

LEARNING STRATEGIES ACROSS CULTURES OF EFL LEARNERS RESIDING IN NUSA TENGGARA TIMUR PROVINCE

(Strategi Pembelajaran Berlatar Budaya oleh Para Pembelajar Bahasa Inggris yang tinggal di Wilayah Nusa Tenggara Timur)

ABSTRACT

EFL learners employ a set of learning strategies in their learning of English. Learning strategies are claimed to be “internal mental drive” which EFL learners have in mind. Learning strategies are the internal power which enables EFL learners to acquire the so called language knowledge and language skills. It has been assumed that learning strategies are influenced by cultures of EFL learners. Consequently, EFL learners may employ different learning strategies, provided that EFL learners come from different cultures. This current research aims to disclose that each of EFL learners from the East Nusa Tenggara Province (NTT) employs learning strategies, as in fact that in NTT lives many cultures.

Keywords: Learning strategies, metacognitive strategies, cognitive strategies, social mediation strategies.

ABSTRAK

Pembelajar bahasa Inggris dari Negara asing (bukan dari negara-negara berbahasa asing) menggunakan beberapa strategi belajar dalam proses pembelajaran bahasa Inggris. Strategi belajar di yakini sebagai “kekuatan pendorong dari diri” pembelajar. Strategi belajar adalah kekuatan internal yang membantu pembelajar bahasa asing memperoleh pengetahuan kebahasaan dan ketrampilan berbahasa. diasumsikan bahwa strategi belajar dipengaruhi oleh kebudayaan para pembelajar bahasa asing. Karena itu, pembelajar bahasa asing dapat menggunakan strategi belajar yang berbeda-beda sesuai kebudayaan masing-masing pembelajar bahasa asing. Penelitian ini bertujuan untuk menemukan apakah pembelajar bahasa Inggris asal Nusa Tenggara Timur menggunakan strategi belajar yang berbeda-beda sesuai ragam kebudayaan yang ada di Nusa Tenggara Timur.

Kata kunci; strategi belajar , metakognisi , strategi mediasi sosial

BACKGROUND

Recently a shift from teaching to learning has taken place. Although teaching still plays its roles, learning, nevertheless, plays more dominant roles. Consequently, in Indonesia, the national education policy is directed to learning; e.g. the most recent 2004 curriculum is “learning-centered” (cf. Nurhadi and Senduk, 2003).

Learning as the key word of the research is rooted in at least three schools of learning psychology, namely: behaviorism, cognitivism, and constructivism. Behaviorism holds that learning involves learners’ active conscious attempts to acquire knowledge and skills through the so called imitation-repetition cycle. Cognitivism, on the other hands, holds that individual learners, as individual human beings, are endowed mind. Cognitivism believes that mind is the main processor which enables a man to receive input, process it, internalize it, retain it, and then retrieve it for use. It is what triggers a normal human being to pick up, at least, a language with ease. Meanwhile, constructivism believes that learners based on learners’ experience can establish knowledge principles and skills as well.

Since 1970’s language education experts have attempted to dismantle the mystery of how learners acquire a language being learnt. Selinker (1972, in Ellis, 1986: 31) imposed that language learners attempt to acquire a language through the adopting of simplification, avoidance and repetition strategies. He found out that language of language learners deviates from either the target language norms or the first language of the learners. He terms such a learner language as interlingual.

Since 1980’s language education experts have focused their attention more on how language learners adopt in learning strategies language learners adopt in learning a language (Wenden and Rubin, 1987; Wenden, 1990; Oxford, 1990, O’Malley and Chamot, 1991, Ajusukmo, 1996, Graham, 1997). The ultimate objective is to know the ways or tactics language learners employ in their learning.

Learning strategies are conceptually the representation of learners’ mental drives, the innate forces which enable individual learners to creatively learn a language. Learning strategies, according to O’Malley and Chamot (1991), encompass three areas, namely: metacognitive strategies, cognitive strategies and social mediation strategies. Meanwhile, Rao (2002) argues that learning strategies in use by language learners are also affected by learners’ cultures. Bandura (1997: Vii) proposed that learning environment of learners provides rich cultural input which may affect the ways of learning of a group of learners. Further, it is strengthened by Oxford (1992: 441, in Hyland, RELEC, 1993: 70), as she writes “although culture is not only the single determined factor, and although many others intervene, culture often does play a significant role in learning.”

Although there has been an academic evidence of how culture affects learning strategies (BBC London, Monday, 14 February, 2000) and although some studies of learning strategies adopted by EFL learners studying English in Indonesia have been carried out, there is, however, not any research has been focused on identifying learning strategies across cultures of EFL learners in Indonesia in general and in NTT in particular.

Research Focus and Research Questions

The research was aimed at identifying the differences of LS adopted by EFL learners with different cultures in NTT. To come up with such a research outcome, the following are five proposed research questions.

1. What are the learning strategies adopted by EFL learners with indigenous Timorese culture?
2. What are the learning strategies adopted by EFL learners with modern Timorese culture?
3. What are the learning strategies adopted by EFL learners with Ende- Lio culture?

