

## ENGLISH LANGUAGE LEARNING STRATEGIES: THE CASE OF INDONESIAN MONOLINGUALS VS. BILINGUALS

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**Abstract:** This research is aimed to investigate the different strategies of learning English language on monolingual and Bilingual learners. The goal of this research is to know whether the learners who speak one language in their daily life have different learning strategy compared with those who speak more than one language in their daily life. The population of the respondents are 300 university learners who study in semester 1 Kanjuruhan University of Malang, then 100 learners which consist of 50 Bilingual learners and 50 Monolingual learners are taken randomly as the subject of the research. Monolingual learners are those who speak one language only in their daily life, either Javanese or Indonesian or Madurish only. While bilingual learners are those who speaks two or more languages in their daily life communication. In selecting the respondents, researcher consider the homogeneity of the subject in the aspect of gender, age, nation and English speaking skill. The instrument used to collect the data in this research is language use instrument to determine the respondent then SILL questionnaires to collect the information about the use of language strategy. Oral interview is also be conducted to investigate the response more deeply as well as to crosscheck the respondents answers on their questionnaires in order to get the reliable data. To analyze the data, researcher used descriptive statistics and independent t-test using software SPSS Windows version. The result of analysis shows that there is no different language strategy significantly used by monolingual and Bilingual learners on the aspect of social, determination, memory, cognitive and metacognitive strategies. On the analysis of five category on English language learning strategy, Bilingual learners show that they

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use language learning strategy more respectively compared to monolingual learners. Bilingual learners more often use cognitive and memory strategies while Monolingual learners show that they prefer to use metacognitive and determination strategies.

**Keywords – English language, Learning Strategies, Monolinguals, Bilinguals**

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## **INTRODUCTION**

English holds position as a foreign language in Indonesia for it is only studied formally at schools where English lesson is learned from elementary level to higher education level. Indonesian people consider English as a foreign language so that they just use it in certain purpose like having a test, taking a job and etc., not using for daily communication. In elementary level, English is learned as local content subject, while in secondary schools and higher level its position is as one of compulsory subjects. According to Brown (2004), English has four basic skills that can be learned; listening, speaking, reading, and writing, which are learned in formal education. One factor which support the process of teaching and learning is strategies.

Some factors that affect the success of teaching and learning process are the quality of educator, the students' performance, the appropriate teaching method, and the media. One of essential factor which also determine whether teaching and learning are success or not is an appropriate teaching method. Appropriate method should based on students condition and preference. Some students could have different preference toward teaching and learning method taught by their teacher. When they cannot enjoy the method used by the teacher, they feel difficult to follow the learning process. In fact, students should be motivated with the teaching and learning process in order that they can master the material well. One criteria of success in teaching and learning process is how far students can achieve the target score from the teacher as an indicator that students have better ability than before.

Recently, there has been development of some theories on language teaching and learning process. That is as the result of many researches on the field of language teaching and learning which have been done. Learners' language learning strategies have been recognized widely by many educators as one of the most important factors in the facilitation of learning languages. This is a crucial issue that should be considered by both learners and teachers.

From the definitions above, language learning strategies are the way learner use to learn language and this implies that almost all learners have their own learning strategies, but the issue that become concern is that the use of learning strategies varies among learners as learners themselves vary. Different learners may employ different learning strategies with varying degrees of success.

Not all LLS can be implemented to students because students have different characteristic that impact to the students learning style. Appropriate LLS is very important for students because LLS is an essential component in teaching and learning process. Different characteristic of students can be different LLS preference. Here, teachers should be aware with the students characteristic. Teacher should know the appropriate LLS for their students so that students can learn effectively with appropriate LLS.

This study is aimed to investigate the language learning strategies preference from two different group students on using language on their daily life. This study is intended to investigate whether bilingual students performs language learning strategies differently as compared to the monolingual students. According to Lam (2001), “a bilingual individual is someone who has capability or able to communicate in two languages well” (p. 93). Monolingual individual is not able to communicate in two languages alternately. They communicate in just one language, i.e., their native language.

Research on cognitive and metalinguistic abilities of bilingual children shows that bilinguals might learn language more effectively and more rapidly. The past experience of learning a new language helps the learner to facilitates learning a third language. Thus, it is believed that bilinguals would learn a third language more effective and efficient compared to monolinguals. (Thomas, cited in Keshavarz & Astaneh: 2004).

