Effects of Using Language Learning Strategies Perceived by Technical and Business Students at Tertiary Level

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Abstract

The purposes of this research were 1) to investigate effects of language learning strategies of technical and business students in Thailand at Thai-Nichi Institute of Technology in six aspects: Memory, Cognitive, Compensation, Metacognitive, Social and Affective 2) to compare students' six different English language learning strategies according to genders and academic majors, and 3) to gather supplemental suggestions.

Research samples were 248 students who enrolled in English courses of College of General Education and Languages, Thai-Nichi Institute of Technology in the third semester of the 2013 academic year through simple random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics employed for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis.

The research findings were as follows: 1. Thai-Nichi Institute of Technology students displayed a high level of mastery of language learning strategies. The metacognitive strategies and social strategies were used at moderate level while the remaining strategies were used at a high level. 2. There were statistically significant differences between male and female students at 0.05 level 3. Students with different academic majors showed statistically significant differences in overall and each aspect. Recommendations and suggestions for applications and future research are also discussed.

Keywords: Language Learning Strategies, English Language Learning.

Introduction

Learning strategies are defined by Oxford (1990) as steps taken by the learner to aid the acquisition, storage and retrieval of information. Some strategies are consciously used, and can be modified and learned. In addition, it is generally agreed that strategies are present in both informal and academic settings. However, most of the research in this area up to the present date has been focused on the second language classroom in particular and little attention has been paid to foreign language environments.

Many theorists such as Ellis, O'Malley et al. and Oxford have been formulated for the description and classification of language learning strategies, such as cognitive, metacognitive, social, communicative, memory, and compensation.

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Research in the field of learning strategies has defined language learning strategies as strategies that contribute to the development of the language system which the learner constructs and which affect learning directly (Rubin, 1987). Oxford (1990) further described language learning strategies as steps taken to facilitate the acquisition, storage, retrieval, and use of information. O'Malley and Chamot (1990) viewed learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. (Holec (1981) argued that learning strategies can foster learners' autonomy in language learning. Strategies can also assist learners in promoting their own achievement in language proficiency (Oxford, 1995).

Learning strategies, therefore, not only help learners become efficient in learning and using a language, but also contribute to increasing learners' self-directed learning.

In conclusion, researcher studied the six English language learning strategies of undergraduate students at Thai-Nichi institute of Technology by creating research tool as questionnaire in order to study the six English learning strategies of TNI students. This research was purposely focused on the TNI students from faculties of Business Administration, Engineering, and Information Technology in third semester of the 2013 academic year. In this way, the results gained from the research will be used as a channel to solve, improve and develop teaching-learning process as well as teaching materials to be more effective and efficient.

Research Purposes

1) to investigate effects of language learning strategies of technical and business students in Thailand at Thai-Nichi Institute of Technology in six aspects: Memory, Cognitive, Compensation, Metacognitive, Social and Affective.

2) to compare students' six different English language learning strategies according to genders and academic majors.

3) to gather supplemental suggestions.

Methodology

Population and Samples

This research was investigation English language learning strategies used by Thai-Nichi Institute of Technology students in six aspects: Memory, Cognitive, Compensation, Metacognitive, Social and Affective which consisted of population and sample as follows:

Population of this research was 1,200 TNI students in 12 majors; Automotive Engineering, Production Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, Industrial Management, Japanese Business Administration, International Business management, Accountancy, Information Technology, Multimedia Technology, and Business Information System in third semester of 2013 academic year.

Samples of this research were 248 TNI students derived through Stratified Random Sampling technique.

Instrumentation

The instrument used in this study is a questionnaire. The questionnaire was constructed by the researcher, based on six English language learning strategies of TNI students. This research questionnaire was used to identify six English language learning strategies; memory, cognitive, compensation, metacognitive, social and affective of the undergraduate students at Thai-Nichi Institute of Technology. In addition, this questionnaire was employed as a research instrument for data collection based on an ordinal-scale measurement of six English language learning strategies of Thai-Nichi Institute of Technology students.