4. To what extent are the differences of learning strategies use by EFL learners across cultures?
5. To what extent are the differences of learning strategies use by EFL learners across cultures related to the outcome of their EFL learning?

Objective of the Research

The research has the following objectives:

1. To identify learning strategies adopted by EFL learners with indigenous Timorese culture.
2. To identify the learning strategies adopted by EFL learners with modern Timorese culture.
3. To identify the learning strategies adopted by EFL learners with Ende- Lio culture.
4. To explain the differences of learning strategies use by EFL learners across cultures
5. To relate learning strategies use by EFL learners across cultures related to the outcome of their EFL learning.

Research Method

1. This is a qualitative research applying the constant comparative analytic designs (Bogdan and Biklen, 1998).
2. Data were taken from six (6) EFL freshmen studying English at Widya Mandira Catholic University in Kupang, NTT, Indonesia, as subjects: 2 with indigenous Timorese Cultuer, 2 with modern Timorese culture and 2 others with Ende- Lio culture.
3. The instruments for data elicitation were interview, observation, and think-aloud protocol.
4. Data analysis: from each interview, a tentative proposition was made to find a set of regular metacognitive learning strategies; some thematic.
5. Sentences were drawn and LS properties were made; from each observation and think aloud protocol, a tentative proposition was made to find a set of regular cognitive and social mediation learning strategies, and another interview was done to find the impact of learning strategies to the EFL learning outcome.

Findings of the Research

The following are the findings of the research:

1. The study has come up with the findings of learning strategies commonly adopted by the subjects in their EFL learning which entail metacognitive, cognitive and social mediation strategies. Basically, learning strategies in use reflect the common behaviors of EFL learners as the subjects. Learning strategies in use portray the subjects' available mental drives which control and direct their EFL learning both inside the classroom and outside the classroom; prior and during the effective class hours. Indeed, learning strategies in use also describe individual attempts in EFL learning in the form of the application of various learning strategies. Concretely, they employ learning strategies which are specifically used in their personal learning, but simultaneously they employ learning strategies which enable them to interact with peers and teachers to make their EFL learning have more successful, that is to obtain the needed information of the language being learnt.
2. The findings or the current research apparently reflect some similarities and differences in relation to the use of learning strategies by the subjects in their EFL learning. Based on the findings, however, both similarities and differences cannot totally be explained through local cultures of the subjects. It is because there is no significant reason to claim that similarities of LS in use are due to similarities culture. Nor is there a strong reason to claim that differences of LS in use reflect the subjects' different cultures. Instead, similarities can best be explained by the same learning experience of EFL learners as

members of the so called “learner community” in the past, the time when they were in Junior and Senior High Schools. Such a community has helped establish EFL learners’ mental drives represented in the form of learning behaviors, which are, ultimately, actualized in the form of LS employed in their EFL learning. Learning strategies in use are, in conclusion, endowed through learning. The way EFL learners attended to their EFL learning in the past has become the underlying foundation of their learning strategies in use at present. The similarities and differences are displayed in some Tables, as follows.

Similarities and Differences of LS in use

a) EFL learners with indigenous Timorese and Ende- Lio cultures	
Metacognitive Strategies	
Similarities	Differences
<ul style="list-style-type: none"> ✚ Planning <ul style="list-style-type: none"> ➤ Directed attention ➤ Functional planning ➤ Selective attention ➤ Self- management ➤ Advanced organizer ✚ Monitoring: <ul style="list-style-type: none"> ➤ Motoric ✚ Evaluation (not operated) 	

Cognitive Strategies	
Similarities	Differences
<ul style="list-style-type: none"> ✚ Resourcing ✚ Note- taking ✚ Translation ✚ Making meaning known ✚ Retrieving ✚ Imitation/ repetition 	<ul style="list-style-type: none"> ✚ Filling up (not operated by T1b) ✚ Paraphrasing (operated only by T1a, T1b) ✚ Guessing (not operated by T1a, EL2) ✚ Underlining (operated only by EL1)

Social Mediation Strategies	
Similarities	Differences
<ul style="list-style-type: none"> ✚ Asking peers ✚ Confirmation ✚ Discussion 	<ul style="list-style-type: none"> ✚ Asking teacher (not operated by T1b)

a) EFL learners with indigenous & modern	
Metacognitive Strategies	
Similarities	Differences
<ul style="list-style-type: none"> ✚ Planning <ul style="list-style-type: none"> ➤ Directed attention ➤ Functional planning ➤ Selective attention ➤ Advanced organizer ✚ Evaluation (not operated by all) 	<ul style="list-style-type: none"> ✚ Planning <ul style="list-style-type: none"> ➤ Self – management: <ul style="list-style-type: none"> - Modern - Indigenous - Conscious - Subconscious ✚ Monitoring: <ul style="list-style-type: none"> ➤ Performance <ul style="list-style-type: none"> Checking content (T2a) ➤ Production <ul style="list-style-type: none"> Checking language (T2a) ➤ Motoric <ul style="list-style-type: none"> Checking writing (all)