Educators, should keep in mind that their students are on the different background of language capacity, we call this as environment with unique conditions. It means that there is no homogeneity in the classrooms in which they teach. There are two kinds of learners on learning language. The first is monolingual learners and the second is Bilinguals. Monolinguals are those who are acquiring and learning a new language for the first time, and bilingual individuals are those who have acquired and learnt a new language once before. Teachers should be aware with both the knowledge and skill by having appropriate service and behaviour to be able to manage such heterogenic classrooms. Bilingual learners usually come from different culture, race and ethnic backgrounds. However, monolingual learners are native students who use native language in a place where they study. Language environment support all students from any ethic and culture to

speak native language. Consequently, bilingual learners are encouraged to master native language where they are not able to speak when they live in the previous place. Thus, bilingual learners may need different teaching methods and strategies, different tasks, different class activities and even different assignments. Based on the above argument, this study is to investigate what differences between bilingual learner and monolingual learner on the usage of LLS. In addition, what strategies often used by bilinguals as well as monolinguals are also figured out in this study. The proposed research question can be converted into the hypothesis: “there is no difference between bilingual learners and monolingual learners on the usage of LLS”

## **METHOD**

The population of conducting this research was Kanjuruhan University students 2017 recruitment. Kanjuruhan University is a multicultural University which is located in Sukun Malang where many students from various regions, tribe which have different language study in this campus. Most of students in this campus live in rent house around campus. This condition makes researcher to collect the data easier because the samples are available to monitor for the whole day. The reasons of choosing these samples were three things. The first reason was because this institution has many students from various culture which have many kinds of language they use in their daily life. Secondly, it also has large students which enable the research to include as many participants as possible in the study. The third reason was the language lecturers in language Center classroom uses many kinds of strategies to teach English language. This is to know which technique which successfully bring students to the good language comprehension. Around more than 300 students studying in first semester of 2017/2018 year, 100 students (50 monolingual and 50 bilingual) were randomly selected. Monolingual learners are those who speak one language in their daily activity, for example Javanese only. Bilingual is those who speak more than one language in their daily life for daily communication with their friends, and family. It can be Javanese and Madurish like those whose native language is Madurish but live in Java or in vice versa or Javanese and Indonesia like those whose native is Javanese but in their family are communicating using Indonesia or formal language. It is worth mentioning that both monolingual learners, whose native language is Javanese, and bilingual students, whose native language is Madurish and second language is Javanese, are available in this institution. The students age ranged from 18 to 22 years old.

Considering the homogeneity of the participants included in this research, English language proficiency test which is adapted from TOEFL was administrated to the whole population in language center classroom.

The students whose score is in one standard deviation above and below the mean were selected as the most homogenous students. Among those selected homogenous students who successfully passed the proficiency test, 50 monolingual and 50 bilingual students were randomly selected as samples of this research.

The instrument to determine the respondents are language questionnaires. Further, the instruments used to collect the data in this research are: a) SILL questionnaire b) oral interview. The primary instrument for data collection is the Strategy Inventory for Language Learning (SILL version 7.0 for EFL/ESL learners) developed by Oxford (1990). SILL is a self-scoring, paper-and-pencil questionnaire. It uses five Likert type responses for each strategy item. The learners gave their responses on five-point Likert scales, with the available answers being: never (1), seldom (2), sometimes (3), often (4) and always (5). This range of answer was adopted for it seemed to offer a reasonable variety of responses and was simple for the learners to answer. The 50-items version of SILL questionnaires used in this study consists of six parts as follow:

Part A: Memory strategies (9 items)

Part B: Cognitive strategies (14 items)

Part C: Compensation strategies (6 items)

Part D: Metacognitive strategies (9 items)

Part E: Affective strategies (6 items)

Part F: Social strategies (6 items)

In the Likert scale, the respondents are required to state their level of agreement to a statement. In terms of mean scores, it can be divided into three level, high, medium and low. High users ranges from 3.5 - 5, medium use 2.5 - 3.4, and low use 1.0 - 2.4. The Sill questionnaire has always been used to assess the frequency of use of language learning strategies. According to Oxford and Burry-Stock (1995), SILL scores range from 0.91 to 0.94 when it was conducted among learners which is an indication of its high internal reliability based on Cronbach Alpha.

The second instrument used in this research was an oral interview. Oral interviews were conducted with ten bilinguals and ten monolinguals to allow students expressing some aspects of their beliefs and opinions about learning strategies they prefer to use and

their use of strategies which is not mentioned in the SILL questionnaire. In doing the oral interviews, participants gave responses to the questions in Indonesia (national language) and the interviews were also conducted in Indonesia. To ensure privacy, interviews were conducted individually. All the interviews were recorded and transcribed by the researchers.

