

## Appendices

### Appendix A

#### **Original Strategies used questionnaire ( $\alpha=.83$ )**

(1) Never (2) Rarely (3) Sometimes (4) Often (5) Always

1 2 3 4 5

#### Part A (Metacognitive strategies) $\alpha=.47$

1. I try to find out how to improve speaking skill in English.
2. I notice my mistakes in speaking and use that information to help me do better.
3. I pay attention when someone is speaking English.
4. I plan my schedule so I will have enough time to learn oral English.
5. I look for people I can talk to in English.
6. I have clear goals for improving my English speaking skills.
7. I think about my progress in speaking skill.

#### Part B (Cognitive strategies) $\alpha=.47$

8. I take initiative to start conversation in English.
9. I try to talk like native English speakers.
10. I say new English words several times so that I can use it in speaking.
11. I watch English TV shows or go to movies to help me do better in speaking.
12. I try to find patterns of spoken English.

#### Part C (Compensation strategies) $\alpha=.39$

13. To understand unfamiliar English words in conversation I make guesses.
14. When I cannot think of a word during conversation I use gestures (body language).

15. I try to describe in new words (e.g. substance we use for washing in stead of soap) if I do not know the right ones in English.
16. I try to guess what the other person may say next in conversation.
17. If I cannot think of an English word, I use a word or phrase that means almost the same thing (e.g. hot, warm).

Part D (Memory strategies)  $\alpha=.52$

18. When I learn a new English word I try to use it in speaking.
19. I use new English words in speaking so I can remember them.
20. I remember a new English word by making a mental picture of a situation in which the word might be used.
21. I think of relationship between what I already know and new things I learn in English.
22. I remember new English words or phrases by remembering their locations (e.g.on the page, on the board, or on a street sign).

Part E (Affective strategies)  $\alpha=.32$

23. I try to relax when I feel afraid of speaking in English.
24. I encourage myself to speak in English even when I am afraid of making mistakes.
25. I give myself a reward or treat when I do well in speaking English.
26. I notice if I am tense when I am speaking in English and try to overcome nervousness.
27. I share my experiences of learning with other learners.

Part F (Social strategies)  $\alpha=.62$

28. If I do not understand something in conversation, I ask the speaker to slow down or say it again.
29. I welcome others to correct me when I speak in English.
30. I practice English conversation with other learners.
31. I ask for help from other learners of English.
32. I co-operate with other learners in their learning.

## Appendix B

### Distribution of questionnaire items

Statement	Represented Strategy	Strategy Category
1. I notice my mistakes in speaking and use that information to help me do better.	Self-monitoring	Metacognitive
2. I pay attention when someone is speaking English.	Paying attention (Centering your learning)	
3. I plan my schedule so I will have enough time to learn oral English.	Organizing	
4. I look for people I can talk to in English.	Seeking practice opportunities	
5. I have clear goals for improving my English speaking skills.	Setting goals and objectives (Arranging and planning)	
6. I think about my progress in speaking skill.	Self-evaluating	
7. I take initiative to start conversation in English.	Practicing naturalistically	Cognitive
8. I try to talk like native English speakers.	Imitating (Repeating)	
9. I say new English words several times so that I can use it in speaking.	Repeating	
10. I watch English TV shows or go to movies to help me do better in speaking.	Using resources for receiving and sending messages	
11. I try to find patterns of	Recognizing and using	

spoken English.	formulas and patterns	
12. To understand unfamiliar English words in conversation I make guesses.	Adjusting or approximating the message	Compensation
13. When I cannot think of a word during conversation I use gestures (body language).	Using mime or gesture	
14. I try to describe in new words (e.g. substance we use for washing instead of soap) if I do not know the right ones in English.	Coining word	
15. I try to guess what the other person may say next in conversation.	Guessing	
16. If I cannot think of an English word, I use a word or phrase that means almost the same thing (e.g. hot, warm).	Using a synonym (Grouping)	
17. When I learn a new English word I try to use it in speaking.	Practicing a new word	Memory
18. I use new English words in speaking so I can remember them.	Placing a new word into a context	
19. I remember a new English word by making a mental picture of a situation in which the word might be used.	Representing picture in memory	
20. I think of relationship between what I already know and	Connecting or relating things to other things	