The first part (Part 1) of this questionnaire asks for the demographic information on their genders and majors. Part 2 deals with six English language learning strategies used by Thai-Nichi Institute of Technology students.

The third part (part 3) asks for more suggestions and opinions of TNI undergraduate students about six English language learning strategies which based on opened end questions.

Data Collection

Using six English language learning strategies in EFL classroom of Thai-Nichi Institute of Technology students was accessed through the questionnaire in third semester of 2013 academic year.

The administration of the research questionnaire was conducted in English classes. Part 1 concerns the demographic variables about their genders and majors. The 50 items of Part 2 cover six English language learning strategies in EFL classroom of Thai-Nichi Institute of Technology students. Therefore, the participants were requested to consider each item carefully and indicate how important each item was for their study. A total of 248 TNI students from the 12 majors completed the questionnaires.

The statistics used for analyzing the data

The collected data was analyzed using computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test and content analysis.

Results

Results of Data Analysis

Phase 1: The results of demographic variables of TNI undergraduate students.

The analysis of the data from the student questionnaire reported by TNI undergraduate students in the 2013 academic year is presented in the first section deals with the demographic variables from the students' responses to Part 1 of the questionnaire: genders and majors as following table.

Table 1: Table of the results of demographic data of respondents

Demographic data of respondents	N	Percentage
.1Gender		
1.1male	128	51.61
1.2female	120	48.39
Total	**248**	**100**
2 .Majors		
2 1.Automotive Engineering	24	9.69
2 2.Production Engineering	17	6.85
2 3.Computer Engineering	26	10.48
2 4.Electrical Engineering	22	8.87
2 5.Industrial Engineering	19	7.66
2 6.Industrial Management	20	8.06
2.7 Japanese Business Administration	25	10.08
2.8 International Business management	26	10.48
2.9 Accountancy	17	6.85
2.10 Information Technology	16	6.46
2.11 Multimedia Technology	18	7.26
2.12 Business Information System	18	7.26
Total	**248**	**100**

Table shows that the percentages of the TNI undergraduate respondents in genders ranged from 51.61 % for male and 48.39% for female; in majors ranged from 10.48% for Computer Engineering, 10.48% for International Business Management, 10.08% for Japanese Business Administration, 9.69% for Automotive Engineering, 8.87% for Electrical Engineering, 8.06% for Industrial Management, 7.66% for Industrial Engineering, 7.26% for Multimedia Technology, 7.26% for Business Information System, 6.85% for Accountancy, 6.85% for Production Engineering and 6.46% for Information Technology.

Phase 2: The results of using language learning strategies of technical and business students

Table 2: Table of mean and standard deviation of using language learning strategies of technical and business students in each aspect and in total

Components	N	$\bar{x}$	S.D.	Level
.1 Memory strategies	248	4.04	0.73	high
.2Cognitive strategies	248	4.16	0.76	high
3. Compensation strategies	248	4.06	0.77	high
4. Metacognitive strategies	248	3.40	0.84	moderate
5. Affective strategies	248	3.75	0.86	high
6. Social strategies	248	3.32	0.78	moderate
Total	248	**3.79**	**0.79**	**High**

The table above indicated that TNI students had using language learning strategies at high level ($\bar{x}$= 3.79) when considered in each aspect. It was found that using memory strategies at high level ($\bar{x}$= 4.04), using cognitive strategies at high level ($\bar{x}$= 4.16), using compensation strategies at high level ($\bar{x}$= 4.06), using affective strategies at high level ($\bar{x}$= 3.75), using metacognitive strategies at moderate level (($\bar{x}$= 3.40), and using social strategies at moderate level ($\bar{x}$= 3.32).