After the researcher determined the respondent randomly, SILL Questionnaires were distributed to the respondent. To help students understand the questionnaires, the SILL Questionnaires were translated into their national language which is Indonesian language. The SILL Questionnaires translation then checked and validated by English teacher and English expertise. This is to avoid any ambiguities. The comments, revisions and suggestions from the English teacher and expertise are used as betterment of the questionnaires. To ensure that the respondent can answer the questionnaires well, the researcher explain the instrument first before it is distributed to the respondent in order to make the respondent understand about the questionnaires. After that, the instrument were administrated to the 100 students which consist of 50 monolingual students and 50 bilingual students. The response options to the SILL were from a five point Likert-scale for each item. The options given for each item included:

*never (1), seldom (2), sometimes (3), often (4) and always (5)*

The score range from 1 to 5. Never is scored with 1, seldom is scored with 2, sometimes scored with 3, often scored with 4, and always scored with 5. It means that the more frequency students use the strategy, the higher level of agreement they have. In order to get the accuracy data, researcher does not give any limitation of time in filling out the questionnaires. Students are pleased to read to item carefully to specify their level of agreement. They are asked to choose or mark one option which show the strategy they used. Approximately, students complete the questionnaires administration for 60 minutes.

The questionnaires distribution were carried out for students of Kanjuruhan University of Malang in a classroom which is located at Jl.S.Supriadi No.48, Bandungrejosari, Malang. After all students responded to the SILL Questionnaires, 5 reported low strategy and 5 reported high strategy of Monolingual as well as 5 reported low strategy and 5 reported high strategy of Bilingual are included in the oral interview. The main reason of conducting this oral interview was to make sure that students have already responded to the questionnaires carefully and accurately and truly reflected their real level of strategy.

The minimum score of the questionnaires was one and the maximum score was five. In order to guarantee the accuracy of responses given, there is no limitation of time for filling out the questionnaires. Students were asked to read each item carefully and specify their level of agreement with great care. The questionnaire administration took approximately 60 minutes to complete. All the students responded to the SILL items and the administration was carried out in campus Kanjuruhan University of Malang. After administering the questionnaire, the researcher asked 10 bilingual and 10 monolingual students to participate in an oral interview. The reason of conducting this oral interview was to dig up more detail information to answer the second and third research problems mentioned above.

The researcher asked some questions regarding with the students opinion toward learning English language. Some of the questions given were:

Is there anybody who encourages you to learn English language? Who helps you when you have problems in learning English language?  
 How important do you think learning English is? Why?  
 What additional strategies can you think which are not listed in the questionnaire?  
 If you have access to TV cable or satellite which provided foreign language program, What programs do you usually watch? How often do you watch programs in the English language you are learning?

To make students understand the questions easily, the researcher translate English questions into Indonesian language. The result of the interview/ oral questions are analyzed descriptively using reduction, display and verification technique. The administering of oral questions last for four days (one day five students). The interview run for 10 minutes for each students.

## **FINDINGS AND DISCUSSIONS**

### **Findings**

The finding of research elaborate the result of English proficiency test and the result of interview. This finding is analyzed qualitatively and quantitatively. The result of test and questionnaires are analyzed quantitatively using mean table-SPSS statistical inference, then the result of oral interview is analyzed qualitatively using deductive method. The researcher collected the information from the respondents, identifying and sorting the information. Then the data is classified based on the criteria. After that making interpretation is conducted.

The results of English Proficiency test on two groups indicated that the difference proficiency level between the participants was not significant. It can be said that these two

groups have equal level of English proficiency test. The table of descriptive statistic for the result of OPT Test indicated that the mean score of the two groups are in the equal level (medium level). This means that there was no significant difference between the TOEFL scores of the bilingual and monolingual groups. Thus it was concluded that both groups were homogeneous in terms of proficiency level.

Table 1. Descriptive statistic of TOEFL on monolingual and Bilingual Groups

	N	Minimum	Maximum	Mean	Std. Deviation
Monolingual	50	400	510	455	.54688
Bilingual	50	410	505	457.5	.72139
Valid N (listwise)	50				

### The Result of First Question

The first research question, “*Is there any differences between bilingual learner and monolingual learner on the usage of LLS*” is answered by the data gathered from the SILL Questionnaires. To know the students response toward the use of six language learning strategies, descriptive statistics including the mean scores, the standard deviations and t-test were computed to summarize the students’ responses to the SILL Questionnaires (SILL version 7.0 for EFL/ESL learners) developed by Oxford (1990).

According to Oxford (1997, 2001), learners whose mean score in the range above of 3.5 were considered as high strategy users, learners whose mean score between 2.4 to 3.5 were considered medium strategy users and the low strategy users was those whose mean scores between 1 to 2.4. The results is shown in table 1 as follow:

Table 1 Group Statistics of Language Learning Strategy among Monolinguals and Bilinguals

Group	N	Mean	Std. Deviation	Std. Error Mean
Monolingual	50	3.3	.63084	.08921
Bilingual	50	3.4	.64744	.09156

Based on the means of language learning strategy use among monolinguals and bilinguals, both groups were considered as medium strategy users.