new things I learn in English.	(Associating/Elaborating)	
21. I remember new English words or phrases by remembering their locations (e.g. on the page, on the board, or on a street sign).	Using imagery	
22. I try to relax when I feel afraid of speaking in English.	Using progressive relaxation (Lowering your anxiety)	Affective
23. I encourage myself to speak in English even when I am afraid of making mistakes.	Making positive statement and taking risk wisely (Encouraging yourself)	
24. I give myself a reward or treat when I do well in speaking English.	Rewarding yourself (Encouraging yourself)	
25. I notice if I am tense when I am speaking in English and try to overcome nervousness.	Listening to your body (Taking your emotional temperature)	
26. I share my experiences of learning with other learners.	Discussing your feelings with someone else (Taking your emotional temperature)	
27. If I do not understand something in conversation, I ask the speaker to slow down or say it again.	Asking for clarification/verification	Social
28. I welcome others to correct me when I speak in English.	Asking for correction	
29. I practice English conversation with other learners.	Cooperating with others	

30. I ask for help from other learners of English.	Asking for clarification	
31. I co-operate with other learners in their learning	Cooperating with others	

**Appendix C****Surat Pernyataan**

Yang bertanda tangan dibawah ini:

Nama :

NIM :

Kelas :

Menyatakan bahwa bersedia mengisi kuisisioner ini yang digunakan sebagai data penelitian akademik ~~dengan~~ untuk skripsi berjudul:

**“A Correlational Study on The Speaking Strategies Used by EFL Learners at EED UMY  
2015 and Their Speaking Proficiency”**

Demikian pernyataan dari saya. Semoga data yang diperoleh dapat dipergunakan untuk kepentingan ilmiah.

Yogyakarta, .....

Hormat saya,

(.....)



## QUESTIONNAIRE

### The Speaking Strategies Used of EFL Learners at EED UMY 2015

Nama:	Nilai <i>Speaking</i> :
NIM :	Tanda Tangan :
Kelas :	

Berikut ini terdapat 32 pernyataan yang harus Anda pahami dan cermati terlebih dahulu sebelum mengisinya. Kemudian berilah tanda centang ( ✓ ) pada salah satu kolom jawaban yang sesuai dengan diri Anda. Ingat bahwa, “ *Tidak ada jawaban yang dianggap benar ataupun salah, dan sebenar-benarnya jawaban adalah yang sesuai dengan keadaan sesungguhnya*”.

No.	Pernyataan	Frekuensi Melakukan Aktifitas				
		Selalu [5]	Sering [4]	Kadang-kadang [3]	Jarang [2]	Tidak pernah [1]
1.	Saya terus mencari cara untuk meningkatkan kemampuan dalam berbicara bahasa Inggris.					
2.	Saya menyadari kesalahan <u>yang saya lakukan</u> dalam berbicara, dan kemudian menggunakan kesalahan tersebut sebagai panduan berikutnya <u>ketika berbicara</u> .-					

3.	Saya mencermati dengan sungguh-sungguh ketika seseorang sedang berbicara <u>dalam</u> bahasa Inggris.					
4.	Saya membuat agenda sendiri untuk belajar berkomunikasi dalam bahasa Inggris.					
5.	Saya berusaha mencari teman untuk mempraktekan percakapan dalam bahasa Inggris.					
6.	Saya memiliki target yang jelas dalam meningkatkan kemampuan berbicara dalam bahasa Inggris.					
7.	Saya berusaha mengukur pencapaian yang didapat dalam peningkatan kemampuan berbicara.					
8.	Saya <u>membangun</u> <u>mempunyai</u> inisiatif sendiri untuk mempraktekkan percakapan bahasa Inggris.					
9.	Saya berusaha berbicara layaknya <u>orang</u> <u>Inggris</u> <u>penutur bahasa</u> <u>Inggris</u> asli.					
10.	Saya berusaha mengulang-ulang <u>kata-kata</u> <u>kosa</u> baru, kemudian					