Table 3: Table of mean and standard deviation of using language learning strategies of technical and business students in area of memory strategies

Components	n	$\bar{x}$	S.D.	Level
Memory strategies				
1. I think of the relationship between what I already know and new things I learn in English.	248	4.44	0.68	high
.2I use new English words in a sentence so I can remember them.	248	4.32	0.75	high
.3I connect the sound of a new English word and an image or picture of the word to help me remember the word.	248	4.21	0.69	high
.4I remember a new English word by making a mental picture of a situation in which the word might be used.	248	4.08	0.77	high
5. I use rhymes to remember new English words)e.g., know-no, nail-snail, cat- bat).	248	3.67	0.75	high
6. I use flashcards to remember new English words.	248	3.65	0.81	high
7. I physically act out new English words.	248	4.22	0.68	high
8. I often review English lessons	248	3.79	0.73	high
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	248	4.02	0.71	high
Total	**248**	**4.04**	**0.73**	**high**

The table showed that using language learning strategies of technical and business students in area of memory strategies was at high level ($\bar{x}$ =4.04) which rank order of the highest using language learning strategies was item 1. *I think of the relationship between what I already know and new things I learn in English.* ($\bar{x}$ = 4.44), item 2. *I use new English words in a sentence so I can remember them.* ($\bar{x}$ =4.32), and the lowest using language learning strategies in area of memory strategies was item 6. *I use flashcards to remember new English words.* ($\bar{x}$ =3.65) and item 5. *I use rhymes to remember new English words)e.g., know-no, nail-snail, cat- bat).* ($\bar{x}$ =3.67).

Table 4: Table of mean and standard deviation of using language learning strategies of technical and business students in area of cognitive strategies

Components	n	$\bar{x}$	S.D.	Level
Cognitive strategies				
1. I say or write new English words several times.	248	4.12	0.87	high
.2 I try to speak like native English speakers.	248	3.98	0.68	high
.3 I practice the sounds of English.	248	4.11	0.74	high
.4 I use the English words I know in different ways.	248	3.81	0.69	high
5. I start conversations in English.	248	3.99	0.74	high
6. I watch English language television shows spoken in English or go to movies spoken in English.	248	4.61	0.69	very high
7. I read magazines, books, newspapers, and textbooks written in English.	248	4.51	0.82	very high
8. I write notes, messages, letters or reports in English.	248	4.41	0.91	high
9. I first skim an English passage (read over the passage quickly) then go back and read carefully.	248	4.56	0.77	very high
10 .I look for words in my own language (THAI) that are similar to new words in English	248	4.29	0.68	high
11. I try to find patterns (grammar) in English.	248	3.87	0.72	high
12. I find the meaning of an English word by dividing it into parts that I understand.	248	3.91	0.82	high
13. I try not to translate word-for-word.	248	3.92	0.71	high
14. I make summaries of information that I hear or read in English**.**	248	4.13	0.93	high
Total	248	**4.16**	**0.76**	**high**

The table showed that using language learning strategies of technical and business students in area of cognitive strategies was at high level ($\bar{x}$ =4.16) which rank order of the highest using language learning strategies was item 6. *I watch English language television shows spoken in English or go to movies spoken in English.* ($\bar{x}$ = 4.61), item 9. *I first skim an English passage (read over the passage quickly) then go back and read carefully.* ($\bar{x}$ =4.56), and the lowest using language learning strategies in area of cognitive strategies was item 4 *I use the English words I know in different ways.* ($\bar{x}$ =3.81) and item 11. *I try to find patterns (grammar) in English.* ($\bar{x}$ =3.87).

