oxford and Crookall (1990) suggest a training sequences, they are determining learners' needs by exploring expectations and current vocabulary learning techniques, choosing relevant techniques to teach, finding ways to integrate these techniques into everyday language instruction, considering issues of student motivation toward and anxieties concerning learning L2 vocabulary, preparing materials and activities, conducting completely informed training, in which learners are explicitly told how to use a particular technique to learn a given word, how to evaluate the success of the technique, and how to transfer it to a new word or set of words, evaluating the training in terms of improvement in vocabulary learning; and revising the training as needed.

For language learners, a seminar on vocabulary learning strategies should be held for students, especially at the beginning of new semesters before they start their English lessons. This can encourage and help them to become aware of the importance of vocabulary learning strategies. In other words, this will raise awareness of how vocabulary learning strategies can help them in language

learning. In addition, regarding the acquisition of vocabulary and syntactic structures in English, teacher should assign students to do extensive reading outside the class because reading provides abundant samples of L2 input, which is needed to improve reading. Moreover, greater attention to vocabulary learning strategies by both language teachers and language learners will develop learners' language competence. Powerful strategies for vocabulary learning should be used, so that the language learners will be successful in their language learning.

This study result can be the reference for the lecturers or instructors of social and science class to evaluate their teaching methods and modify the course to the students. The teachers should build the awareness of the importance of language learning strategies to enhance the successful learning. According to Oxford (1990, p.201), the goals of such training are "to help make language learning more meaningful, to encourage a collaborative spirit between learner and teacher, to learn about options for language learning, and to learn and practice strategies that facilitate self-reliance". It can be concluded that the strategy training is important since it can promote the students; awareness about the importance of learning strategies and apply those strategies to help the students learn the language more effectively.

Taken into consideration all the findings and recommendations of the present study earlier discussed, it can be concluded that English reading syllabus at the pre-engineering level at the college where the present study conducted should include strategy training together with an extensive reading program. Researchers and teachers recognize that strategy training is an effective way of improving reading and that good readers are strategic readers (Pang, 2008). As the present study revealed that the perceived use of low proficiency was less than the high proficiency readers, teachers should therefore play a role by training them to use various reading strategies. Also, teachers should train them when, where, why, and how to use strategies appropriately so that the strategies they use are productive in their reading, which in turn, will help them to be more proficient readers.

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