Social Mediation Strategies	
Similarities	Differences
<ul style="list-style-type: none"> ✚ Asking peers ✚ Confirmation ✚ Discussion 	<ul style="list-style-type: none"> ✚ Asking teacher (not operated by T1b)

Also the differences can be seen from the point of view of whether EFL learners employ LS to refer to the use of L1 or TL (language being learnt). Thus some LS in use their native language they are learning, as in the chart that follows:

Cognitive Strategies	
Similarities	Differences
<ul style="list-style-type: none"> ✚ Resourcing ✚ Note-taking ✚ Translation ✚ Imitation/ repetition ✚ Making meaning ✚ Retrieving 	<ul style="list-style-type: none"> ✚ Filling up (not operated by T1b) ✚ Paraphrasing (operated only by T1a, T1b) ✚ Guessing (not operated by T1a, EL2) ✚ Underlining (operated only by EL1)

c) L1 – dependence & target language use	
L1 - dependence	Target language use
<ul style="list-style-type: none"> ✚ Resourcing ✚ Translation ✚ Filling up ✚ Making meaning known ✚ Note – taking (operated by all subjects) 	<ul style="list-style-type: none"> ✚ Guessing (not operated T_{1a}, EL₂) ✚ Paraphrasing (operated only by T_{1a}, T_{1b}) ✚ Retrieving (operated by all) ✚ Imitation/ repetition (operated by all) ✚ Note – taking (operated by all)