An independent samples t-test was run to see the differences between bilinguals and monolinguals on the use of language learning strategies. The table of Independent sample T-test computation is provided on the table 2 as follow:

Table 2. Independent sample t-test on Language Learning strategies of Bilingual and Monolingual Learners

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
LLS	Equal variances assumed	.018	.895	-.782	98	.436	-.10000	.12784	-.35369	.15369
	Equal variances not assumed			-.782	97.934	.436	-.10000	.12784	-.35369	.15369

The results of Levene's Test for Equality of Variance, shows that the Equal variance assumed is on the value of  $F = .018$ . Furthermore, the results of the t-test on Sig. (2-tailed) is on the level of 0.436 meaning that there was no significant difference among bilinguals and monolinguals on the use of Language Learning Strategies since theoretically, the critical value above point 0.05, the alternative hypothesis is rejected.

The mean differences of monolingual students toward Language Learning strategies on the result of SILL Questionnaires were observed using independent sample t-test as shown on table 3 below:

Table 3. Descriptive Statistic of language Learning Strategies of Monolingual Learners.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Determination	50	2.40	4.30	3.4300	.52926
Social	50	2.20	4.30	3.3400	.67198
Metacognitive	50	2.10	4.30	3.2600	.66533
Memory	50	2.10	4.30	3.2400	.66443
Cognitive	50	2.20	4.30	3.2200	.64842
Valid N (listwise)	50				
Total				3.29	

According to Descriptive Statistics of Language Learning Strategies by Monolinguals as shown in table 3, Monolingual learners used cognitive, metacognitive, social, determination and memory strategies respectively. They use medium strategy category since the mean of overall strategy use was 3.29. The minimum score for determination strategy is 2.40, 2.20 for social, 2.10 for metacognitive, 2.10 for memory and 2.20 for cognitive strategy. Then, the maximum score for each strategy is 4.30. The mean differences of bilingual students toward Language Learning strategies on the result of SILL Questionnaires were observed using independent sample t-test as shown on table 4 below:

Table 4. Descriptive Statistic of language Learning Strategies of Bilingual Learners

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Social	10	2.30	4.40	3.5300	.55787
Cognitive	10	2.30	4.40	3.4900	.72488
Metacognitive	10	2.10	4.40	3.3800	.70048
Memory	10	2.30	4.40	3.3600	.67363
Determination	10	2.10	4.40	3.3200	.71149
Valid N (listwise)	10			3.416	

As shown table 4 above, the mean score of Bilingual learner for social, cognitive, metacognitive, memory and determination are 3.53, 3.49, 3.38, 3.36, and 3.32. It is reported that the total of mean's score is below 3.5 which is meaning that most bilingual

learners used medium strategy category. While the monolinguals' mean score for Determination, Social, Metacognitive, Memory, Cognitive strategies are 3.53, 3.49, 3.38, 3.36 and 3.32. The comparisons of both mean's score give illustration that Bilingual learners were more concerned toward using social, cognitive, metacognitive and memory on using strategies than Monolingual learners. Further, the result of statistical description of SILL questionnaires were discussed in terms of the significant difference between the most and the least Language learning strategies used by bilinguals and monolinguals.

Considering the highest mean score of Monolingual learners on the point (3.53) and the second highest on the point (3.49), it is shown that Monolingual learners tend to use Determination and social strategy more respectively. While the lowest mean score of Monolingual learners are on the point of (3.32) which is shown in cognitive strategy. It is clear that Monolingual learners use cognitive strategy at least.

Then regarding with the highest mean score of Bilingual learners, it is on the social strategy with the point (3.53) and cognitive strategy with the point (3.49). This means that Bilingual learners tend to use social and cognitive strategy more respectively. While the lowest score of Bilingual learners is (3.32) on determination strategy meaning that Bilingual learners use determination strategy at least.

### **The Result of Second and third Question**

The second question is answered by the data gathered from the oral interview conducted to the bilingual learners while the third question is answered by the data gathered from the oral interview conducted to the Monolingual learners. The result of interview of both groups are discussed and compared in this discussion so that the differences will appear clearly. Oral interview was conducted among 5 high strategy reported of Bilingual learners, 5 low strategy reported of Bilingual learners, 5 high strategy reported of Monolingual learners and 5 low strategy reported of Monolingual learners. High and low strategy reported are chosen as the criteria to be included into the oral interview in order to know the significant different argument of those who categorized into these two strategies where the different score of these two group of categories range far. It can be reported that the total participant of oral interview are 20 students.

The interview was conducted in switch language (Indonesian-English). When the students do not understand the English question, researcher translate into Indonesia. All the interviews were recorded, transcribed, and translated to analyzed, reviewed and reported the result of interview into a patterns (themes) for each question in a table. The interview questions and some sample answers are provided below:

Is there anybody who encourages you to learn English language? Who helps you when you have problems in learning English language?

In relation with the first question, Bilingual high strategy learners said that their parents and their brothers or sisters even their relatives encouraged them to learn English language. Some of the learners said that they talk and practice English at home with their sisters or brothers. They enjoy practice English at home since their family are educated people which also motivated to learn English. They practice talking English with their parents, their brother and sister. They also motivate learners to learn English seriously since English is very important language where by mastering English, we can explore the world.

