

**THE ROLE OF LEARNING STYLES AND STRATEGIES IN ENGLISH
LANGUAGE PROFICIENCY ACHIEVEMENT BY THE EFL LEARNERS
(INTERMEDIATE LEVEL)**

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**FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA
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ORIGINAL LITERARY WORK DECLARATION

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Field of Study: **Applied Linguistics**

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ABSTRACT

English is known as the language of International communication and it is the most important language worldwide. Thus, English language proficiency has become very important in order to fulfil the requirements of higher learning Institutions as well as in corporate field around the globe. Mastering English helps a person to have job prospects and increase their standard of living. Most people find it a tremendous task to acquire English as their second or foreign language. It does require a lot of effort to understand and use language in an appropriate way in order to be an expert or good user. So, this study aims to examine the role of learning styles and strategies used in English language proficiency achievement by the EFL learners at the (Intermediate Level). Firstly, this research attempts to find out the most preferred language learning styles and strategies by the participants based on the results obtained from Learning Style Inventory (LSI) and Strategy Inventory for Language Learning (SILL) questionnaires adapted from Oxford (1990). Secondly, this research tries to identify the impact of the learning styles and strategies used in proficiency achievement mainly in Listening and Reading skills. Lastly, this research explores other factors that influence students' proficiency achievement with reference to the data obtained from the participants' ethnographic information. 18 Intermediate Level students; 9 males and 9 females from English for Speakers of Other Languages (ESOL) class were selected randomly for this study as respondents. Data was collected through the respondents' biographical background and using two questionnaires of Language Learning Style Inventory (LLSI) consisting of 24 items with Often, Sometimes and Seldom answers to describe the learners as Visual, Auditory or Tactile. The questionnaire on Strategy Inventory for Language Learning (SILL) consists of 50 statements divided into six parts in five- point Likert-scale responses. Therefore IELTS Listening and IELTS Reading tests were conducted to

obtain the band score of the participants to assess their proficiency level. The results achieved show that, the most preferred language learning style is the Auditory followed by Visual. Therefore cognitive, metacognitive and memory strategies are the most preferred language learning strategies by the respondents. The selection of items in the questionnaires do reflect on the band scores obtained from the IELTS Listening and IELTS Reading Tests. It proves that there is a relationship between language learning styles and strategies with proficiency achievement. It was found that age, gender and curiosity relate to their proficiency achievements especially in the reading skill.

ABSTRAK

Bahasa Inggeris dikenali sebagai bahasa komunikasi antarabangsa dan ia merupakan bahasa yang paling penting di seluruh dunia. Oleh itu, penguasaan bahasa Inggeris telah menjadi sangat penting untuk memenuhi keperluan Institusi pengajian tinggi dan juga dalam bidang korporat di seluruh dunia. Penguasaan bahasa Inggeris membantu seseorang untuk mempunyai prospek pekerjaan dan meningkatkan taraf hidup mereka. Kebanyakan orang menghadapi kesukaran dalam penguasaan bahasa Inggeris sebagai bahasa kedua atau asing. Ia memerlukan usaha yang gigih untuk memahami dan menggunakan bahasa dengan cara yang betul untuk menjadi seorang penutur yang fasih. Kajian ini bertujuan untuk mengkaji peranan gaya pembelajaran dan strategi dalam Bahasa Inggeris selaras dengan pencapaian penguasaan bahasa tersebut oleh para pelajar di kelas (Peringkat Pertengahan). Pertama, kajian ini bertujuan untuk melihat gaya pembelajaran bahasa dan strategi yang paling digemari oleh para peserta berdasarkan keputusan yang diperolehi daripada soal selidik Inventori Gaya Pembelajaran dan Inventori Strategi untuk Pembelajaran Bahasa yang diadaptasi daripada Oxford, (1990). Kedua, kajian ini cuba untuk mengenal pasti kesan gaya pembelajaran dan strategi dalam pencapaian prestasi terutamanya dalam kemahiran mendengar dan membaca. Akhir sekali, kajian ini meneroka faktor-faktor lain yang mempengaruhi pencapaian kemahiran berkaitan dengan data yang diperolehi daripada maklumat etnografi peserta. 18 pelajar Peringkat Pertengahan ; 9 lelaki dan 9 perempuan daripada kelas bahasa Inggeris untuk penutur bahasa asing (ESOL) dipilih secara rawak sebagai responden. Data dikumpulkan melalui latar belakang biografi responden dan dua soal selidik iaitu Inventori Gaya Pembelajaran Pelajar yang terdiri daripada 24 item dengan jawapan; Selalunya, Kadang-kadang dan Jarang untuk menggambarkan pelajar sebagai Visual, Auditori atau sentuhan . Soal selidik mengenai Strategi Inventori untuk Pembelajaran Bahasa terdiri daripada 50 kenyataan

dibagikan kepada enam bahagian dalam lima mata jawapan berskala Likert. Selain daripada itu, ujian mendengar IELTS dan ujian membaca IELTS telah dijalankan untuk mendapatkan skor peserta untuk menilai tahap penguasaan mereka. Keputusan yang dicapai menunjukkan bahawa, gaya pembelajaran bahasa yang paling digemari adalah Visual diikuti dengan Auditori. Oleh itu kognitif, metakognitif dan memori didapati sebagai strategi pembelajaran bahasa yang paling digemari oleh responden. Pemilihan item dalam soal selidik menunjukkan bahawa ia ada perkaitan dengan skor yang diperolehi daripada ujian mendengar IELTS dan ujian membaca IELTS. Ini membuktikan bahawa terdapat hubungan antara gaya pembelajaran bahasa dan strategi dengan pencapaian penguasaan Bahasa Inggeris. Ia telah mendapati bahawa umur, jantina dan semangat ingin tahu kaitan dengan pencapaian penguasaan Bahasa Inggeris sebagai bahasa kedua ataupun bahasa asing kepada responden terutamanya dalam kemahiran membaca.

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
IELTS	International English Language Testing System
ESL	English as a Second Language
L1	First Language
SL	Second Language
LLS	Language Learning Styles
LLSs	Language Learning Strategies
ESOL	English for Speakers of Other Languages
LSIQ	Learning Style Inventory Questionnaire
SILLQ	Strategy Inventory for Language Learning Questionnaire
IDP	International Development Programme

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