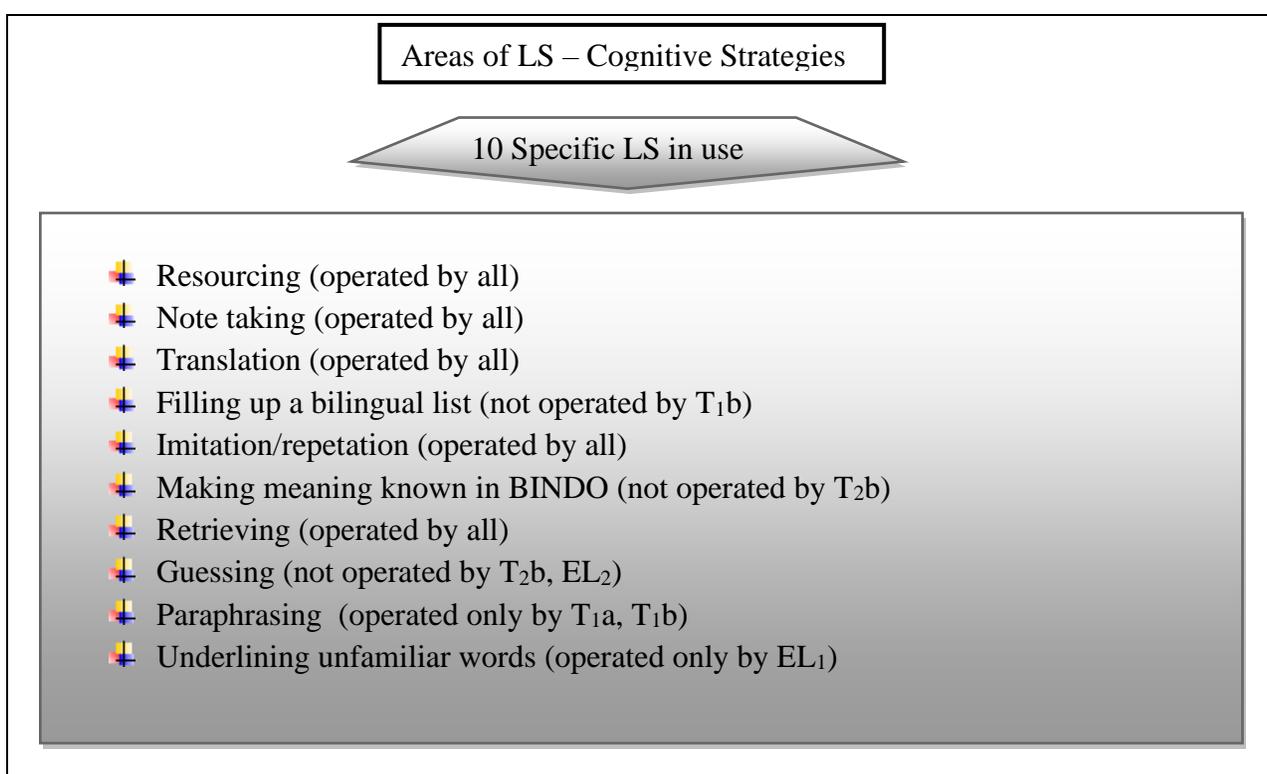
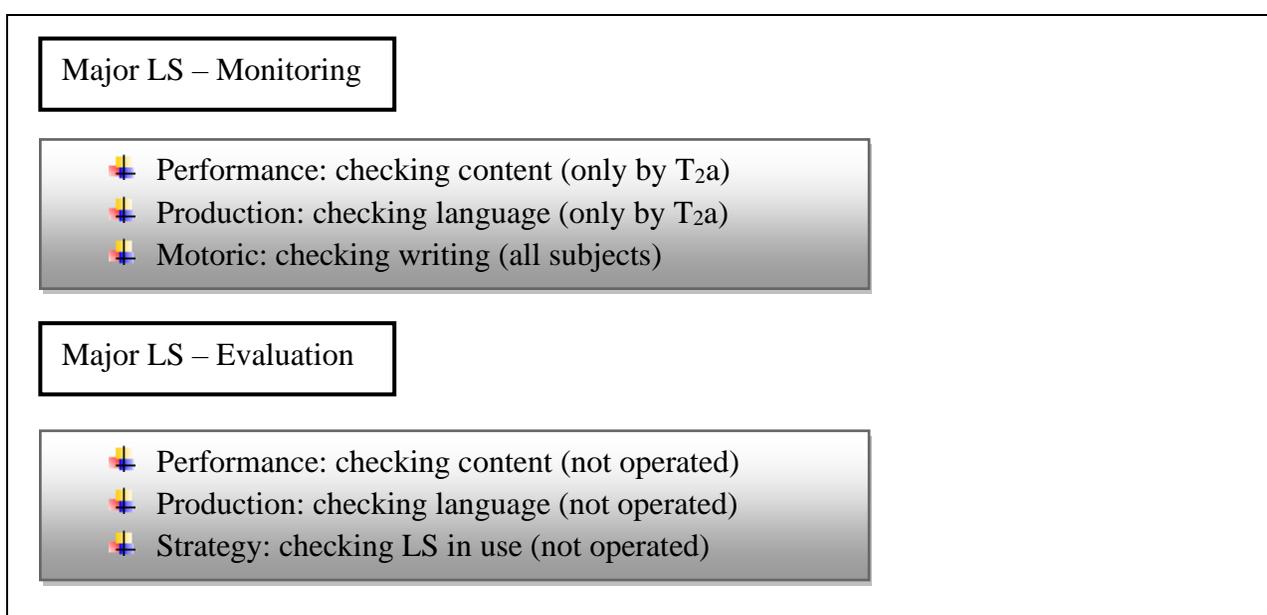
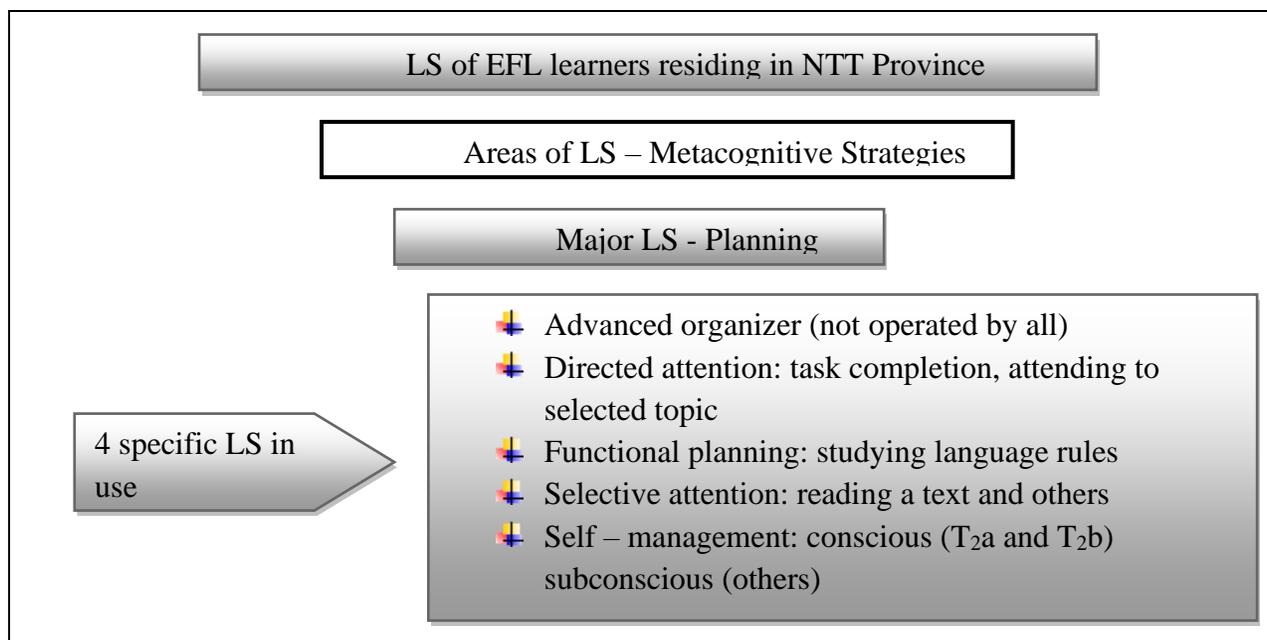
The differences can also be seen in terms of the frequency of LS in use. it is to know high to low order of the frequency of cognitive and social mediation strategies.