- ✓ *My sister is an English university students. She really enjoy practice English with me. She always encourage me to practice English everywhere where there is any chance to practice with. Even she ask me to always speak English with her because her lecturer advises her to practice English many times to make her speak English fluently.*
- ✓ *My mother is a lecturer in POLINEMA. She is really aware with the important of English. She said that if we can master English, we will be easier to seek any job since English is an international language. One of the top requirement in applying the job in a company is having good English ability.*
- ✓ *My brother is a senior high students. His teacher ask him to practice English with their friends. He invite me to be his partner in practicing English. Certainly this is my chance to practice English with.*

Still answering the first question of the Bilingual low strategy users, when they faced some problems regarding the meaning of new words, they stated that their parents, their brother and sister helped them enthusiastically. And also their relatives such as their cousin, uncles, aunts and their friends tried to help them. Although actually some their relatives and their friends did not know much about English, but they try to help by providing learners dictionary, grammar book, sharing the experience and let them discuss it.

- ✓ *My parents always help me provide some vocabularies when I forget. And also my sister and my brother, when I get problems with vocabularies, they help me look it up in dictionary. We enjoy study together.*
- ✓ *When I visit to my grandparents, I meet some of my relatives. They invite me to learn English by talking English with them. And, when I get some problems, they teach me how should be the correct one. I know that they do not master English well, but at least, they have more experience than me related in learning English.*
- ✓ *My aunt is keen with her English book. When she meet me, she share her English book to me. When I don't understand about the material, she explain to me. Mostly the material is about conversation and vocabularies.*

- ✓ *When I meet my friends, she always motivate me to practice English. They said that they like to listen my speaking. No matter whether it is correct or not, they just enjoy my speaking.*

Comparing with Bilingual learners, Monolingual high strategy learners stated that they were supported only by their nuclear family. Their relatives such as cousins, uncles and aunts did not support them too much. They seem ignoring the process of learners' study.

- ✓ My mother and my mother support me very well. They always remind me to speak English at home and at school. They provide special time for me to discuss, and chat in English. It seems that they expect me to have good ability in English.
- ✓ My sister and my brother are my friends to talk in English. They are happy talking English with me because they think that they also need to learn English since at school, they have to catch good score especially for English lesson.
- ✓ I only supported by my small family. My extended family do not care much with my English learning. But I'm thankful to god because I have a family who always support my study

When monolingual low strategy learners get some problems, they explained that they were helped by their parents but their brother and sisters do not help them too much. Although their brothers and sisters encourage them to learn English language, they do not want to help in solving any problems.

- ✓ *When I learn English, I often get difficulties related with vocabularies and pronunciation. The one who always help me to correct my vocabularies and pronunciation is my parents. They always be patient to teach me English. However, my brother and my sister look lazy to discuss same difficulties with me. When I ask them to help me, to solve my problems, they just say "I don't know, find it by yourself". They don't care about my difficulties.*
- ✓ *My mother always beside me when I learn English at home. She is a teacher in Senior high school. She know a lot about English. Sometimes she ask me to study with my sister and my brother. However, I cannot discuss more with my brother and my sister when I face some problems because my brother and sister do not like to discuss more related with some difficulties in English.*

**Question 2:** How important do you think learning English is? Why?

Bilingual High strategy learners stated that learning English is important. By mastering English, especially in term of conversation, they can seek the job easily in the future.

- ✓ *English is very important for everyone. By mastering English, we will be easier to find any job in the future*
- ✓ *I want to work in an international company. I have to master English.*

Bilingual low strategy learners were interested in learning English since they think that by having good ability in communicating English, they will be able to interact with people all over the world

- ✓ *Next time, I want to go abroad. I need to use English to talk with any foreign people*
- ✓ *My father often meet foreigner to have business. He said that business with foreigner is very beneficial. But, we have to be able to speak English.*

Monolingual high strategy learners stated that mastering English well can help them to understand any instruction in machine as well as in any articles in internet. So, they can surf in internet well by using English ability

- ✓ *When I play games and computers, I see any words in toolbar and windows are English. The more I play computer the better my English ability will be*
- ✓ *I want to become engineer or technician. Any instructions in machines are written in English. So, to understand it, I have to learn English.*
- ✓ *I think English is very important. If I understand English, I can surf in internet better and I can understand any English articles easily.*

While Monolingual low strategy learners reported that the importance of English is its benefit in the career of study. English is really needed for those who want to get scholarship.

- ✓ *English is important for students. if we can master English, we can get scholarship*
- ✓ *I want to study for free. To get scholarship, it is required to have good ability in English.*

**Question 3:** What strategies do you like to do when you learn English language?

Bilingual high strategy users stated that they keen to write English diary. They practice writing English to narrate their daily activity in their diary. The other bilinguals try to improve their English ability by speaking with foreigner. They argue that speaking with foreigner can motivate them to speak English well and fluently.

