

**THE CORRELATION BETWEEN LANGUAGE LEARNING
STRATEGIES AND STUDENTS' THINKING STYLES AT
THE SEVENTH SEMESTER OF ENGLISH EDUCATION OF
IAIN LANGSA**

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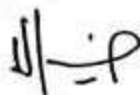
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Dengan ini menyatakan skripsi saya yang berjudul **"The Correlation Between Language Learning Strategies And Students' Thinking Styles"** adalah benar hasil usaha saya sendiri. Apabila dikemudian hari terbukti plagiasi karya orang lain, maka akan dibatalkan dan saya siap menerima sanksi akademik. Sesuai dengan ketentuan yang berlaku.

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Yang membuat pernyataan,



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ABSTRACT

Sagita D. Siregar. (2022). *The Correlation Between Language Learning Strategies and Students' Thinking Styles at the seventh semester of English Education Department of IAIN Langsa*. English Education Study Program, the Faculty of Teacher and Training, IAIN Langsa.

Supervisor (1). Muslem, S.Pd, M.Pd, M.TESOL (2). Shafrida Wati, MA

This study was the correlation between language learning strategies and students' thinking styles at the seventh semester of English education department of IAIN Langsa. The writer took 40 students as the participant in this research. The data in this research was taken using questionnaire. There was 2 kinds of questionnaire in this research. The first questionnaire was about language learning strategies (X) and it consisted 15 questions. The second questionnaire was about student thinking styles (Y) it consisted 20 questions. The total amount of question in this research is 35 questions. This study was aim to find out whether or not the significant correlation between language learning strategies and student thinking styles. This study used a quantitative correlational approach as a research method. The data was collected through likert scale questionnaire. The research data were analyzed using SPSS 26.0 program. This program was used to find out whether there was a significant correlation between language learning strategies (X) and students' thinking styles (Y). The result of this research showed that there was a positive correlation between language learning strategies and students' thinking styles. It can be proved by the correlation coefficient (r count) and significance value (ρ) got from the calculation $r \text{ count} = 0.507$, $\rho = 0.002 < 0.05$.

Keywords: *Correlation, Language Learning Strategies, Students' Thinking Styles.*

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CHAPTER I

INTRODUCTION

A. Background of Study

English is the first international language studied in Indonesia. It is studied from elementary school until university. Even some institutions used English as a compulsory subject to mastery the language orally or written. Many books written in English have spread widely and they are used as references for studying to acquire the skills. English language proficiency, which include listening, speaking, reading, and writing skills, is determined by the speakers' English language competence. In the principles of language teaching and learning, the goal is to achieve communicative competence. One of the aspects of communicative competence is strategic competence.

Strategic competence is part of communicative competence and it involves a number of learning and communication strategies which can be learned by language learners.¹ In Indonesia where English is taught as a Foreign Language (EFL), strategic competence is very important in language teaching and learning process. Even though strategic competence is important, many language learners do not have awareness in this

¹Marianne Celce Murcia, "*Rethinking the Role of Communicative Competence*," *Intercultural Language Use and Language Learning* (University California, USA : 2007): p.41–57.

is competence. They have weaknesses in some parts of language learning strategies for examples: lack of memory strategy which is direct strategy in language learning. This lack of memory strategy may make language learners face obstacles in learning variety of vocabulary so that their reading and writing skills may develop slowly.

The successful of learning process is not only determined by good learning strategies and methods but it also depends on student' thinking styles. Students thinking styles make an impact on learning process. There are positive and negative factors that influenced students learning in the class. Even with the best teachers and methods, students are the only one who can actually do the learning.² From the problems above the researcher assumes that the factors that influenced the learning process depends on students thinking styles. There are two kinds of approach in students thinking styles; they are fixed mindset and growth mindset.³ In a fixed mindset, students always feels anxious and nervous to setbacks or criticisms.

Students with growth mindset feels eager to learn to boost their performance and enjoy exploring, experimenting and stretching themselves. Students who can focus on the learning process usually they can get much information. The way the students act can explain how they

² M. Nyikos, "Sex-Related Differences in Adult Language Learning Socialization and Memory Factor," *Modern Language Journal* vol. 74. No.3 . (1990): p. 273–287.

³ C. S. Dweck, *The New Psychology of Success* (united stated: random house, 2006),p.45

think. Every student has differences about what they need in language learning process and has his own way to think. Students of English Department see a faced confusion when learning English and it showed when they worked on questions or exams which were still irrelevant to the actual answer. From this problem the researcher analyze that they have their own strategy to accept an information.