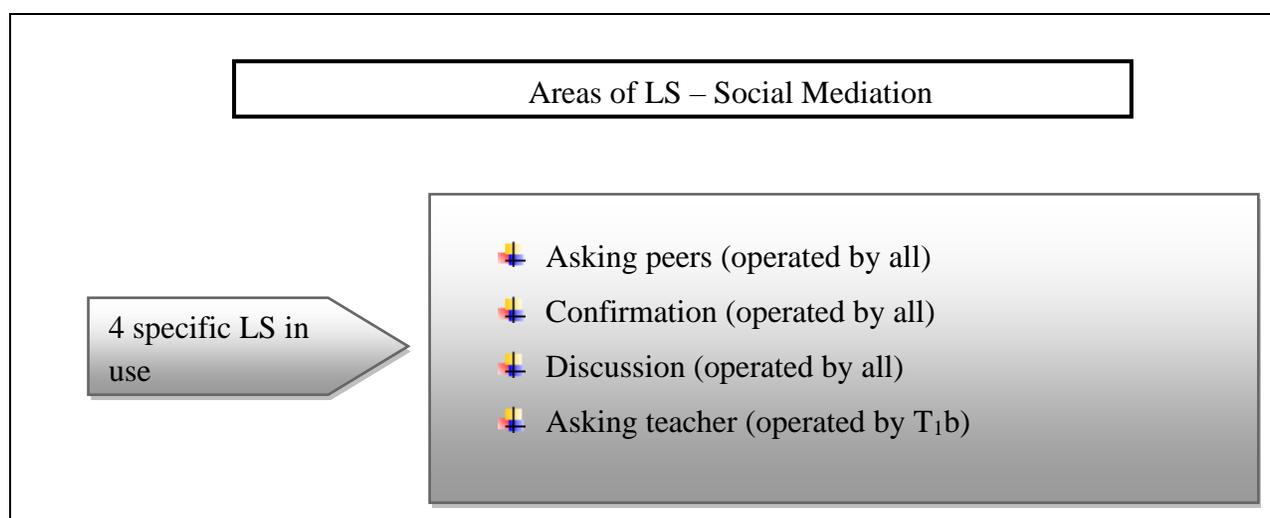
d) High to low use frequency of cognitive & social mediation strategies	
Cognitive	Social Mediation
<ul style="list-style-type: none"> ✚ Resourcing ✚ Note – taking ✚ Translation ✚ Filling up ✚ Making meaning ✚ Paraphrasing ✚ Guessing ✚ Underlining 	<ul style="list-style-type: none"> ✚ Asking peers ✚ Confirmation ✚ Discussion ✚ Asking teacher

- (1) The subjects with an indigenous Timorese culture have been found to adopt a set of LS. In the area of metacognitive strategies, they have been found to employ planning, entailing its four or the five specific LS: directed attention with two LS properties, functional planning with one LS property, selective attention with eight LS properties,

and self- management with one LS property. To note, the subjects do their daily learning subconsciously. Still related to planning, the subjects do not employ advanced organizer, in that they do not put down main ideas/ concepts of what they learn on papers. Also, the subjects do not practice cognitive monitoring, but motoric monitoring; they also do not practice evaluation (***PPM not practiced and EVA. Not practiced***). The reasons can be that they do not have a mental operation in relation to the cognitive monitoring and evaluation; they are, perhaps, equipped with monitoring and valuation concepts which are closely related to physical activities (motoric activities). In the area of cognitive strategies, these subjects share eight of the ten specific LS. T_{1a} does not employ guessing, but T_{1b} does. In addition, they do not employ underlining unfamiliar English words. Meanwhile, they share three of the four specific LS of social mediation strategies. T_{1b} does not employ asking teacher in ongoing classroom learning activities, but T_{1a} does.

- (2) The subjects with modern Tomorese culture have been found to employ planning, entailing its four of the five specific LS: directed attention with two LS properties, functional planning with one LS property, selective attention with eight LS properties, and self- management with one LS property. To note, for the self management, these subjects have been able to control and direct their daily learning outside the classroom consciously. Still related to planning, the subjects do not employ advanced organizer. They do not put down main ideas/concepts. They regulate their daily learning by a written schedule and a notice. Although it is, perhaps, more of a personal way of learning, T_{2a} has been found to do monitoring, encompassing both performance and production monitoring (**T_{2a} PPM 1, 2**) T_{2b}, on the other hand, does not do monitoring in her learning. These subjects do not carry out evaluation (***EVA. Not practiced***). The reason of T_{2b}'s the not- adopting monitoring, T_{2a} and T_{2b}'s the not adopting evaluation in EFL learning is they are not well-equipped with the cognitive type of monitoring and evaluation. In the area of cognitive strategies, these subjects share eight of the ten specific LS. The two subjects do not employ "undelining unfamiliar English words." In addition, T_{2b} does not employ "making meaning/concept known in Bahasa Indonesia to others." Meanwhile, they share the four specific LS of social mediation strategies.
- (3) The subjects with Ende-Lio culture have been found to employ planning, entailing its four of the five specific LS: directed attention with two LS properties, functional planning with one LS property, selective attention with eight LS properties and self management, these subjects have been found to control and direct their daily learning outside the classroom subconsciously. Still related to planning, the subjects do not employ advanced organizer, in that they do not put down main ideas/concepts/points of what they learn on papers. The subjects do not operate cognitive monitoring (but they operate motoric monitoring) and evaluation (***PPM not practiced and EVA. Not practiced***). The subjects are assumed not to be equipped with cognitive type of monitoring and evaluation. In the division of cognitive strategies, these subjects share eight of the ten specific LS. One of the two subjects – EL₂ does not employ guessing. In addition, only EL₁ employs underlining unfamiliar English words. Meanwhile, they share the four specific LS of social mediation strategies. The findings numbers 3, 4, and 5 are summarized as follows:
- (4) The findings show that learning strategies in use by subjects indicate a significant influence to EFL learning. LS in use contribute a conceptual and concrete link to the success of EFL learning, covering four areas of EFL learning gains; lexicon, syntax, content, and pronunciation.





