

Language Learning Strategy Questionnaire (LLSQ)

A Measurement to Identify Students' Learning Strategies and Prepare the Success of Learning English in the Indonesian Context (Empirical Evidence)

Prof. Ag. Bambang Setiyadi, Ph.D.

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This book reports on studies intended to introduce a language strategy measurement developed in an EFL setting in the Indonesian context and the contribution of language learning strategies to the success in learning English as a foreign language. The studies focus on the use of language learning strategies used by university students for whom English was learned as a foreign language. This book is motivated by the writer's experience of the need to provide English teachers with insights into how to assist Indonesian students learn English successfully.

In this book chapter one justifies the study of language learning strategies by discussing the conditions of English learning and teaching in Indonesia and a potential problem in learning English is identified. Chapter two addresses previous studies on language learning strategies, which have been conducted by using measurements developed in Western settings and in ESL contexts. Chapter three proposes a taxonomy which has been newly developed in the context of EFL setting in Indonesia and it consists of cognitive, metacognitive and social strategies. Chapter four identifies how the use of language learning strategies plays an important role in the success of acquiring English and how the use of learning strategies significantly contributes to learning outcomes. Chapter five proposes the distinction between the successful and unsuccessful learners in using language learning strategies, which provides predictive validity of the questionnaire. Chapter six identifies how the use of language learning strategies is influenced by students' motivation in learning English. Chapter seven introduces a revised design of learning strategy taxonomy of which reliability has been measured. Chapter eight is the justification of the questionnaire which has been developed based on theory driving decision making and theories of skill-based learning strategies. In Chapter eight the newly developed taxonomy, which is named Language Learning Strategy Questionnaire or the LLSQ, is considered as a solution to the problem in teaching English in Indonesia.



Ag. Bambang Setiyadi is Professor of English teaching at Lampung University. He did his undergraduate work at Sanata Dharma University, Yogyakarta in 1984 and received his M.A.T. from School for International Training, USA in 1988. He holds a Ph.D. in Applied Linguistics from La Trobe University, Australia. His major interests include motivation and learning strategies. He has written several books in the areas of English learning strategies, TEFL methods and research in English teaching. He has presented and published nationally and internationally on issues related to English teaching and learning.

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