	menggunakannya dalam berbicara bahasa Inggris.					
11.	Saya menonton <u>film</u> berbahasa Inggris <u>atau</u> <u>pergi ke bioskop</u> untuk meningkatkan <u>pemahaman kemampuan bahasa Inggris</u> saya.					
12.	Saya berusaha mencari tahu bentuk-bentuk kata bahasa Inggris yang diucapkan secara langsung.					
13.	Ketika belajar memahami kata- <u>kata</u> baru atau asing, saya <u>hanya</u> mencoba menebak <u>artinyanya</u> saja <u>dan tidak mencarinya di kamus</u> .					
14.	Ketika saya mengalami <u>kesusahan-kesulitan</u> mengucap <u>kan</u> <u>atau</u> <u>menemukan an</u> 'kata bahasa Inggris' <u>yang sesuai</u> saat sedang melakukan percakapan, saya menunjukkannya dengan gerakan tubuh.					
15.	Ketika saya mengalami kesusahan dalam <u>menjelaskan</u> <u>menemukan</u> 'kata bahasa Inggris' <u>yang</u>					

**Comment [PA1]:** Pergi ke bioskop untuk memonton film juga kan? Karena maknanya sama, bisa dihilangkan.

	<a href="#">tepat</a> , saya berusaha menggunakan persamaannya atau mengaitkannya ke hal-hal tertentu yang berhubungan dengan 'kata' tersebut.					
16.	Saya sering mencoba untuk menebak apa yang selanjutnya akan dibicarakan seseorang ketika mengobrol.					
17.	Saya berusaha menggunakan kata-kata yang memiliki makna sama, ketika lupa.					
18.	Ketika mempelajari 'kata baru', saya mencoba langsung menggunakannya dalam berbicara.					
19.	Saya sering menggunakan 'kata baru' dalam praktek berbicara agar mudah mengingatnya.					
20.	Agar dapat mengingat 'kata baru', saya berusaha membuat gambar yang berkaitan dengan kata tersebut.					
21.	Saya berusaha mengaitkan apa yang sudah saya pelajari dengan					

	hal-hal baru yang saya pelajari.					
22.	Saya mengingat “kata <u>atau frasa</u> bahasa Inggris <del>baru</del> <u>atau frasa</u> ” dengan berusaha mengingat lokasinya baik dalam halaman tertentu, papan ataupun penanda.					
23.	Saya mencoba tetap tenang ketika gugup saat akan berbicara bahasa Inggris.					
24.	Saya terus semangat mendorong diri sendiri untuk tetap berlatih berbicara bahasa Inggris tanpa takut akan membuat kesalahan.					
25.	Saya membuat tantangan atau <u>hadiah-menghadiahi diri</u> sendiri <del>bila</del> <u>jika</u> saya bisa berbicara bahasa Inggris dengan lancar.					
26.	Saya menyadari bahwa saya memiliki kecenderungan untuk mudah gugup, tetapi saya terus berusaha mengatasinya.					
27.	Saya sering berbagi pengalaman dalam belajar					

	bahasa Inggris kepada teman-teman.					
28.	Ketika saya tidak memahami maksud dari percakapan tertentu, saya mencoba <b>menyuruh meminta</b> pembicara agar berbicara lebih pelan atau tak jarang meminta untuk mengulanginya kembali.					
29.	Saya sangat senang ketika seseorang mau memberikan masukan atau koreksi ketika saya berbicara bahasa Inggris.					
30.	Saya <b>juga</b> berlatih berbicara bahasa Inggris dengan teman.					
31.	Saya <b>juga</b> meminta bantuan teman lain dalam melatih kemampuan belajar bahasa Inggris.					
32.	Saya sering bergabung dan belajar bersama dengan teman-teman lain untuk meningkatkan kemampuan berbicara bahasa Inggris.					

**Comment [PA2]:** Bedanya poin 30, 31 dan 32 apa? Kalau sama, salah satu saja. Kalau berbeda, you can keep all three of them.