There are some strategies in language learning that are cognitive learning strategies, metacognitive learning strategies, communication strategies and social strategies. Concerning problems students faced in learning teachers as the main component of education is challenged to be as creative as possible to provide opportunities for their students to expose and to reinforce their skills. To encourage students to practice their language, the researcher tries to help teacher to solve the problems of students.

Therefore in this research the researcher aims to find out the significant relationship between language learning strategies and students thinking style under title **“The Correlation Between Language Learning Strategy and Students Thinking Styles (A Study at the Seventh Semester of English Education Department of IAIN Langsa)”**.

B. Research Question

Based on the background of the study above, the researcher formulates the research question as follow: Is there any significant correlation between language learning strategy and students thinking styles at the seventh semester of English Education Department of IAIN Langsa ?

C. Purpose of Study

Responding with the statement of the problem, the objective of the research is to find out whether there is significant correlation between language learning strategy and the students thinking styles or not.

D. Significance of study

This research is important to be conducted to develop readers knowledge on English language learning. Hopefully the result of this research gives some benefits for the readers. The researcher delivers the significant of the research theoretically and practically.

a. Theoretical significance

By this research, the researcher hopes that it gives information to the readers about the correlation between language learning strategy and students' thinking styles to improve students' English learning process.

b. Practical Significance

a. For the Researcher

The result of this research is hopefully can improve the motivation of the researcher to do another research.

b. For the learner

The result of this research can be used by students to understand the types of learning strategies that are appropriate for themselves and they can find out their own types of strategies in learning English. Then, the students can practice the concepts in learning English to get better result.

c. For the lecturer

This study is expected can be useful for lecturers to know and understand about their students' language learning strategies and their students' thinking style.

E. Scope of Research

This research limits its study on the correlation between language learning strategies especially indirect strategies; metacognitive, affective, social used by students and their thinking styles that focused on internal and external types of thinking styles.

F. Terminology

In this section, the researcher delivers the definition of key terms briefly to make meaning understandable. This is to avoid incorrect interpretation of the research title.

1. Language Learning Strategies

Language learning strategies can be defined from the aspect of language learning behaviors such as learning and regulating the meaning of the second or foreign language, cognitive theory such as learners' strategic knowledge of language learning and the effective view such as learners' motivation, attitude, etc.⁴ It is argued that the three points of views can improve language learning. Language learning strategies is a means to facilitate the acquisition of language and information they receive, store and recall.

2. Students' Thinking styles

Thinking is an important part of the learning process. Thinking styles refer to students' preferred ways using the abilities that they have.⁵ The way they think can improve their knowledge. Students' thinking styles is a student's way of giving a value and conclusion about something with their own way.⁶ Every student has their own ways to think about something. The differences rely on how much they understand and how fast they receive an information. The way

⁴ Bunga Ayu Wulandari, "An Evaluation of Language Learning Strategies Used By English Students," *IJEE (Indonesian Journal of English Education)* vol 5 , no. 1 (2018): 16–25.

⁵ Chang Zhang, Li-Fang & Zhu, ChangZhang, Li-Fang & Zhu, "Thinking Styles and Conceptions of Creativity among University Students" *University of Brussels* vol 31 (2011).

⁶ D. Batoet, F, "The Influence of Students' and Teachers' Thinking Styles on Student Course Satisfaction and on Their Learning Process." *Universitas Faume* vol. 27 (2007).

students' think also influenced by emotion, education, experience.

CHAPTER II

THEORETICAL FRAMEWORKS

A. Previous Research

In this research, the researcher used many reviews of related literature from previous research as a comparison. The first research was conducted by Mahmood, in his research he used a questionnaire and a self-file to research the correlation. In his research, the objectives of his study were to seek out positive relationships between language learning strategies employed by Iranian (EFL) university students and their thinking styles, to find out positive relationships between language learning strategies employed by Iranian (EFL) university students and their gender, and to find a positive relationship between the thinking styles employed by Iranian (EFL) university students and their gender.⁷ The results obtained from this study revealed that there was a significant difference between males and females in terms of strategy selection. It found that the differences between the strategy used by males and females students were meaningful for memory, metacognitive, compensation, and cognitive. In other words, males used extra memory, cognitive, compensation, and metacognitive strategies compared with females, but there has been no significant difference between males and females with regard to affective and social strategy use.⁸

⁷ Mahmood Khodae Balestane, Hossein Hashemnezhad, and Shahrooz Javidi, "The Relationship between Language Learning Strategies and Thinking Styles of Iranian EFL Learners," *International Journal of Research Studies in Language Learning* 2, no. 3 (2012):p. 3–19.

