

RELATIONSHIP BETWEEN LANGUAGE LEARNING STRATEGIES AND
ENGLISH LANGUAGE PERFORMANCE AMONG LIBYAN SECONDARY
SCHOOL STUDENTS IN MALAYSIA

BY
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INFRASTRUCTURE UNIVERSITY
KUALA LUMPUR

Thesis Submitted in Partial Fulfilment as the Requirement for the Master of Arts in
teaching of English to speakers of other languages by coursework in the Faculty of
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Faculty: Faculty of Faculty of Arts, Communication and Education

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Every student in any school in this world has his/her own way learning and acquiring a second language. By saying that we mean each and every student has his/her own strategy to learn that target language. In language learning, scholars have highlighted many language learning strategies. Those strategies can be effective for some learners and less effective to the others. Furthermore, the study about language learning strategies has been in the field for almost 20 years. With the small gap, that study that looked into Libyan secondary school students was not many, researcher embarked on this journey. The current research was using the model by Oxford (1990). Oxford's LLS are the fundamental of this study. Two theories were used; Cognitive Learning Theory by O'Malley and Chamot (1990) and Social Learning Theory (SLT) by Bandura (1989). The study employed a quantitative approach with a survey as its design. Data for this study was collected through Strategy Inventory for Language Learning (SILL) questionnaire that was adapted from Oxford (1990). The questionnaire contained the six different types of English language learning strategies; Memory, Cognitive, Compensation, Metacognitive, Affective and Social. The data were collected from three different schools: Damai Libyan School, Kajang, Kuala Lumpur Libyan School, Ampang and Global Modern Libyan School, Cheras. All data collected were analyzed by using the (SPSS) version 24. The findings showed that the Libyan secondary school students possessed all the six language learning strategies. The language learning strategies are also significant with the gender variable and finally, five out of six language learning strategies have a relationship with the English language performance. As a conclusion, the study has come up with two kinds of implications; theoretical and pedagogical implications. In other words, the study has managed to contribute to the theories used to underpin the study and to the teaching and learning.

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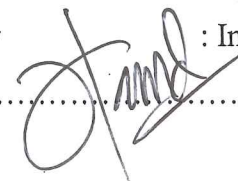
I would like to thank all my classmates and colleagues and all the research participants who have participated in the data collection, they are from three different Libyan schools in the Kalng Valley.


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APPROVAL

We have examined this manuscript and verify that it meets the programme and University requirements for the degree of Master of Arts in Teaching of English to Speakers of Other Languages.

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DECLARATION

I, Ahmed Ali Ahmed Sahem hereby declare this project paper is based on my original work except for quotations and summaries which have been duly acknowledged, I also declare that it has not previously or concurrently submitted for any degree at IUKL or other institutions.

.....

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Every student in any school in this world has his/her own way learning and acquiring a second language. By saying that we mean each and every student has his/her own strategy to learn that target language. There are a lot of strategies to learn a second language inside the classroom or even outside the classroom when living in a country that speaks that target language as their first or even a second language. Those strategies can be effective for some learners and less effective to the others.

Why do students come to classes that they do not like? or studying a subject that they hate. That is how most of the students think if they are studying engineering in their country, for example, they do not have to learn English or even want to know anything about the language. That is the issue that it is happening every day in such a country where they come from. This is according to Saaid (2010).

The study between language learning strategies and English language performance has long been established due to the reasons as the above. As many schools in the multicultural countries progress towards student-centred pedagogy, understanding how students study and factors that influence their learning has become important. This is also parallel to the important of determining what they learn. In China, for example, Yin (2008) said: "knowledge of English has increasingly become a tool for participation in the international arena, and the number of English language learners is growing at an unprecedented rate". In conclusion, research on foreign language learners of English is receiving mounting attention.

Thus to understand the situation in more details chapter one of this study will tell you the full story behind that, beginning with the background of the study, problem statement, purpose of the study, research objectives, research questions, hypothesis, significance of the study, limitations of the study and the definitions of the most important terms.

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APPENDIX: SILL QUESTIONNAIRE Oxford (1990)

Dear students,

This questionnaire is designed to investigate the English language learning strategies among the Libyan secondary school students in Malaysia. Therefore, I would appreciate if you could answer all questions in the questionnaire.

Section A: Demographic information

1- **Gender:** Male Female

2- **Age:** {15-16} {17-18} {19-20}

3- **Year of Study:** {Year 1} {Year 2} {Year 3}

4- **English Language Grade:** _____

Section B: Strategy Inventory for Language Learning (SILL)

Please read each statement and circle the number indicating HOW TRUE THE STATEMENT IS.

1= Never True, 2= Usually Not True, 3=Somewhat True, 4= Usually True and 5= Always True

| Part A | | | | | | |
|--------|--|------------|------------------|---------------|--------------|-------------|
| | Statement | Never True | Usually Not True | Somewhat True | Usually True | Always True |
| 1 | I think of relationship between what I already know and new things I learn in the SL. | | | | | |
| 2 | I use new SL words in a sentence so I can remember them. | | | | | |
| 3 | I connect the sound of a new SL word and an image or picture of the word to help me remember the word. | | | | | |