- ✓ *I try to write English diary. This way is suggested by my teacher. I don't care whether my writing is grammatically correct or not. The point, I can write English in my note and I understand it. This is benefit for me I think since I feel my English improve not only my vocabulary but also my way of writing.*
- ✓ *I'm boring if I have to learn English at home only reading my English module. Sometimes I take a walk in town square, meet some foreigners and I chat with them while taking a pictures. I'm happy collecting pictures with foreigner instead of picturing in a beach. I want to make so many friends of foreigners.*

Bilingual low strategy learners said that they can learn English rapidly when they see any English words in a gift, souvenir or any foods. The other learners stated that when they want to know the meaning of words, they ask their friends or teachers. They think that asking friends or teachers is very effective for them since they get explanation from them.

- ✓ *I often see any English words in souvenirs or gifts given by my uncles or my aunts. I can remember the words easily. This is very helpful for me. That's why I collect some wrap of snakes, cakes and souvenirs and I learn the writing.*
- ✓ *I think, learning English need friends and teachers. If I learn alone, I feel boring and lazy. I like learning English with my friends because I can ask any difficult words to them.*

Monolingual high strategy learners reported that learning is should be enjoyable and fun. According to them, the best way to learn English is by using movie, music and game.

- ✓ *I can learn English from music. I listen English song every night. And after I listen the lyrics, I remember its meaning. This is effective way I think.*
- ✓ *I understand about English much because I watch movie intensively. I can learn English from its sound and its translation. Sometimes I try watch movie in youtube without subtitle and I can comprehend it a little.*
- ✓ *I know English because I like playing games. Any instructions in a game are written in English. In order to play game well, I have to understand all instructions which are written in English.*

While Monolingual low strategy learners reported that they prefer learning English by looking at pictures and sign its word. Some others reported that they always use their phone dictionary. They think that learning English need a tool which can help them to find the meaning of each words rapidly such as laptop, Handphone or tablet where they provide English smart dictionary.

- ✓ *I can recognize English words from pictures. When I learn English by using picture, I can easily memorize the meaning because I can remember the picture. I suggest my teacher to teach me English by using picture since I'm sure it is enjoyable and easier for students. I like when my teacher give me a task to collect many English pictures and sign it. This work well I think for improving my English ability especially in building up vocabulary.*
- ✓ *If I learn English, I need tools which can help me to find the meaning so fast. It can be Handphone or laptop. That's why I have to bring my Handphone when I have English lesson. Without Handphone, it is difficult for me especially when I don't know the meaning. It seems like Handphone is the important thing which support me to learn English because I don't need to ask anybody about the meaning. I can find it by myself. I try to be independent person by trying not to disturb my friends.*

**Question 4:** If you have access to TV cable or satellite which provided foreign language program, what programs do you usually watch? How often do you watch programs in the English language you are learning?

The answers of this questions are categorized into three themes: “the use of native language programs”, “English language programs” or “native language programs with English subtitles. Three of those themes are used by monolingual as well as bilingual learners. However, there have differences between both bilingual and monolingual learners. The difference was that the monolinguals were less interested to watch the English programs.

In answering question 4, Bilingual high strategy users reported that the channels they like to watch is BBC (Britain Chanel) and VOA (Voice of America). The channels are presented by Native speakers. Although these channels are difficult to understand since the language and pronunciations are pronounced fast, they are sure that these channels are the best show to improve English ability.

- ✓ *When I watch TV, the TV program I like in accordance with English language is BBC. This channel is UK channel. I know the language is very difficult to understand but I am sure that this channel will help me to learn English well.*
- ✓ *An English channel which I think it can improve my English is BBC. This channel is reported by British speaker. I think this channel is very cool although sometimes I don't understand the language expression. But I like this channel because I feel I explore the world since this channel give me a broad knowledge.*

Bilingual low strategy learners said that the channels they like to watch in accordance with learning English is Trans 7 and Trans TV. These channels are Indonesian channels which show English movie with its subtitle. They like watching English movie on this channel since the movie is provided with Indonesian subtitle which can make them easier to understand the meaning.



- ✓ *Since my teacher encourage me to learn English the way I like, I always watch English movie at home in channel Bioskop Trans 7. The movie in this channel is completed with Indonesian subtitle. So, I can understand the story well. Sometimes I try not to read the subtitle, I just listen the language and guess the meaning.*
- ✓ *According to me, learning English can be with movie. English movie can train my listening skill. So, I watch movie in Bioskop Trans TV at home. Sometimes I watch with my sister and my father. Although I don't have much vocabularies to understand the language on the movie, I can understand the story since I read the Indonesian subtitle below the scene.*

Monolingual high strategy learners stated that they like watching movie from a laptop. They have collections of movie. And they watch it more than one times for the movie they think the best. Watching movie repeatedly can help them to improve their English ability since they understand well the story and memorize the vocabulary.