⁸ Wulandari, Bunga Ayu. "An evaluation of language learning strategies used by english students." *IJEE (Indonesian Journal of English Education)* 5.1 (2018): p.16-25.

The second research was conducted by Ahmadi, Gorjian, and Pazkhah, in this research, they focused on the extent of their association with reading comprehension among college students.⁹ The aim of his research was to find a significant relationship between thinking styles and the usage of language learning strategies. In an extensive study on the area of language learning strategies, they described those strategies as specific actions, behaviors, steps, or strategies that students (often intentionally) use to improve their progress in developing second language skills. According to her, these strategies can facilitate the internalization, storage, retrieval, or use of the new language.¹⁰ Language learning strategies are the often-conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, and use of new information.¹¹

The different between previous research and the current study was in this research the participants are from English department of IAIN Langsa. While in Mahmood, Hashemnezhad and Javidi the participants are Iranian EFL learners. In Mahmood, Hashemnezhad and Javidi research, the objectives of the study were to find a positive relationship between language learning strategies employed by Iranian (EFL) university students and their thinking styles, a positive relationship between language learning strategies employed by Iranian (EFL) university students and their gender, and a positive relationship between thinking styles employed by Iranian (EFL) university students and their gender. In this research, the aim is to know the

⁹ Ahmadi, *The Effect Of The Thinnking Style On EFL Language Learning Strategy And Reading Comprehension* (Iran: ILLALW, 2014).

¹⁰ Maha Alhaysony, "Language Learning Strategies Use by Saudi EFL Students : The Effect of Duration of English Language Study and Gender" vol 7, no. 1 (2017):p. 18–28.

¹¹ Abdal maujod A. Hardan, "Language Learning Strategies: A General Overview," *Procedia - Social and Behavioral Sciences* 106 (2013):p.1712–1726.

correlation between language learning strategies and students' thinking styles. The Learning strategies include direct and indirect strategies. The strategies used directly in dealing with a new language are known as "direct strategies." Direct strategies consist of three parts: memory strategies, cognitive strategies, and compensation strategies. Indirect strategies include metacognitive strategies, affective (emotional, motivation-related) strategies, and social strategies.

B. Theoretical Framework

The classes of language learning strategies and the strategies themselves play an essential role in the language learning process. It represents one of the most crucial parts of language learning. Language learning strategies are very important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence. Language learning strategies can even produce a productive, student center learning environment in which students are inspired to be autonomous or independent learners—learners who will take charge of their learning.

1. Language Learning Strategies

Learner should learn their own strategies to learn English well. Research on language learning strategies has increased significantly since the 1970.¹² In fact, language learners develop their own ways and use various activities to learn consciously and unconsciously. Language learning strategies have received a considerable amount of significance since early

¹² Alhaysony, "Language Learning Strategies Use by Saudi EFL Students: The Effect of Duration of English Language Study and Gender".p.18-28

1970s for the crucial role they are playing in language learning.¹³ Many researcher defined language learning strategies differently.

Language learning strategies as steps, behaviors and techniques used by learners to enhance and facilitate the language acquisition. The concept of language learning strategies has received a considerable amount of significance since early 1970 century for the crucial role they are playing in the processes of language learning and acquisition this is supported with what.¹⁴

Had extensive study on the area of language learning strategies, she defined these strategies as: specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing second language skills.¹⁵ According to her, these strategies can facilitate the internalization, storage, retrieval, or use of the new language.

Language learning strategies has been categorized into several clarification by the experts. Strategies are prominent for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.¹⁶ Categorized language learning strategies into direct and indirect strategies. The strategies used directly in dealing with a new language are called direct strategies. direct strategies consist of three parts, memory strategies, cognitive strategies, and compensation strategies. indirect strategies include

¹³ Alfian., "The Application of Language Learning Strategy of High School Students in Indonesia," *IJEE (Indonesian Journal of English Education)* indonesia journal of english education 3 (2016):p. 140–157.