Table 5: Table of mean and standard deviation of using language learning strategies of technical and business students in area of compensation strategies

Components	n	$\bar{x}$	S.D.	Level
Compensation strategies				
1. To understand unfamiliar English words, I make guesses.	248	3.88	0.75	high
.2When I can't think of a word during a conversation in English, I use gestures.	248	4.24	0.68	high
.3I make up new words if I do not know the right ones in English.	248	4.33	0.72	high
.4I read English without looking up every new word	248	3.98	0.85	high
5. I try to guess what the other person will say next in English.	248	3.85	0.91	high
6. If I can't think of an English word, I use a word or phrase that means the same thing.	248	4.11	0.73	high
Total	**248**	**4.06**	**0.77**	**high**

The table showed that using language learning strategies of technical and business students in area of compensation strategies was at high level ($\bar{x}$ =4.06) which rank order of the highest using language learning strategies was item 3. *I make up new words if I do not know the right ones in English.* ($\bar{x}$ = 4.33), item 2. *When I can't think of a word during a conversation in English, I use gestures.* ($\bar{x}$ =4.24), and the lowest using language learning strategies in area of compensation strategies was item 5. *I try to guess what the other person will say next in English.* ($\bar{x}$ =3.85) and item 1. *To understand unfamiliar English words, I make guesses.* ($\bar{x}$ =3.88).

Table 6: Table of mean and standard deviation of using language learning strategies of technical and business students in area of metacognitive strategies

Components	n	$\bar{x}$	S.D.	Level
Metacognitive strategies				
1. I try to find as many ways as I can to use my English.	248	3.51	0.88	high
.2I notice my English mistakes and use that information to help me do better.	248	3.38	0.97	moderate
.3I pay attention when someone is speaking English.	248	3.59	0.81	high
.4I try to find out how to be a better learner of English.	248	3.41	0.71	moderate
5. I plan my schedule so I will have enough time to study English.	248	3.31	0.93	moderate
6. I look for people I can talk to in English.	248	3.38	0.92	moderate
7. I look for opportunities to read as much as possible in English.	248	3.37	0.73	moderate
8. I have clear goals for improving my English skills.	248	3.28	0.82	moderate
Total	**248**	**3.40**	**0.84**	**moderate**

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The table showed that using language learning strategies of technical and business students in area of metacognitive strategies was at moderate level ($\bar{x}$=3.40) which rank order of the highest using language learning strategies was item 3. *I pay attention when someone is speaking English.* ($\bar{x}$= 3.59), item 1. *I try to find as many ways as I can to use my English.* ($\bar{x}$=3.51), and the lowest using language learning strategies in area of metacognitive strategies was item 8. *I have clear goals for improving my English skills.* ($\bar{x}$=3.28) and item 5. *I plan my schedule so I will have enough time to study English.* ($\bar{x}$=3.31).

Table 7: Table of mean and standard deviation of using language learning strategies of technical and business students in area of affective strategies

Components	n	$\bar{x}$	S.D.	Level
Affective strategies				
1. I think about my progress in learning English.	248	3.66	0.79	high
2. I try to relax whenever I feel afraid of using English.	248	3.89	0.82	high
3. I encourage myself to speak English even when I feel afraid of making a mistake.	248	3.67	0.96	high
4. I give myself a reward or treat when I do well in English.	248	3.77	0.84	high
5. I notice if I am tense or nervous when I am studying or using English.	248	3.87	0.87	high
6. I write down my feelings in a language learning diary.	248	3.51	0.86	high
7. I talk to someone else about how I feel about learning English.	248	3.89	0.91	high
Total	248	**3.75**	**0.86**	**high**

The table showed that using language learning strategies of technical and business students in area of affective strategies was at high level ($\bar{x}$=3.75) which rank order of the highest using language learning strategies was item 2. *I try to relax whenever I feel afraid of using English.* ($\bar{x}$= 3.89), item 7. *I talk to someone else about how I feel about learning English.* ($\bar{x}$=3.89), and the lowest using language learning strategies in area of affective strategies was item 6. *I write down my feelings in a language learning diary.* ($\bar{x}$=3.51) and item 1. *I think about my progress in learning English.* ($\bar{x}$=3.66).