**Appendix D**  
**QUESTIONNAIRE**

**The Speaking Strategies Used of EFL Learners at EED UMY 2015**

**Comment [BF1]:** by

<i>Purpose</i>	<i>Reference</i>	<i>Statement</i>
Metacognitive	In Quadir (2014) modified questionnaire, “ <i>I try to find out how to improve speaking skill in English</i> ” referred to the metacognitive actions.	Saya terus mencari cara bagaimana meningkatkan kemampuan berbicara dalam bahasa Inggris.
	Based on Quadir (2014), metacognitive included “ <i>I notice my mistakes in speaking and use that information to help me do better</i> ”.	Saya menyadari kesalahan dalam berbicara, dan kemudian menggunakan kesalahan tersebut sebagai panduan berikutnya.
	“ <i>I pay attention when someone is speaking English</i> ” (Quadir, 2014).	Saya mencermati dengan sungguh-sungguh ketika seseorang sedang berbicara bahasa Inggris.
	Metacognitive refers to action that said, “ <i>I plan my schedule so I will have enough time to learn oral English</i> ” (Quadir, 2014).	Saya mengatur jadwal sehingga punya banyak waktu untuk belajar berbicara bahasa Inggris.
	Quadir (2014) questionnaire told that “ <i>I look for people I can talk to in English</i> ” figured the metacognitive strategies.	Saya berusaha mencari teman yang bisa diajak ngobrol dalam bahasa Inggris.

**Comment [BF2]:** So, what’s the strategy?!  
Saya terus mencari cara bagaimana meningkatkan kemampuan berbicara → caranya bagaimana? / apa strategy nya?!

you suppose to mention the speaking strategy that can be used.

I don’t think this is appropriate.

	Based on Quadir (2014), metacognitive included, “ <i>I have clear goals for improving my English speaking skills.</i> ”	Saya memiliki target yang jelas dalam meningkatkan kemampuan berbicara bahasa Inggris.
	<i>I think about my progress in speaking skill</i> ” (Quadir, 2014)	Saya berusaha mengevaluasi peningkatan kemampuan berbicara saya.
Cognitive	In the past study (Quadir, 2014), mentioned “ <i>I take initiative to start conversation in English</i> ” on her study.	Saya berinisiatif untuk langsung memulai percakapan <b>dalam</b> bahasa Inggris.
	Quadir (2014) mentioned item regarding cognitive strategies with <i>try to talk like native English speakers.</i>	Saya berusaha meniru gaya berbicara <b>orang Inggris</b> .
	“ <i>I say new English words several times so that I can use it in speaking</i> ” to be one of cognitive way (Quadir, 2014).	Saya berusaha mengulang-ulang <b>kata-kata</b> baru, kemudian menggunakannya dalam berbicara bahasa Inggris.
	Cognitive refers to <i>watching English TV shows or go to movies to help me do better in speaking</i> (Quadir, 2014).	Saya menonton film berbahasa Inggris atau pergi ke bioskop untuk meningkatkan kemampuan berbicara.
	According to Quadir (2014), “ <i>I try to find patterns of spoken English.</i> ”	Saya berusaha mencari tahu <b>bentuk-bentuk kata</b> bahasa Inggris yang diucapkan secara langsung.
Compensation	“ <i>To understand unfamiliar English words in conversation I make guesses</i> ”(Quadir,	Ketika belajar memahami <b>kata-kata</b> baru atau asing, saya mencoba menebaknya saja.

**Comment [BF3]:** ... penutur asli bahasa Inggris

**Comment [BF4]:** ... kosa kata

**Comment [BF5]:** ... pola kalimat dalam

**Comment [BF6]:** Kosa kata



	2014).	
	Quadir (2014) mentioned item, “When I cannot think of a word during conversation I use gestures (body language).”	Ketika saya mengalami kesusahan mengucapkan ‘kata bahasa Inggris’ saat sedang melakukan percakapan, saya menunjukkannya dengan gerakan tubuh.
	Compensation figured by Quadir (2014) as <i>try to describe in new words (e.g. substance we use for washing in stead of soap) if I do not know the right ones in English.</i>	Ketika saya mengalami kesusahan dalam menjelaskan ‘kata bahasa Inggris’, saya berusaha menggunakan persamaannya atau mengaitkannya ke hal-hal tertentu yang berhubungan dengan ‘kata’ tersebut.
	Quadir (2014) showed compensation could deal with <i>try to guess what the other person may say next in conversation.</i>	Saya sering mencoba menebak apa yang selanjutnya akan dibicarakan seseorang ketika mengobrol.
	“If I cannot think of an English word, I use a word or phrase that means almost the same thing (e.g. hot, warm)” (Quadir, 2014).	Saya berusaha menggunakan kata-kata yang bermakna sama, ketika lupa.
Memory	Questionnaire which developed by Quadir (2014), “When I learn a new English word I try to use it in speaking” referred in memorizing way.	Ketika mempelajari ‘kata baru’, saya mencoba langsung menggunakannya saat berbicara.
	“I use new English words in speaking so I can remember	Saya sering menggunakan ‘kata baru’ dalam praktik berbicara agar mudah

**Comment [BF7]:** Kosakata bahasa Inggris

**Comment [BF8]:** Kosakata bahasa Inggris

**Comment [BF9]:** Ketika saya lupa kosakata bahasa Inggris yang akan digunakan, saya menggunakan kata lain yang memiliki makna sama.