¹⁴ Alhaysony, "Language Learning Strategies Use by Saudi EFL Students: The Effect of Duration of English Language Study and Gender." :p.18-28

¹⁵ M Ghani, "Language Learning Strategies Employed by L2 Learners," *Journal of Research (Faculty of Languages and Islamic Studies)* 4 (2003).p.31-36

¹⁶ R. L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Boston: Heinle&Heinle., 1990).

metacognitive strategies, affective (emotional, motivation-related) strategies, and social strategies.

The categories of language learning strategies and the language learning strategies is an essential role in language learning process. It represents one of the most critical components in language learning. Language learning strategies very important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence.

The researcher summarize the direct and indirect strategies as follows ;

a. Direct strategies

Direct strategies are helpful to the students as they help store and recover information.¹⁷ These strategies facilitate learners' ability to produce language even once there is a gap in knowledge. They also facilitate learning and using the new language.

1. Memory strategies

Memory strategies are supported by simple principles like laying things in order, creating associations, and reviewing. These principles are used once a learner faces the challenge of vocabulary learning. The words and phrases are often related to visual pictures that will be stored and retrieved for communication. Many students use visual images, but some discover that it is simple to associate words and phrases with sound, motion, or touch.¹⁸

¹⁷ Hardan, *Language Learning Strategies: A General Overview*, vol. 106, p. ..p.1712-1726.

¹⁸ R. L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Boston: Heinle & Henle, 1990), p.69.

2. Cognitive strategies

Cognitive strategies are the preferred strategies with language learners. The target language is manipulated or converted with the aid of repetition, analyzing, or summarizing. The four skills in this group are: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. ¹⁹

3. Compensation Strategies

Learners use compensation strategies for the comprehension of the goal language when they have insufficient knowledge of the goal language. These strategies compensate for a lack of grammar and vocabulary. Once learners do not understand new words and expressions, they guess the meaning. A learner brings their own life expertise to interpret information by guessing.

b. Indirect strategies

Indirect language learning strategies work collectively with direct strategies. They help learners regulate the learning process. These strategies support and manage language learning without direct engagement and are therefore referred to as indirect strategies.

1. Metacognitive Strategies

Metacognitive strategies are aspects related to planning, monitoring, and evaluating the language learning process. Metacognitive strategies go beyond the cognitive mechanism and give learners the ability to coordinate their learning. This helps them plan their language learning efficiently. When new

¹⁹Zahra Alizadeh Tari and Vizayaletchumi Pauline Roslin, "Language Learners," *KURMANJ; The Journal of Culture, Humanities and Social Science* Iran Vol.3 No.1 (2020):p.12–22.

vocabulary, rules, and writing systems confuse the student, these strategies become essential for successful language learning. Metacognitive strategies were used more frequently by students than cognitive strategies.²⁰

2. Effective Strategies

Affective strategies are concerned with the learners' emotional needs, such as confidence and perseverance, which are required for learners to actively participate in language learning, such as lowering anxiety levels by laughing at their own mistakes.²¹ Affective factors like emotions, attitudes, motivation, and values influence learning in an important way. Good language learners control their attitudes and emotions towards learning and understand that negative feelings retard learning. Teachers can help create positive feelings in the classroom by empowering students, increasing the amount of natural communication, and teaching affective strategies.

3. Social Strategies

Language is a type of social behavior; it is a sort communication that takes place between and among individuals.²² Because language is utilized in communication and communication occurs between people, social methods are extremely important while learning a language. This group includes three types of strategies: asking questions, cooperating with others, and empathizing with

²⁰ Alfian., "The Application of Language Learning Strategy of High School Students in Indonesia," *IJEE (Indonesian Journal of English Education)* indonesia journal of english education vol. 3. No.2. (2016):p.140–157.

²¹ Oxford, *Language Learning Strategies: What Every Teacher Should Know*. (Boston: Heinle & Henle, 1990).p.48.

²² *Ibid.*p.56.

others. Asking questions is the most useful of the three and gets you the closest to comprehending the meaning. It also helps in conversation by generating a response from the partner and showing interest and participation. Cooperation with others eliminates competition and instead brings group spirit. Studies show that cooperative learning leads to higher self-esteem, more self-confidence, and quicker achievement.

2. Thinking Styles of Students

Thinking is an important part of the learning process. Thinking styles are essentially value-free. For example, the same thinking style can be very helpful for one person in one situation, but fail miserably for another. Understanding thinking styles can help students understand why some activities fit them and others, and even why some students fit them and others.