Table 8: Table of mean and standard deviation of using language learning strategies of technical and business students in area of social strategies

Components	n	$\bar{x}$	S.D.	Level
Social strategies				
1. If I do not understand something in English, I ask the other person to slow down or say it again.	248	3.46	0.74	moderate
2. I ask English speakers to correct me when I talk.	248	3.28	0.83	moderate
3. I practice English with other students or native	248	3.19	0.91	moderate

	N			
speakers of English.				
.4I ask for help from English speakers.	248	3.39	0.76	moderate
5. I ask questions in English to other students or native speakers of English.	248	3.35	0.69	moderate
6. I try to learn about the culture of English	248	3.28	0.76	moderate
Total	**248**	**3.32**	**0.78**	**moderate**

The table showed that using language learning strategies of technical and business students in area of social strategies was at moderate level ($\bar{x}$ =3.32) which rank order of the highest using language learning strategies was item 1. *If I do not understand something in English, I ask the other person to slow down or say it again.* ($\bar{x}$ = 3.46), item 4. *I ask for help from English speakers.* ($\bar{x}$ =3.39), and the lowest using language learning strategies in area of social strategies was item 3. *I practice English with other students or native speakers of English.* ($\bar{x}$ =3.19) and item 2. *I ask English speakers to correct me when I talk.* ($\bar{x}$ =3.28).

Phase 3: The results of comparing using language learning strategies of technical and business students **according to genders and majors**

Table 9: Table of comparing using language learning strategies of technical and business students in total and in each aspect according to genders

Components	Genders				t	p
	Male) N=271(		Female) N=191(			
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
.1 Memory strategies	4.27	0.71	3.81	0.75	2.352	0.02*
.2Cognitive strategies	4.39	0.74	3.93	0.78	0.429	0.18
3. Compensation strategies	4.21	0.75	3.91	0.79	2.501	*0.02*
4. Metacognitive strategies	3.66	0.81	3.14	0.87	0.631	0.52
5. Affective strategies	3.97	0.76	3.53	0.96	2.455	*0.02
6. Social strategies	3.53	0.71	3.11	0.85	1.447	*0.02
Total	**4.00**	**0.75**	**3.57**	**0.83**	**2.657**	**0.02***

*Statistical Significance at .05 level

The table showed that there were statistically significant differences between male and female students at 0.05 level.

Table 10: Table of comparing using language learning strategies of technical and business students in total and in each aspect according to majors

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ANOVA

Components		SS	df	MS	F	p	Sheffe'
.1 Memory strategies	Between Groups	4.268	2	2.487	4.555	0.052	
	Within Groups	71.962	246	0.226			
	Total	76.230	248				
.2 Cognitive strategies	Between Groups	6.274	2	2.047	4.055	0.058	
	Within Groups	86.394	246	0.178			
	Total	92.668	468				
.3 Compensation strategies	Between Groups	7.231	2	2.172	6.227	0.060	
	Within Groups	96.612	246	0.144			
	Total	103.804	248				
.4 Metacognitive strategies	Between Groups	8.356	2	3.385	8.492	0.022*	IT-IB, IT-BJ
	Within Groups	106.331	246	0.274			
	Total	114.687	248				
5. Affective strategies	Between Groups	9.254	2	2.415	5.396	0.061	
	Within Groups	115.235	246	0.325			
	Total	124.489	248				
6. Social strategies	Between Groups	10.369	2	3.689	9.437	0.013*	IT-IB, BJ-IT, CE-IT
	Within Groups	125.451	246	0.263			
	Total	135.820	248				
Total	Between Groups	11.251	2	3.258	8.454	0.022*	IT-IB, IT-BJ, IT-CE
	Within Groups	136.234	246	0.271			
	Total	147.485	248				

Statistical Significance at .05 level

The table showed that students with different academic majors had statistically significant differences in overall at .05 level. There were 3 pairs of different majors as follows.

1. TNI students from IT major and IB major

2. TNI students from IT major and BJ major

3. TNI students from IT major and CE major

When considered in each aspect, it was found that there were statistically significant differences at .05 level in metacognitive strategies for 2 pairs of different majors as follows.

1. TNI students from IT major and IB major

2. TNI students from IT major and BJ major

Moreover, there were statistically significant differences at .05 level in social strategies for 3 pairs of different majors as follows.