- ✓ *I watch English movie in laptop. I have collected many best movies. The movies are action movie. I watch my best movie more than one time until I memorize the story and also I memorize many vocabularies used by the actors. I feel I get significance improvement for my English from English movie I watch.*
- ✓ *I have collected many movies in my laptop. The movies are English movie. Some movies are action movie and some movies are horror. English movie for me is very interesting. I enjoy the movie as well as learning the language. My vocabularies are improving along with my activity of watching English movie.*

Monolingual low strategy learners said that they like learning English from youtube. They added that in youtube, they can choose any English program they like. Further, the reason they like youtube is because they can update any new program or new movie which is not showed in Television yet.

- ✓ *I learn English much from YouTube. I like watching English movie in youtube since I can choose any serial I like and the serial is up to date. However, the serial I watch it is not always up to date. Sometimes I watch the old movie. Old movie is not showed in Television, so the way to nostalgia with old movies are by using youtube media.*
- ✓ *YouTube is my favourite media in watching movie or cinema. I like this media because I can choose any serial that I like. It can be new serial or even very old serial where we will never meet it in Bioskop or cassette shop.*

## Discussion

Based on the result of English proficiency test, it can be seen that the difference proficiency level between the participants was not significant. It means that monolingual and bilinguals group have equal ability. The calculation of test result is analysed using mean score SPSS statistical inference. Then the result shows that both groups were homogeneous in terms of proficiency level.

Knowing the equal ability between monolingual and bilingual groups, giving the questionnaires are conducted. The questionnaires are intended to dig up the students' preference on students' language learning use. Based on the means of language learning strategy use among monolinguals and bilinguals, both groups were considered as medium strategy users.

From the analysis of mean score, Monolingual learners tend to use Determination and social strategy more respectively. While cognitive strategy is the strategy used at least. Then regarding with the highest mean score of Bilingual learners, it is clear that Bilinguals learners use social strategy and cognitive strategy at most. On the other word, this means that Bilingual learners tend to use social and cognitive strategy more respectively. While the determination strategy is used at least.

In relation with the first question about who support them learning English, Bilingual high strategy learners said that their parents and their brothers or sisters even their relatives encouraged them to learn English language. They also motivate learners to learn English seriously since English is very important language where by mastering English, we can explore the world.

For the Bilingual low strategy users, their brother and sister helped them enthusiastically in learning English especially when they have difficult word or difficult sentence meaning. And also, their relatives such as their cousin, uncles, aunts and their friends tried to help them.

Different with monolingual learners, Monolingual high strategy learners stated that they were supported only by their nuclear family. Their relatives such as cousins, uncles and aunts did not support them too much. They seem ignoring the process of learners' study.

Then, for monolingual low strategy learners, when they get some problems, they explained that they were helped by their parents but their brother and sisters do not help them too much. Although their brothers and sisters encourage them to learn English language, they do not want to help in solving any problems.

Related with the learners' awareness, how important English is, Bilingual High strategy as well as low strategy learners stated that learning English is important. Also, monolingual high and low strategy think that English is very important. The differences are on the reasons. Bilinguals tend to think about the job while monolinguals tend to think about their pleasure in mastering English such as for game and surfing in the internet.

In accordance with the strategies used, Bilingual high strategy users stated that they keen to write English diary. And then for Bilingual low strategy learners, they learn English rapidly when they see any English words in a gift, souvenir or any foods. Different with monolingual high strategy learners, they learn English by using movie, music and game. While Monolingual low strategy learners prefer learning English by looking at pictures and sign its word.

Related to the some theories, it is explained that Bilingual learns more effectively and more rapidly. According to Thomas (cited in Keshavarz &Astaneh: 2004), the past experience of learning a new language helps the learner to facilitates learning a third language. Thus, it is believed that bilinguals would learn a third language more effective and efficient compared to monolinguals.

Another theory elaborated by Nation (2001) and Nayak et al. (1990) state that there have been various assumptions underlying different studies that bilinguals performed better in language learning because of their superior ability and their dual language status to shift strategies and restructure their internal representations of the linguistic system.

The finding of this study proves and supports the previous theories that Bilingual learners learn more effectively and more rapidly, Bilingual learners perform better in language learning than Monolingual learners. First, it can be proven from the mean score of language learning strategies used from the SILL questionnaires. The mean score of Monolingual is lower than Bilingual. Monolingual mean score is 3.3 while Bilingual mean score is 3.4. it means that Bilingual on the term of Language learning strategies is higher than Monolingual.

Further, from the computation of Independent T-test, it is known that the overall mean from determination, social, metacognitive, memory and Cognitive for Monolingual learners is 3.29 while for Bilingual is 3.41. thus, the result of descriptive statistic here show strong prove that Bilingual again have higher level on the use of language Learning Strategies which the data is taken from the SILL Questionnaires.