Scopes (including the internal and external styles)

1. Internal Styles

Internal individuals are preoccupied with internal affairs, i.e., they turn inward.²³ They are introverted, task-oriented, aloof, and sometimes less socially aware. They like to work alone. In essence, they prefer to apply their intelligence to things or ideas apart from other people.

2. External Styles

External people are extroverted, outgoing, and people-oriented.²⁴ They are frequently socially sensitive and aware of what is going on in the

²³ R. K. Sternberg, R. J., & Wagner, *Thinking Styles Inventory. Unpublished Master's Thesis* (Yale University, New Haven, CT., 1992).p. 75.

²⁴ *Ibid.*p.77.

lives of others. They like to work with other people wherever possible. Many of the questions that arise in education as to "what is better?" stem from a fundamental misunderstanding of the interaction of styles with learning experiences

C. Hypothesis of the Research

Prediction over the truth regarding to the correlation between two or more variables is called as hypothesis.²⁵ In analyzing the data, the researcher used correlational quantitative research. The hypothesis are going to be statement whether or not there are correlation among the two variables.

There are two kinds of hypothesis as follows:²⁶

1. Null hypothesis (Ho)

Statement which shows a negative correlation (no correlation) among variables is called Null hypothesis.

2. Alternative hypothesis (Ha)

Statement which shows a positive correlation (there are correlation) among variables is called Alternative hypothesis.

Therefore, the writer aims to propose two hypotheses as follows:

1. Ho: there is no significant correlation between language learning strategies and students thinking styles.
2. Ha: there is significant correlation between language learning strategies and students thinking styles.

²⁵ S Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2016). p.35

²⁶ Ibid.p.39.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used quantitative research approach to collect and analyze the data to get the result of the correlation between language learning strategies and students' thinking styles. The correlational research is a type of non-experimental research that facilitates prediction and explanation of the relationship among variables.²⁷ The objective of this research was to find out the correlation between language learning strategies and students' thinking styles.

B. Population and Sample

a. Population

Population is all of the subjects of the research.²⁸ The population of this research was students of IAIN Langsa especially the seventh semester of English Education Department. The number of population were 46 students.

b. Sample

Sample is a subgroup of a target population that the researcher plans to study for generalizing about the target population.²⁹ The technique of selecting the sample that the researcher used in this research was random sampling. The

²⁷ Seeram, Euclid. "An overview of correlational research." *Radiologic technology* Vol. 91. No. 2 (2019):p.176-179.

²⁸ S. Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktik* .p. 44.

²⁹ Bunga Ayu Wulandari, "An Evaluation of Language Learning Strategies Used By English Students," *IJEE (Indonesian Journal of English Education)* Vol. 5 (2018):p. 16–25.

sample was the seventh semester of students of English education department consisted of 40 students.

C. Variables of the research

a. Independent Variables

Independent variable is a type of variable that explains or affects other variables.³⁰ The independent variable of this research is language learning strategies noted as (X).

b. Dependent Variables

Dependent variable is a type of variable that is explained or influenced by the independent variable.³¹ Dependent variable of this research is students' thinking styles noted as (Y).

D. Research Instrument

Instrument is needed by the researcher to collect the data. Tool which is used to collecting data for certain purpose is called as research instrument. In this research the researcher used a questionnaire to collect the data.

1. Questionnaire

Questionnaire is a set of printed or written questions with a choice of answers, devised for the purpose of survey or statistical study. Questionnaire is equally used in survey research, experiments and other modes of observation. A questionnaire is defined as a document

³⁰ Nur Indriantoro and Bambang Supomo, *Metodologi Penelitian Bisnis : Untuk Akuntansi Dan Manajemen* (Yogyakarta, 2016). 68.

³¹ Ibid.70.

containing questions and other type of items designed solicit information appropriate to analysis.

a. Open-ended Questionnaire

Open-ended questionnaire is a type of questionnaire which allows the respondents to fill out the questionnaire according to their will and circumstance.

b. Close-ended Questionnaire

Different from open-ended questionnaire, in this questionnaire the respondents only need to give check list (√) on the provided space.

c. Mixed Questionnaire

This questionnaire is a mixture of open-ended questionnaire and close-ended questionnaire. In this research the researcher used a Close-ended questionnaire to collect the data. This questionnaire consisted of 35 questions and allotted into 2 variables. The first was about language learning strategies which was in the statement number 1-15 and the second was about students thinking styles which was in the statement number 16-35. The participants gave check list (√) based on their own experiences.