1. TNI students from IT major and IB major

2. TNI students from IT major and BJ major

3. TNI students from IT major and CE major

Phase 4: The results of study opinions and suggestions about using language learning strategies of technical and business students

Table 11: Table of frequency and percentage of number of opinions and suggestions about using language learning strategies of technical and business students

Opinions and suggestions	n	Fre.	%
Using language learning strategies	**88**		
Opinions	**38**		**43.18**
.1 Learning strategies is essential for students in tertiary level.		16	18.19
.2 Listening and speaking skills are very important for technical students.		11	12.50
.3 Motivation in learning English is very useful to EFL students.		8	9.09
.4 Watching English movies is my English practice.		3	3.40
Suggestions	**50**		**56.82**
.1 Teacher should teach six English learning strategies in the classroom.		22	25.00
.2 English movies should be provided in classroom and outside classroom to motivate students in learning English.		10	11.36
.3 Conversation with foreign teachers should have in free time of students.		8	9.09
4. Thai teachers should speak English with students to assist them in practice English.		6	6.82
5. English corner should be managed for students in university.		4	4.55

The table showed that TNI students have opinions and suggestions in using language learning strategies as following:

1. In using language learning strategies, it revealed that the answers of 88 students were divided into 2 categories which were opinions and suggestions; 38 students (43.18%) and 50 students (56.82%) respectively. *Learning strategies is essential for students in tertiary level* were equal to 18.19% (16 students); *Listening and speaking skills are very important for*

technical students. 12.50% (11 students); *Motivation in learning English is very useful to EFL studentsl.*9.09% (8 students); *Watching English movies is my English practice.* 3.40% (3 students).

Suggestions from 50 students)5682.%) were, *Teacher should teach six English learning strategies in the classroom.*25.00 % (22 students); *English movies should be provided in classroom and outside classroom to motivate students in learning English.* 11.36% (10 students); *Conversation with foreign teachers should have in free time of students.*9.09 % (8 students); *Thai teachers should speak English with students to assist them in practice English.*6.82 % (6 students); *English corner should be managed for students in university.*4.55% (4 students).

Conclusion

According to the study and data analysis, the result of this study was concluded as follows.

Phase 1: The results of demographic variables of TNI undergraduate students.

the percentages of the TNI undergraduate respondents in genders ranged from 51.61 % for male and 48.39% for female; in majors ranged from 10.48% for Computer Engineering, 10.48% for International Business Management, 10.08% for Japanese Business Administration, 9.69% for Automotive Engineering, 8.87% for Electrical Engineering, 8.06% for Industrial Management, 7.66% for Industrial Engineering, 7.26% for Multimedia Technology, 7.26% for Business Information System, 6.85% for Accountancy, 6.85% for Production Engineering and 6.46% for Information Technology.

Phase 2: The results of using language learning strategies of technical and business students

TNI students had using language learning strategies at high level ($\bar{X}$= 3.79) when considered in each aspect. It was found that using memory strategies at high level ($\bar{X}$= 4.04), using cognitive strategies at high level ($\bar{X}$= 4.16), using compensation strategies at high level ($\bar{X}$= 4.06), using affective strategies at high level ($\bar{X}$= 3.75), using metacognitive strategies at moderate level (($\bar{X}$= 3.40), and using social strategies at moderate level ($\bar{X}$= 3.32).

Phase 3: The results of comparing using language learning strategies of technical and business students according to genders and majors

There were statistically significant differences between male and female students at 0.05 level.

Students with different academic majors had statistically significant differences in overall at .05 level. There were 3 pairs of different majors as follows.

1. TNI students from IT major and IB major

2. TNI students from IT major and BJ major

3. TNI students from IT major and CE major

When considered in each aspect, it was found that there were statistically significant differences at .05 level in metacognitive strategies for 2 pairs of different majors as follows.

