

**FACTORS WHICH INFLUENCE THE LEARNING
STRATEGIES OF EFL LEARNERS**

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**FACULTY OF LANGUAGES AND LINGUISTICS
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KUALA LUMPUR**

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**RESEARCH REPORT SUBMITTED IN FULFILMENT
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ABSTRAK

Penyelidikan tentang strategi pembelajaran bahasa telah dijalankan oleh para penyelidik dalam usaha mencari faktor-faktor yang mempengaruhi kemahiran berbahasa di kalangan pelajar dalam bidang bahasa. Strategi pembelajaran bahasa merupakan salah satu faktor utama yang mempengaruhi kejayaan pembelajaran bahasa. Laporan ini membentangkan dapatan kajian tentang faktor-faktor yang mempengaruhi pelajar yang mahir menuntut bahasa asing dan pelajar yang kurang mahir menuntut bahasa asing dalam pemilihan strategi pembelajaran semasa mempelajari program intensif Bahasa Inggeris selama 4 minggu. Seramai 30 orang pelajar terlibat dalam penyelidikan ini dan cara metodologi kajian yang telah digunakan adalah borang soalselidik SILL dan temuduga. Dapatan kajian menunjukkan bahawa kedua-dua kategori pelajar menggunakan strategi sosial secara kerap. Walau bagaimanapun, strategi memori tidak kerap digunakan oleh pelajar yang mahir menuntut bahasa asing sementara strategi emosi pula tidak selalu digunakan oleh pelajar yang kurang mahir menuntut bahasa tersebut. Pemilihan strategi pembelajaran biasanya dipengaruhi oleh pengetahuan awal, kepercayaan, pengetahuan mengenai budaya bahasa kedua atau asing, personaliti, motivasi, emosi, suasana pembelajaran, pengaruh bahasa pertama, umur dan rakan sebaya. Implikasi laporan ini disertai oleh beberapa cadangan untuk kajian masa hadapan.

ABSTRACT

Research studies on language learning strategies have been carried out by researchers in their quest to locate factors that influence the proficiency of language learners. Language learning strategies are found to be one of the key factors that contribute to successful language learning. This paper presents the findings of factors that influence the choice of learning strategies of proficient and less proficient EFL learners in a four-week English Intensive Programme. A total of 30 participants took part in this study, and collection of data was carried out via the use of the SILL questionnaires and semi-structured interviews. The results indicate that both proficiency groups employ social strategies as their most frequently used ones. However, memory strategies are not frequently used by proficient learners, whereas affective strategies are seldom adopted by less proficient ones. The study also reveals that learners' choice of learning strategies are mainly influenced by prior learning experiences, beliefs, knowledge of the target cultures, personalities, motivations, emotional states, learning environments, influence of their first language, age and peer influences. The implications of this study are discussed along with the suggestions for further research.

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