E. Test of the Research Instrument

Validity and reliability are parts of a good research instrument. The research instruments should be valid and reliable to get a valid and reliable

result.

a. Validity

Validity is the development of sound evidence to demonstrate that the rest interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use.³²

The instrument is valid if the r count $>$ r table with significant value 0.05. If r count $<$ r table with significant value 0.05, the instrument is not valid and cannot be used to collect data in the research. The amount of the sample (N) is 40. Thus, the degree of freedom (df) is $40-2= 38$ and $\alpha= 0.05$. It is gained r table=0.316.

Table 1.1
The Validation Result of Questionnaire Language Learning Strategies

No	R count	R table	Interpretation
1	0.655	0.316	Valid
2	0.760	0.316	Valid
3	0.683	0.316	Valid

³² J.W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Upper Saddle River: NJ: Pearson Education, Inc, 2012).50.

4	0.367	0.316	Valid
5	0.451	0.316	Valid
6	0.538	0.316	Valid
7	0.218	0.316	Not Valid
8	0.242	0.316	Not Valid
9	0.563	0.316	Valid
10	0.151	0.316	Not Valid
11	0.579	0.316	Valid
12	0.436	0.316	Valid
13	0.388	0.316	Valid
14	0.666	0.316	Valid
15	0.403	0.316	Valid

Table 1.2
The Validation Result of Questionnaire Student Thinking Styles

No	R count	R table	Interpretation
1	0.185	0.316	Not Valid
2	0.570	0.316	Valid
3	0.402	0.316	Valid
4	0.756	0.316	Valid
5	0.462	0.316	Valid
6	0.566	0.316	Valid
7	0.580	0.316	Valid
8	0.650	0.316	Valid
9	0.566	0.316	Valid

10	0.785	0.316	Valid
11	0.435	0.316	Valid
12	0.625	0.316	Valid
13	0.589	0.316	Valid
14	0.485	0.316	Valid
15	0.684	0.316	Valid
16	0.481	0.316	Valid
17	0.427	0.316	Valid
18	0.463	0.316	Valid
19	0.594	0.316	Valid
20	0.181	0.316	Not Valid

b. Reliability

After the researcher determined the valid item of test validity then the researcher measured the reliability of the instrument. Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researcher administer the instrument multiple times at different

times.³³ In this research, to find out the reliability of the instrument, the researcher used formula as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum pq}{V_t} \right)$$

Where:

r_{11} = the reliability of the instrument

k = the number of test items

V_t = the total variants

p = the proportion of the subject that get score 1

q = the proportion of the subject that get score 0

$\sum pq$ = the sum of multiplication between the numbers of subject who get the score correctly and the number of subject who get score incorrectly.

The criteria of reliability values were as follows:

0.20 = there was no reliability

0.21 – 0.40 = very low reliability

0.61– 0.60 = enough reliability

0.61 – 0.80 = high reliability

0.81 – 1.00 = very high reliability

³³ Ibid.p.53.

Table 2.1**The Reliability result of Questionnaire Language Learning Strategies****Reliability Statistics**

Cronbach's Alpha	N of Items
.788	12

From the table 1.3 it can be seen that the instrument is reliable because the value more than 0.7 or 0.788.

Table 2.2**The Reliability Result of Questionnaire Students Thinking Styles****Reliability Statistics**

Cronbach's Alpha	N of Items
.838	18

From the table 1.3 it can be seen that the instrument is reliable because the value more than 0.7 or 0.838.

F. Technique of the Data Analysis

In this research, the researcher used correlational quantitative research. The researcher used Correlation Product Moment which was developed by Carl Pearson to know the correlation between two variables. The formula is:

1. Finding the correlation uses formula

$$r = \frac{N (\sum XY) - (\sum X) (\sum Y)}{\sqrt{[(\sum X^2) - (\sum X)^2][n (\sum Y^2) - (\sum Y)^2]}}$$

r = Pearson Correlation Coefficient

N= Number of Participants

X = Students' Language Learning Strategies

Y = Students' Thinking Styles

$\sum X$ = The Sum of Language learning Strategies

$\sum Y$ = The Sum of Students Thinking Styles

$\sum X^2$ = The Sum of Squared Language Learning Strategies

$\sum Y^2$ = The Sum of Squared Students Thinking Styles

$\sum XY$ = The Sum of Multiplied Scores between X and Y

This formula is used to find out an index correlation "r" product moment between variable X and Y.