Implication and Suggestion Implications

The findings indicate that all subjects adopt a set of learning strategies, entailing metacognitive, cognitive, and social mediation strategies. Also, the findings show that all subjects share some learning strategies; but they do not share other learning strategies of metacognitive, cognitive, and social mediation strategies. In addition, the findings also indicate that there is a direct link between learning strategies in use and the success of EFL learning. The subjects, by employing learning strategies, obtain input/ knowledge of language being learnt, encompassing lexicon, syntax, contents and pronunciation.

Armed with the findings, the following are the implication containing training of LS in use and introduction of new LS, self-regulated learning, and cooperative learning.

Training of LS in use and Introduction of new LS

Along with the findings of the current research, training of new LS get their proper start. EFL learners are recommended to be trained in applying LS in their EFL learning. They are trained about how to employ LS with the purpose of enhancing the quality of their EFL learning output.

The training must cover metacognitive, cognitive and social mediation strategies. It must also consider the similarities and differences of LS in use as employed by all subjects with different cultural backgrounds. More specifically, the training has to pay proper attention to LS in use because they are LS which are common to the subjects. The purpose of the training is that to help EFL learners employ LS to enhance the quality of their EFL learning.

In order to guarantee the quality of the training, Wenden (1991) proposes some steps for the training of LS to EFL learners. She proposes a three- phase paradigm for the LS training. The paradigm comprises three components which are inter-related, namely, focus, process and outcome. In focus, EFL learners are trained to employ other LS aside from LS they have employed thus far. For instance, EFL learners always pull out their dictionaries each time they encounter unfamiliar English words while reading. The training aims to make EFL learners to figure out meanings of unfamiliar words by employing other LS. How can EFL teachers help EFL learners to employ other LS.

In process, EFL teachers are expected to provide tasks which can foster language learners to adopt other LS. For instance, the task provided by EFL teachers contains words which can make EFL learners retrieve or paraphrase. The outcome expected is that EFL learners work out to get meanings of unfamiliar words by using other LS, aside from using dictionary.

Self-Regulated Learning

The findings indicate that the subjects have been able to control and direct their own learning, although there are some LS of metacognitive strategies not practiced: advanced organizer of planning, monitoring (only 16.6% or one subject practices it), and evaluation. Both inside and outside the class, the subjects have proven to manage their individual learning. Hence, the self-regulated learning must be promoted and reinforced. Individual EFL learners must manage their own learning has to be implemented after the LS training program. This is to equip EFL learners with adequate knowledge about LS and how to operate them for a better individual learning. In relation to the implementation of more fruitful self-regulated learning, EFL teachers have to take necessary steps. As EFL teachers, they are responsible to design learning materials which require EFL learners to carry out daily learning regularly outside the class. This prior preparation will help them actively and meaningfully partake in effective class activities. Likewise, EFL teachers are in charge to design learning activities which can make individual EFL learner actively learn during the effective class hours.

To make self-regulated learning occur more meaningfully, the three-phase paradigm of Wenden (1991) may be used: focus, process, and outcome. In *focus*, for example, EFL learners are expected to employ varied cognitive LS in effective class hours: guessing, paraphrasing. EFL teachers are to design relevant activities of the selected materials which enable EFL learners to employ guessing, paraphrasing and other LS. In *process*, EFL teachers, for examples, prepare some questions related to the task which can make EFL learners employ the said LS. Questions can be as follows:

- (1) What is the synonym of “house”?
- (2) What is a “dictionary”?
- (3) What is “flower” in the text?
- (4) What is “conservative” in “Mr. Brown is a conservative”?
- (5) What is “question” in “The teacher questions Mary about her absence yesterday” and “Let us answer the question”?

Questions constructed must have direct influence to make EFL learners employ guessing, paraphrasing and other LS. By this, EFL learners obtain two things: to employ other LS in getting meanings of unfamiliar English words using other LS other than resourcing and to use the target language actively.

Cooperative Learning

The findings of the current research provide a data-based evidence of the existence of cooperative learning. The findings prove that individual subjects when faced with difficulties in EFL learning due to learning materials have taken necessary steps to interact with peers and or with teachers. By this, they expect to obtain needed information. EFL learners treat their peers as good language provider, resourceful reference. They commonly do the following social mediation strategies to help themselves learn more meaningfully, namely asking peers, confirmation discussion and asking teacher.