**Comment [BF10]:** Kosa kata berbahasa Inggris baru

**Comment [BF11]:** Kosa kata berbahasa Inggris baru

	<i>them</i> ” (Quadir, 2014).	mengingatnya.
	Memory strategies (Quadir, 2014) could be done with <i>remember a new English word by making a mental picture of a situation in which the word might be used.</i>	Agar dapat mengingat ‘kata baru’, saya berusaha <b>membuat gambar yang mendeskripsikan kata tersebut.</b>
	<i>“I think of relationship between what I already know and new things I learn in English”</i> (Quadir, 2014).	Saya berusaha mengkaitkan apa yang sudah saya pelajari dengan hal-hal baru yang saya pelajari.
	In Quadir (2014) questionnaire, memory strategies were figured by <i>remember new English words or phrases by remembering their locations (e.g. on the page, on the board, or on a street sign).</i>	Saya mengingat “kata bahasa Inggris baru atau frasa” dengan berusaha mengingat lokasinya baik dalam halaman tertentu, papan ataupun penanda.
Affective	Quadir (2014), <i>“I try to relax when I feel afraid of speaking in English.”</i>	Saya mencoba tetap tenang ketika gugup saat akan berbicara bahasa Inggris.
	<i>“I encourage myself to speak in English even when I am afraid of making mistakes”</i> (Quadir, 2014).	Saya selalu mendorong diri saya untuk tetap berlatih berbicara bahasa Inggris tanpa takut akan membuat kesalahan.
	<i>“I give myself a reward or treat when I do well in</i>	Saya membuat <b>tantangan atau hadiah</b> sendiri bila saya bisa berbicara bahasa

**Comment [BF12]:** Kosakata berbahasa Inggris baru

**Comment [BF13]:** ... menggambarkan dalam pikiran situasi dimana kosakata tersebut digunakan.

**Comment [BF14]:** Kosakata

**Comment [BF15]:** Terbalik: hadiah atau hukuman

	<i>speaking English</i> ” Quadir, 2014).	Inggris dengan lancar.
	<i>“I notice if I am tense when I am speaking in English and try to overcome”</i> (Quadir, 2014).	Saya menyadari bahwa saya memiliki kecenderungan untuk mudah gugup, tetapi saya terus berusaha mengatasinya.
	<i>“I share my experiences of learning with other learners”</i> (Quadir, 2014).	Saya sering berbagi pengalaman dalam belajar bahasa Inggris kepada teman-teman.
Social	Based on Quadir (2014), Social strategies referred to word <i>“If I do not understand something in conversation, I ask the speaker to slow down or say it again.”</i>	Ketika saya tidak memahami maksud dari percakapan tertentu, saya mencoba menyuruh pembicara agar berbicara lebih pelan atau meminta untuk mengulanginya kembali.
	Based on Quadir (2014), Social strategies referred to word, <i>“I welcome others to correct me when I speak in English.”</i>	Saya sangat senang jika seseorang mau berkenan mengoreksi ketika saya berbicara bahasa Inggris.
	Social strategies included <i>practice English conversation with other learners</i> (Quadir, 2014).	Saya juga berlatih berbicara bahasa Inggris dengan teman.
	Based on Quadir (2014), Social strategies referred to word, <i>“I ask for help from other learners of English.”</i>	Saya juga meminta bantuan teman lain agar mengajari bahasa Inggris.