2. To interpret the index scores of correlation “r” product moment between variable X and Y (r_{xy}).

BAB IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter the researcher shows the result of data that researcher got from the questionnaire. There are two kinds of questionnaire in this research. The first questionnaire is about language learning strategies (X) consist of 15 questionnaire. The second questionnaire is about students thinking styles (Y) consist of 20 questionnaire. The total amount of questionnaire is 35. In this research, the researcher conducted the research at IAIN Langsa. The researcher chose some students of English Education Department of IAIN Langsa. The total amount of the participants were 40 students. The data of independent variable and dependent variable gained from the participants are described as follows :

1. Language Learning Strategies and Students Thinking Styles Scores

To measure the level of language learning strategies and students thinking styles the researcher distributed a questionnaire. There were 2 kinds of questionnaire in this research. The first questionnaire was about language learning strategies and it consisted of 15 items. The second questionnaire was about students thinking styles and it consisted of 20 items. The students only needed to checklist on the answer options provided because it classified into close-ended question.

Table 3.1
The Scores of Language Learning Strategies

No	Students Code Name	LLS (X)
1	AAA	63
2	BBB	61
3	CCC	59
4	DDD	58
5	EEE	59
6	FFF	64
7	GGG	53
8	HHH	63
9	III	69
10	JJJ	67
11	KKK	56
12	LLL	71
13	MMM	61
14	NNN	63
15	OOO	63
16	PPP	60
17	QQQ	57
18	RRR	55
19	SSS	56
20	TTT	59
21	UUU	66

22	VVV	66
23	WWW	65
24	XXX	65
25	YYY	68
26	ZZZ	69
27	AAAA	69
28	BBBB	62
29	CCCC	67
30	DDDD	64
31	EEEE	60
32	FFFF	68
33	GGGG	68
34	HHHH	59
35	IIII	60
36	JJJJ	67
37	KKKK	72
38	LLLL	68
39	MMMM	63
40	NNNN	69

Table 3.2
The Scores of Students Thinking Styles

No	Students Code Name	STS (Y)
1	AA	80
2	BB	66
3	CC	55
4	DD	85
5	EE	68
6	FF	84
7	GG	65
8	HH	74
9	II	74
10	JJ	81
11	KK	66
12	LL	77
13	MM	85
14	NN	83
15	OO	68
16	PP	65
17	QQ	61
18	RR	70
19	SS	71
20	TT	58
21	UU	67

22	VV	70
23	WW	83
24	XX	83
25	YY	77
26	ZZ	75
27	AAA	75
28	BBB	79
29	CCC	78
30	DDD	69
31	EEE	70
32	FFF	80
33	GGG	87
34	HHH	68
35	III	69
36	JJJ	81
37	KKK	76
38	LLL	89
39	MMM	65
40	NNN	80

a. The Profile of Language Learning Strategies

The researcher calculated the statistical scores of language learning strategies data including mean, median, mode, maximum score, minimum score, and range of the data. The researcher used SPSS 26.0. to find out the data needed.

Table 4.1
The Profile of Language Learning Strategies

Statistics		
Language Learning Strategies		
N	Valid	40
	Missing	0
Mean		62,93
Median		63,00
Mode		63
Std. Deviation		5,131
Variance		26,328
Range		19
Minimum		53
Maximum		72
Sum		2517

From the table above, it can be seen that the mean is 62,93, the median is 63,00, the mode is 63, the range is 19, the minimum score is 53 and the maximum score is 72.

b. The Profile of Students' Thinking Styles

The researcher calculated the statistical scores of students thinking styles data including mean, median, mode, maximum score, minimum score, and range of the data. The researcher used SPSS 26.0. to find out the data needed.

Table 4.2
The Profile of Students Thinking Styles

Statistics		
Thinking Styles		
N	Valid	40
	Missing	0
Mean		73,93
Median		74,50
Mode		65 ^a
Std. Deviation		8,275
Variance		68,481
Range		34
Minimum		55
Maximum		89
Sum		2957

a. Multiple modes exist.
The smallest value is shown

From the table above, it can be seen that the mean is 73.93, the median is 74.50, the mode is 65, the range is 34, the minimum score is 55 and the maximum score is 89.

