Table of contents

Abstract		iv
Abstrak		vi
Acknowledgment		vii
List of tables		ix
List of the figures		xi
List of abbreviation		xii
Table of contents		xiii
Chapter One:	Introduction	
1.1	Overview	1
1.2	Purpose of the study	5
1.3	Research questions	7
1.4	Statement of the problem	7
1.5	Limitation of the study	8
1.6	Significance of the study	9
1.7	The relevance of the issue to teaching	10
1.8	Definition of terms	11
	1.8.1 Style and strategy	, 11
	1.8.2 Learning style	11
	1.8.3 Learning strategy	11
	1.8.4 Cognitive style	12
	1.8.5 Field dependence cognitive style	12

	1.8.6 Field independence cognitive style	12
	1.8.7 Strategy inventory for language learning	12
	1.8.8 Group embedded figure test	13
1.9	Conclusion	14
Chapter Two:	Review of Literature	
2.1	Introduction	15
2.2	Cognitive style	17
	2.2.1 Prospect models of dual cognitive style	21
2.3	Field dependent /field independent cognitive style	21
2.4	Individual differences, which are related to field	
	dependence / independence	28
2.5	Characteristics differences in field dependence	
	/independence	30
2.6	Field independence /field dependence	
	and language learning	31
	2.6.1 Processes	31
	2.6.2 Strategies	31
	2.6.3 Styles	32
2.7	Language learning strategies	34
	2.7.1 Identification and classification of second language	e,e
	learning strategies	36
	2.7.2 Language learning strategies for advanced learner	s 53

2.8	Beliefs about language learning	55
2.9	The importance of learners beliefs	57
2.10	Variables affecting the choice of language	58
	2.10.1 Language proficiency	58
	2.10.2 Gender .	59
	2.10.3 Job	61
2.11	The language learning strategies of the good and	
	poor learners	62
Chapter Three	: Methodology	
3.1	Introduction	67
3.2	Subjects	67
3.3	Instruments	68
	3.3.1 The group embedded figure test (GEFT)	68
	3.3.1.1 GEFT validity	69
	3.3.2 SILL (strategy inventory for language learning)	70
	3.3.2.1 SILL utility	72
	3.3.2.2 SILL reliability	72
	3.3.2.3 SILL validity	73
	3.3.2.4 Advantages & disadvantages of SILL	74
3.4	Design of the study	75
3.5	Procedure	76
3.6	Data analysis	77
2.7	Summary	77

Chapter Four:	Data Analysis	
4.1	Introduction	78
4.2	Research question one	78
4.3	Research question two	82
	4.3.1. Learners language learning strategies	84
	4.3.1.1. Metacognitive strategy	84
	4.3.1.2. Cognitive strategy	89
	4.3.1.3. Social strategy	. 95
•	4.3.1.4. Compensatory strategy	99
	4.3.1.5. Memory strategy	103
	4.3.1.6. Affective strategy	108
4.4	General strategy use among the subjects	113
Chapter Five:	Conclusion & Implication	
5.1	Introduction	115
5.2	General strategy use among the subjects	116
5.3	Strategy use and cognitive style	117
5.4	Classroom implication	121
5.5	Conclusion	123
5.6	Suggestion for further research on language	
	learning strategies	124
	Bibliography	125
	Annendives	133