1. TNI students from IT major and IB major

2. TNI students from IT major and BJ major

Moreover, there were statistically significant differences at .05 level in social strategies for 3 pairs of different majors as follows.

1. TNI students from IT major and IB major

2. TNI students from IT major and BJ major

3. TNI students from IT major and CE major

Phase 4: The results of study opinions and suggestions about using language learning strategies of technical and business students

TNI students have opinions and suggestions in using language learning strategies as following:

In using language learning strategies, it revealed that the answers of 88 students were divided into 2 categories which were opinions and suggestions; 38 students (43.18%) and 50 students (56.82%) respectively. *Learning strategies is essential for students in tertiary level* were equal to 18.19% (16 students); *Listening and speaking skills are very important for technical students.* 12.50% (11 students); *Motivation in learning English is very useful to EFL students.* 9.09% (8 students); *Watching English movies is my English practice.* 3.40% (3 students).

Suggestions from 50 students)5682.%) were, *Teacher should teach six English learning strategies in the classroom.* 25.00 % (22 students); *English movies should be provided in classroom and outside classroom to motivate students in learning English.* 11.36% (10 students); *Conversation with foreign teachers should have in free time of students.* 9.09 % (8 students); *Thai teachers should speak English with students to assist them in practice English.* 6.82 % (6 students); *English corner should be managed for students in university.* 4.55% (4 students).

Discussion

According to the study and data analysis, the results of this study could be discussed as follows.

The result of using language learning strategies of technical and business students was at high level. In this way, it might concern with reasons as follows.

1. Memory strategies were at high level which might be from TNI students usually concern with the target language in a wide variety of tasks and situations, and may be subdivided into those strategies used for recalling, storing and retrieving information (Oxford, 2009; Vidal, 2002).

2. Cognitive strategies were at high level which might be from TNI students were familiar with using cognitive strategies that they were related to the aspects of bottom-up strategies, top-down strategies. For bottom-up processing, it refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding (Richards, 2008). Moreover, those strategies serve students to understand, practise and produce the language (O'Malley and Chamot, 1990).

3. Compensation strategies were at high level which might be from TNI students used various techniques including in guessing the content from my previous background knowledge and guess the content from the speakers' facial expressions (Coskun, 2010). In addition, TNI students were able to apply those strategies in spite of the difficulties they find.

4. Metacognitive strategies were at moderate level which might be from TNI students lack motivation in learning and they need to know more metacognitive strategies. Furthermore, the metacognitive strategy was a kind of self-regulated learning. It included the attempt to plan, check, monitor, select, revise, and evaluate, etc. For example, for metacognitve planning strategies, learners would clarify the objectives of an anticipated learning task, and attend to specific aspects of language input or situational details that assisted in understanding the task (Vandergrift, 1999).

5. Affective strategies were at high level which might be from TNI students motivate themselves to learn English and they set the goal in their mind in learning English language. On the other hand, affective strategies are for regulating personal emotions. Therefore, TNI students are able to regulate their emotions (Scarcella and Oxford, 1992).

6. Social strategies were at moderate level which might be from TNI students lack of social skill in learning. Some students required individual studies more than group work studies which related to concept of Vandergrift (2003) who defined the affective strategies as the techniques learners used to collaborate with others, to verify understanding or to lower anxiety. Moreover, social strategies were those which were non academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student. They included considering factors such as emotions and attitudes (Oxford, 1990).

Recommendation

1. Recommendation for this study

1.1 From the results of the study found that technical and business students used language learning strategies in high level. So, TNI teachers should support teaching materials and provide supplementary materials both in classroom and outside classroom.

1.2 The results of the study from opinions and suggestions were presented as students have an opportunity to have special or extra advanced class to uplift listening and speaking skills.

2. Recommendation for further study

2.1 A survey of motivation and development of supplementary materials for uplifting English learning ability of TNI should be proposed for next study.

2.2 Comparisons of learning performance between students who perceived English learning strategies and not received English learning strategies should be tested in the next research.

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