C. Data Analysis

1. Correlation Result

In this research as mentioned in the previous chapter, the researcher analyzed the result of the questionnaire used SPSS 26.0 to see whether there is any correlation between language learning strategies and students thinking styles.

Table 5.1
The Coefficient Correlation between Language Learning Strategies and Students Thinking Styles Correlations

		Language Learning Strategies	Thinking Styles
Language Learning Strategies	Pearson Correlation	1	,507**
	Sig. (2-tailed)		<,001
	N	40	40
Thinking Styles	Pearson Correlation	,507**	1
	Sig. (2-tailed)	<,001	
	N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table guidelines of Pearson's correlation the final score shows that the correlation coefficient is rcount 0.507. It includes in the third level as moderate correlation (0.40-0.599) which means the correlation

between two variables is high. The significant value is 0.002 which mean that the correlation between two variables is significance. It considers that there is positive correlation between language learning strategies and students thinking styles.

2. Regression Result

In this research the researcher used SPSS 26.0 to find out the effect language learning strategies towards students thinking styles.

Table 5.2
The effect of Language Learning Strategies toward Students Thinking Styles
Model Summary^b

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,507 ^a	,257	,238	7,226

a. Predictors: (Constant), Language Learning Strategies

a. Predictors: (Constant), Language Learning Strategies

b. Dependent Variable: Students Thinking Styles Based on the tables guidelines of Pearson, the table shows that the correlation coefficient (r count) is 0.507 and the determination coefficient (R Square) is 0.257. Which means that there is effect of language learning strategies toward students thinking styles. The effect of language learning strategies towards students thinking styles is 25.7 %.

3. Hypothesis Testing

This research is aimed to answer the hypothesis that it can be accepted or rejected.

1. (Ho) Null Hypothesis

There is no significant correlation between language learning strategies and students thinking styles

2. (Ha) Alternative Hypothesis

There is significant correlation between language learning strategies and students thinking styles.

The hypothesis will be tested as the following criteria: If $r_{count} < r_{table}$ means H_0 is accepted and H_a is rejected. If $r_{count} > r_{table}$ means H_0 is rejected and H_a is accepted. The correlation coefficient is $r_{count} = 0.507$, significant value $0.0 > 0.05$, thus H_0 is accepted H_a is rejected. If $p < 0.05$, thus H_0 is rejected H_a is accepted. It can be summed up that there is a significant correlation between language learning strategies and students thinking styles.

C. Discussion

The researcher stated in the first chapter the aim of this study was to investigate whether there is significant correlation between language learning strategies and students thinking styles of the students of English education department of IAIN Langsa. English is considered as the world prime language which is used all people in this world. Many schools in Indonesia make English as their compulsion lesson in junior and senior high school. The researcher has collected the data needed in this research for verifying the hypothesis. There are one instruments used in this research, that is questionnaire. The researcher used two questionnaire to collect the data of two variable. The first questionnaire is consist 15 questions about language learning strategies. The second questionnaire is consist of 20 questions about students thinking styles. The total question of this research is 35 questions.

According to the calculation above, the correlation result between language learning strategies and students thinking styles is higher than r table ($0.507 > 0.316$). Based on the table interpretation, the correlation coefficient r count = 0.507 was considered as high correlation because it included in the third category (0.40 – 0.599). It means there is positive correlation between the two variables. In addition, the significance values is $\rho = 0.00 < 0.05$ which means that the correlation was significant. And the coefficient determination is R Square = 0.257, which means that the effect of language learning strategies toward students thinking styles is 25.7 %

CHAPTER V

CONCLUSION

A. Conclusion

Based on the findings of the data analysis, the researcher formulates several conclusions to answer the research problems:

1. The profile of language learning strategies are the mean is 61.73, the median is 62.00, the mode is 60, the range is 18, the minimum score is 53 and the maximum score is 73.
2. Based on the research finding in table 4.4, it can be seen that the mean is 74.22, the median is 75.00, the mode is 75, the range is 30, the minimum score is 55 and the maximum score is 85.
3. There is positive significant relationship between language learning strategies and student thinking styles of the students English education department IAIN Langsa. It can be proved by the correlation coefficient (r count) and significance value (ρ) got from the calculation r count = 0.507, $\rho = 0.002 < 0.05$. Therefore the correlation between language learning strategies and students thinking styles is significant.

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