In EFL learning, EFL teachers are expected to manage a more fruitful cooperative learning. Again, the three phase of Wenden (1991) can be used to design a good cooperative learning: focus, process, and outcome. In *focus*, EFL learners are expected to employ the four social mediation strategies. What are materials to provide so that the cooperative learning can work fruitfully? In *process* EFL teachers are responsible to design activities to reinforce the cooperative learning to recur meaningfully. Some guides can be prepared based on which EFL learners work on the task assigned. More concretely, EFL teachers can provide some questions to foster the use of the four social mediation strategies, which can, later on, enhance the quality of their EFL learning. The questions can be as follows:

- (1) What is your idea/opinion about opium?

- (2) What is your idea/opinion about smoking?
- (3) Reading English texts is one of the best ways to attain the goal of EFL learning. What is your idea?
- (4) How to eradicate corruption?

The questions have to be constructed in such a way that they can help EFL learners employ social mediation strategies in their way to obtain needed information/input. Such as, EFL learners can employ LS more meaningfully in their EFL learning. In addition, they can, in a later stage, attain the objective of EFL learning, which is being proficient in the language being learnt.

Suggestions

From the findings, individual subjects have been found to have controlled and directed their EFL learning outside and inside the classroom, prior or during learning activities. They have operated a set of mental drives in learning in the form of various different learning strategies in EFL learning. The use of learning strategies in learning indicates that subjects have been able to carry out a so called self-regulated learning. On the other hand, some learning strategies adopted indicate how individual EFL learners involve other EFL learners in their EFL learning. With the purpose of gaining needed input/ information, the subjects have treated other EFL learners (peers) and EFL teachers as resourceful reference to rely on. Peers and teachers are people who not only provide input/information, but also help solve any language problem encountered by the subjects in learning. This has marked the social aspects of the subjects' EFL learning. The subjects have, by their own way, established a so called cooperative learning. Moreover, the findings indicate that the use success of EFL learning, encompassing lexical gains, syntactic gains, content gains and pronunciation.

Armed with these, the following are some proposed suggestions to those who are deemed to have link of EFL learning in general and to the use of learning strategies in EFL learning in particular:

- (1) EFL teachers are expected to appreciate the self-regulated learning done by individual EFL learners. To foster the self regulated learning is, thus, one of EFL teachers' responsibilities. They have to facilitate this type of learning to take place more meaningfully. Such responsibility can be actualized in the form of training of learning strategies already in use by EFL learners or else introducing (and also training) other learning strategies which can help EFL learners achieve the ultimate goal they have in mind. EFL learners are trained to take notes, to paraphrase, to ask teacher, etc. the training here demands EFL teachers to play some roles, such as material designer, motivator, guide, facilitator, idea person (Wenden, 1991, Oxford, 1991).
- (2) EFL learners are expected to be aware of what learning strategies they are using and also of the advantages of learning strategies they are using. Such consciousness will make them adopt learning strategies more effectively and hence enhance the quality of their learning output. Rather than stick to the same learning strategies, they can shift using other learning strategies which help them achieve the ultimate goal of EFL learning they have in mind. To note, it is recommended that EFL learners are trained to employ learning strategies which foster high exposure to the target language use, and simultaneously minimize the use their own language L1
- (3) Since the use of learning strategies help EFL learners gain important language input, the provincial government of NTT, more specifically the office of the national education in the region, can cooperate to promote the use of learning strategies in EFL learning in order to enhance the quality of EFL learning in the region.

Future researchers can make use of this research as a starting point to conduct more holistic research of EFL learning strategies in the region covering all ethnic groups of the province. This is to obtain more representative findings concerning varied different learning strategies adopted by EFL learners residing in NTT. As well, the research can

become a reference when conducting other research encompassing larger ethnic tribes in Indonesia: EFL learners with NTT cultural background and those with Javanese or Balinese background, for instance. The future researches may, further, emphasize on whether or not culture has impact on LS; or culture becomes the foundation of the existing LS in use by EFL learners across cultures.