**Comment [BF16]:** dengan

**Comment [BF17]:** GA SOPAN SEKALI SIH BAHASAMU?  
Siapa kamu nyuruh-nyuruh?!

	Social strategies included <i>co-operate with other learners in their learning</i> (Quadir, 2014).	Saya sering bergabung dan belajar bersama dengan teman-teman lain untuk meningkatkan kemampuan berbicara bahasa Inggris.
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**Appendix F****Reliability of the Questionnaire before Research**

<i>Table 3.3 Reliability Statistic</i>	
<b>Cronbach's Alpha</b>	<b>N of Items</b>
.841	31

**Reliability of the Questionnaire after Research**

<i>Table 3.4 Reliability Statistics</i>	
<b>Cronbach's Alpha</b>	<b>N of Items</b>
.919	31

## Appendix G

### Frequency Statistic

#### Statement1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	10	19.2	19.2	19.2
Valid Often	27	51.9	51.9	71.2
Valid Always	15	28.8	28.8	100.0
Valid Total	52	100.0	100.0	

#### Statement2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	2	3.8	3.8	3.8
Valid Sometimes	6	11.5	11.5	15.4
Valid Often	18	34.6	34.6	50.0
Valid Always	26	50.0	50.0	100.0
Valid Total	52	100.0	100.0	

#### Statement3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	1.9	1.9	1.9
Valid Rarely	10	19.2	19.2	21.2
Valid Sometimes	27	51.9	51.9	73.1
Valid Often	8	15.4	15.4	88.5
Valid Always	6	11.5	11.5	100.0
Valid Total	52	100.0	100.0	

**Statement4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	1.9	1.9	1.9
Rarely	2	3.8	3.8	5.8
Sometimes	18	34.6	34.6	40.4
Often	17	32.7	32.7	73.1
Always	14	26.9	26.9	100.0
Total	52	100.0	100.0	

**Statement5**

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	1.9	1.9	1.9
Rarely	1	1.9	1.9	3.8
Sometimes	16	30.8	30.8	34.6
Often	21	40.4	40.4	75.0
Always	13	25.0	25.0	100.0
Total	52	100.0	100.0	

**Statement6**

	Frequency	Percent	Valid Percent	Cumulative Percent
Sometimes	13	25.0	25.0	25.0
Often	29	55.8	55.8	80.8
Always	10	19.2	19.2	100.0
Total	52	100.0	100.0	

**Statement7**

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	4	7.7	7.7	7.7
Sometimes	17	32.7	32.7	40.4
Valid Often	20	38.5	38.5	78.8
Always	11	21.2	21.2	100.0
Total	52	100.0	100.0	

**Statement8**

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	1.9	1.9	1.9
Rarely	5	9.6	9.6	11.5
Valid Sometimes	19	36.5	36.5	48.1
Often	15	28.8	28.8	76.9
Always	12	23.1	23.1	100.0
Total	52	100.0	100.0	

**Statement9**

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	2	3.8	3.8	3.8
Sometimes	12	23.1	23.1	26.9
Valid Often	22	42.3	42.3	69.2
Always	16	30.8	30.8	100.0
Total	52	100.0	100.0	



**Statement10**

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	2	3.8	3.8	3.8
Rarely	4	7.7	7.7	11.5
Sometimes	11	21.2	21.2	32.7
Often	22	42.3	42.3	75.0
Always	13	25.0	25.0	100.0
Total	52	100.0	100.0	

**Statement11**

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	2	3.8	3.8	3.8
Sometimes	23	44.2	44.2	48.1
Often	19	36.5	36.5	84.6
Always	8	15.4	15.4	100.0
Total	52	100.0	100.0	

**Statement12**

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	4	7.7	7.7	7.7
Sometimes	7	13.5	13.5	21.2
Often	24	46.2	46.2	67.3
Always	17	32.7	32.7	100.0
Total	52	100.0	100.0	

**Statement13**

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	2	3.8	3.8	3.8
Sometimes	16	30.8	30.8	34.6
Valid Often	21	40.4	40.4	75.0
Always	13	25.0	25.0	100.0
Total	52	100.0	100.0	

**Statement14**

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	1	1.9	1.9	1.9
Sometimes	12	23.1	23.1	25.0
Valid Often	26	50.0	50.0	75.0
Always	13	25.0	25.0	100.0
Total	52	100.0	100.0	

**Statement15**

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	2	3.8	3.8	3.8
Rarely	5	9.6	9.6	13.5
Sometimes	14	26.9	26.9	40.4
Valid Often	23	44.2	44.2	84.6
Always	8	15.4	15.4	100.0
Total	52	100.0	100.0	