Related to the strategies used, Bialystok (2001) mentioned that metalinguistic awareness is the ability to attend, and reflect upon the features of ones' language. The finding of this study reveals that Bilingual learners used more words than Monolingual in

learning new language. That's why, Bilingual learners can affect positively to the metacognitive strategy. This is in accordance with the theory of Bialystok (2001) that the degree of metacognitive awareness is affected by the number of languages known by the learner.

Schmitt (1997) pointed out that culture is another learner characteristic which has been shown to be important. Here, from the result of interview, Bilingual Learners have more various culture in their learning environment. They have more culture of language to learn on the previous experience. From the theory of Schmitt (1997), it can be said that Bilingual has more advantages in learning new language since based on the theory, culture is one of important characteristic.

Moreover, Ben-Zeev, (1977) explained that bilinguals had some extent an advantage over monolinguals and they used more metacognitive and cognitive strategies which were considered more important and effective ones in learning another language. Further, Schmitt (2000) admitted that there are many learners who have used these strategies to reach high levels of proficiency. They preferred to use metacognitive and cognitive strategies more than other strategies. Based on the result of interview, Bilinguals learners explained that they use internet and English TV program to enrich their vocabulary knowledge. That is why, Bilingual learners use metacognitive and cognitive strategy more respectively while Monolinguals learners were more oriented toward using determination strategy.

## CONCLUSION AND SUGGESTION

In relation with the first research question which is questioning whether there any differences between bilingual learner and monolingual learner on the usage of LLS, the result of data analysis shows that there is differences between monolingual and bilingual learners in term of strategy usage.

The result of mean score of strategy usage level between monolingual and bilingual shows that bilingual learners achieve higher language strategy level. This finding is in a line with Nation (1986) and Nayak (1990) which said that bilinguals performed better in language learning because of their superior ability to manage strategies and restructure the linguistic system.

In accordance with the second and third research question about which strategies mostly used by Bilingual and Monolingual learners, Monolingual learners tend to use Determination and social strategy more respectively while Bilingual learners tend to use social and cognitive strategy more respectively. It is shown by the descriptive statistic

which show that determination strategy of Monolingual learners is the highest point (3.53) and social strategy is (3.49). Further, the descriptive statistic of Bilingual learners on social strategy show the highest point (3.53) and the second highest point is cognitive strategy on the score (3.49).

The results of interview indicated that Bilingual and Monolingual as well as Bilingual learners think that they need to learn English language. They stated that learning English is necessary and important for their study and their career. In learning English, learners' family, relatives and friends are encouraging each other at most. It is seen when the learners have problems, people surrounding them try to help as possible as they can. The strategy used by bilingual learners in learning English language are by using, learning from souvenir, gift and food which have English writing in its wrap. While monolingual learners prefer to study English language using movie, music and game. They keen of using gadget, Handphone and laptop as a media to learn English where these media can provide them with the smart dictionary.

On the other hand, in accordance with learning English language, Bilingual learners like to Television channels which is broadcasted and presented by native speakers. Although some low strategy users of bilinguals do not like BBC and VOA, they like TransTV and Trans7 Bioskop where the Film is presented by native English speakers.

On the other side, Monolingual learners prefer watching movie from a laptop. They have collection of movie in their laptop that they can watch it repeatedly. Some monolingual low strategy users prefer watching movie in a youtube.

The finding of this study gives some recommendations to the learners, teachers, and syllabus developer. Language learners should be aware with the Language Learning strategies they use in order to know and decide which aspect to develop. The result of this study shows that learners prefer not the same strategies. They have different kinds of strategies in learning language.

Seeing on the conclusion above, there some recommendations for the teacher, syllabus developer and further researcher should be carried out. For the teachers, it is suggested that teachers should be aware of their learners' Language learning strategies preferences in order to think the appropriate teaching and learning model for their learners. In fact, many teachers in Indonesia do not see the learners' LLS as a consideration to make Teaching and learning model. Mostly, they use teacher centred as a main teaching model for their learners and ignoring learners' LLS. As proposed by Oxford (1990), some factors that affect the success of teaching and learning process are the quality of educator, the students' performance, the appropriate teaching method, and the media. One of essential

factor which also determine whether teaching and learning are success or not is an appropriate teaching method. In a line with this theory, to determine the teaching and learning method, teacher should consider the learners' LLS preference.

Teachers who teach in bilingual schools should be aware with the LLS of bilingual learners which is different with the LLS of monolinguals. If it is needed, teachers in Bilingual school should be trained specifically in order to deepen their understanding about the teaching and learning model used for bilingual students. Teachers need to manage an environment in which culturally and linguistically are different.

Last but not least, this finding recommend to the syllabus developer where they have to design separate materials and courses for bilingual and monolingual language learners to fulfill the educational need for both kinds of learners.

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