**Statement16**

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	3	5.8	5.8	5.8
Sometimes	14	26.9	26.9	32.7
Valid Often	25	48.1	48.1	80.8
Always	10	19.2	19.2	100.0
Total	52	100.0	100.0	

**Statement17**

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	1.9	1.9	1.9
Rarely	3	5.8	5.8	7.7
Valid Sometimes	20	38.5	38.5	46.2
Often	19	36.5	36.5	82.7
Always	9	17.3	17.3	100.0
Total	52	100.0	100.0	

**Statement18**

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	3	5.8	5.8	5.8
Sometimes	18	34.6	34.6	40.4
Valid Often	21	40.4	40.4	80.8
Always	10	19.2	19.2	100.0
Total	52	100.0	100.0	

**Statement19**

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	3	5.8	5.8	5.8
Sometimes	17	32.7	32.7	38.5
Valid Often	19	36.5	36.5	75.0
Always	13	25.0	25.0	100.0
Total	52	100.0	100.0	

**Statement20**

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	1	1.9	1.9	1.9
Sometimes	19	36.5	36.5	38.5
Valid Often	22	42.3	42.3	80.8
Always	10	19.2	19.2	100.0
Total	52	100.0	100.0	

**Statement21**

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	3	5.8	5.8	5.8
Sometimes	25	48.1	48.1	53.8
Valid Often	14	26.9	26.9	80.8
Always	10	19.2	19.2	100.0
Total	52	100.0	100.0	

**Statement22**

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	3	5.8	5.8	5.8
Sometimes	12	23.1	23.1	28.8
Valid Often	19	36.5	36.5	65.4
Always	18	34.6	34.6	100.0
Total	52	100.0	100.0	

**Statement23**

	Frequency	Percent	Valid Percent	Cumulative Percent
Sometimes	10	19.2	19.2	19.2
Valid Often	27	51.9	51.9	71.2
Always	15	28.8	28.8	100.0
Total	52	100.0	100.0	

**Statement24**

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	5	9.6	9.6	9.6
Rarely	7	13.5	13.5	23.1
Valid Sometimes	13	25.0	25.0	48.1
Often	19	36.5	36.5	84.6
Always	8	15.4	15.4	100.0
Total	52	100.0	100.0	

**Statement25**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	12	23.1	23.1	23.1
Often	23	44.2	44.2	67.3
Always	17	32.7	32.7	100.0
Total	52	100.0	100.0	

**Statement26**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	2	3.8	3.8	3.8
Sometimes	18	34.6	34.6	38.5
Often	20	38.5	38.5	76.9
Always	12	23.1	23.1	100.0
Total	52	100.0	100.0	

**Statement27**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	8	15.4	15.4	15.4
Often	28	53.8	53.8	69.2
Always	16	30.8	30.8	100.0
Total	52	100.0	100.0	

**Statement28**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	6	11.5	11.5	11.5
Valid Often	17	32.7	32.7	44.2
Valid Always	29	55.8	55.8	100.0
Valid Total	52	100.0	100.0	

**Statement29**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	14	26.9	26.9	26.9
Valid Often	23	44.2	44.2	71.2
Valid Always	15	28.8	28.8	100.0
Valid Total	52	100.0	100.0	

**Statement30**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	5	9.6	9.6	9.6
Valid Often	17	32.7	32.7	42.3
Valid Always	30	57.7	57.7	100.0
Valid Total	52	100.0	100.0	

**Statement31**

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	1	1.9	1.9	1.9
Sometimes	15	28.8	28.8	30.8
Valid Often	17	32.7	32.7	63.5
Always	19	36.5	36.5	100.0
Total	52	100.0	100.0	



## Appendix H

## Percentages of Using Strategies

Number of Item	Categories	Frequency Percentages				
		Always	Often	Sometimes	Rarely	Never
1	<i>Metacognitive</i>	28.8%	51.9%	19.2%	0.0%	0.0%
2		50.0%	34.6%	11.5%	3.8%	0.0%
3		11.5%	15.4%	51.9%	19.2%	1.9%
4		26.9%	32.7%	34.6%	3.8%	1.9%
5		25.0%	40.4%	30.8%	1.9%	1.9%
6		19.2%	55.8%	25.0%	0.0%	0.0%
<b>Mean</b>		<b>26.9%</b>	<b>38.5%</b>	<b>28.8%</b>	<b>4.8%</b>	<b>1.0%</b>
7	<i>Cognitive</i>	21.2%	38.5%	32.7%	7.7%	0.0%
8		23.1%	28.8%	36.5%	9.6%	1.9%
9		30.8%	42.3%	23.1%	3.8%	0.0%
10		25.0%	42.3%	21.2%	7.7%	3.8%
11		15.4%	36.5%	44.2%	3.8%	0.0%
<b>Mean</b>		<b>23.1%</b>	<b>37.7%</b>	<b>31.5%</b>	<b>6.5%</b>	<b>1.2%</b>
12	<i>Compensation</i>	32.7%	46.2%	13.5%	7.7%	0.0%
13		25.0%	40.4%	30.8%	3.8%	0.0%
14		25.0%	50.0%	23.1%	1.9%	0.0%
15		15.4%	44.2%	26.9%	9.6%	3.8%

16		19.2%	48.1%	26.9%	5.8%	0.0%
<b>Mean</b>		<b>23.5%</b>	<b>45.8%</b>	<b>24.2%</b>	<b>5.8%</b>	<b>0.8%</b>
17	<i>Memory</i>	17.3%	36.5%	38.5%	5.8%	1.9%
18		19.2%	40.4%	34.6%	5.8%	0.0%
19		25.0%	36.5%	32.7%	5.8%	0.0%
20		19.2%	42.3%	36.5%	1.9%	0.0%
21		19.2%	26.9%	48.1%	5.8%	0.0%
<b>Mean</b>		<b>20.0%</b>	<b>36.5%</b>	<b>38.1%</b>	<b>5.0%</b>	<b>0.4%</b>
22	<i>Affective</i>	34.6%	36.5%	23.1%	5.8%	0.0%
23		28.8%	51.9%	19.2%	0.0%	0.0%
24		15.4%	36.5%	25.0%	13.5%	9.6%
25		32.7%	44.2%	23.1%	0.0%	0.0%
26		23.1%	38.5%	34.6%	3.8%	0.0%
<b>Mean</b>		<b>26.9%</b>	<b>41.5%</b>	<b>25.0%</b>	<b>4.6%</b>	<b>1.9%</b>
27	<i>Social</i>	30.8%	53.8%	15.4%	0.0%	0.0%
28		55.8%	32.7%	11.5%	0.0%	0.0%
29		28.8%	44.2%	26.9%	0.0%	0.0%
30		57.7%	32.7%	9.6%	0.0%	0.0%
31		36.5%	32.7%	28.8%	1.9%	0.0%
<b>Mean</b>		<b>41.9%</b>	<b>39.2%</b>	<b>18.5%</b>	<b>0.4%</b>	<b>0.0%</b>

## Appendix I

### Learners' Speaking Score

Learners' Speaking Score								
No	Name	Speaking Score	No	Name	Speaking Score	No	Name	Speaking Score
1	A	80.86	19	S	54.00	36	AK	81.54
2	B	86.04	20	T	79.17	37	AL	82.04
3	C	87.84	21	U	84.71	38	AM	81.60
4	D	81.75	22	V	81.69	39	AN	80.93
5	E	82.11	23	W	71.10	40	AO	81.15
6	F	85.78	24	X	82.51	41	AP	79.49
7	G	83.87	25	Y	83.94	42	AQ	90.49
8	H	82.30	26	Z	80.11	43	AR	81.21
9	I	84.99	27	AB	85.16	44	AS	84.26
10	J	85.61	28	AC	79.09	45	AT	86.60
11	K	84.95	29	AD	80.00	46	AU	81.71
12	L	52.65	30	AE	0.00	47	AV	86.60
13	M	83.56	31	AF	87.82	48	AW	90.43
14	N	80.97	32	AG	84.43	49	AX	76.43
15	O	81.88	33	AH	79.75	50	AY	84.21
16	P	89.59	34	AI	77.49	51	AZ	89.60
17	Q	81.44	35	AJ	80.38	52	BC	84.38
18	R	88.67						