REFERENCES

- Ajisuksmo, Clara R.P. 1996. *Self Regulated Learning in Indonesia Higher Education*. Atmajaya Research. Jakarta.
- Anderson, Neil. 1991. An Exploratory Study into the Construct validity of a Reading Comprehension Test: Triangulation of Data Sources.
- Language Testing Journal. Vol. 8, No. 1: 115-128
- Bandura, Albert. 1977. *Social Learning Theory*. Prentice Hall. Engelwood Cliffs. New Jersey
- Bialystok, Ellen. 1990. *Communication Strategies. A Psychological Analysis of Second Language Use*. T.J. Press Ltd. Cambridge. Great Britain.
- Bogdan, Robert C. and Sari Knopp Biklen. 1998. *Qualitative Research in Education. An Introduction to Theory and Method*. Allyn and Bacon. Boston
- Brown, Douglas H. 1994. *Teaching by Princiles. An Interactive Approach to Language Pedagogy*. Prentice Hall Regents. Englewood Cliffs. New Jersey
- Brown, Douglas H. 1987. *Principles of Language Learning and Teaching*. Prentice Hall. Engelwood Cliffs. New Jersey.
- Cohen, Louis and Lawrence Manion. 1989. *Research Methods in Education*. Routledge. London
- Cooper, David E. 1973. *Philosophy and the Nature of Language*, Longman. Newton-le-Willows. Lancashire. England.
- Cunningham, Clark E. 1984. Soba, Sebuah Desa Atoni di Timor Barat. Dalam Koentjaraningrat (Ed.), *Masyarakat Desa di Indonesia*. FEUI.
- Daeng, Hans. 1985. Pesta, Persaingan dan Konsep harga Diri di Flores. Dalam Michael R. Dove (Ed.), *Peranan Kebudayaan Tradisional Indonesia Dalam Modernisasi*. Yogyakarta. Yayasan Obor Indonesia.
- Dickinson, Leslie. 1991. Collaboration in Assesment: Empowering the individual Course Member. Dalam E. Sadtono (Ed.), *Language Teacher Education in a Fast Changing World*. Anthology Series 29. Seameo RELC. Singapore.
- Djiwandono, Patrisius I. 1998. *The Relationship Between EFL Learning Strategies, Degrees of Extroversion and Oral Communication Proficiency. A study on Second Year Secretarial Students at Widya at Widya Karya Malang*. Unpublished Dissertation. Graduate School of the State University of Malang.
- Duranti, Alessandro. 2000. *Linguistic Anthropology*. Cambridge University Press. London
- Ellis, Rod. 1986. *Understanding Second Language Acquisition*. Prentice Hall. New York

- Explanatorium. 1997. Constructivist learning Theory, (Online), (mryder@carbon.cudenver.edu, downloaded on April 02, 2003)
- Fernandez, Stephanus Oziat. 1990. *Citra Manusia, Budaya Timur dan Barat*. Penerbit Nusa Indah. Ende. Flores
- Huda, Nuril. 1999. *Language Learning and Teaching. Issues and Trends*. Penerbit dan Percetakan Universitas Negeri Malang. Malang, Indonesia.
- Huzairin. 1998. *Metacognitive and Cognitive Strategies Employed by ABA Yunisla Students in Learning English Vocabulary*. Unpublished Thesis. Graduate School of State University of Malang
- Jacobs, George M and Stephen Hall. 2002. Implementing Cooperative Learning In Jack C. Richards and Willy A. Renandya (Eds.) *Methodology in Language Teaching*. Cambridge. London
- Johnson, Elaine B. Ph.D. 2002 *Contextual Teaching and Learning*. Corwin Press, INC. Thousand Oaks. California
- Keefe, James W. 1987. *Learning Styles Theory and Practice*. National Association of Secondary School Principals. Reston. Virginia
- Koentjaraningrat. 1979. *Manusia dan Kebudayaan di Indonesia*. Penerbit Djambatan. Jakarta
- Knellesr, George F. 1965. *Educational Anthropology*. John Wiley and Sons. Inc. New York
- Krashen, Stephen D. 1987. *Principles and Practice in Second Language Acquisition*. Prentice Hall International. Englewoods Cliffs. New Jersey.
- Kweldju, Siusana. 2002. *Pengajaran Bahasa Inggris Berbasis Leksikon: sebuah Alternatif yang Tepat untuk Pengajaran Bahasa Inggris di Indonesia*, Pidato Pengukuhan Guru Besar dalam Bidang Kosa Kata pada Fakultas Sastra, Universitas Negeri Malang'
- Lightbown, Patsy M and Nina Spada. 1993. *How Languages are Learned?* Oxford University Press. London
- Littlewood, W. 1987. *Foreign and Second Languge Learning*. Cambridge University Press. London
- Manehat, Piet, SVD dan Gregor Neonbasu, SVD. 1990. *Agenda Budaya Pulau Timor (1)*. Komisi Komunikasi Sosial Provinsi SVD Timor
- Manehat, Piet, SVD dan Gregor Neonbasu, SVD. 1992. *Agenda Budaya Pulau Timor (2)*. Komisi Komunikasi Sosial Provinsi SVD Timor. Kupang
- Miles, Matthew B and A. Michael Huberman. 1994. *Qualitative Data Analysis*. Sage Publications. London
- Neonbasu, Gregor, SVD. 1994. *Sejarah Pemerintahan Raja-Raja Timor*. PT Yanesa Mitra Sejati dan Pustaka Sinar Harapan. Jakarta

- Nuna, David. 1992. *Collaborative Language Learning and Teaching*. Cambridge University Press. London
- Nurhadi and Agus Gerrad Senduk. 2003. *Pembelajaran Kontekstual dan Penerapannya dalam KBK*. Penerbit Universitas Negeri Malang, Malang
- O'Malley, Michael J and Anna Uhl Chamot. 1990. *Learning Strategies in Second Language Acquisition*. Cambridge University Press. London
- O'Malley, Michael J. and Lorraine Valdez Pierce. 1996. *Authentic Assesment for English Language Learners. Practical Approach for Teachers*. Addison- Wesley Publishing Company
- Oxford, R. L. and Neil J. Anderson. 1995. A Cross Cultural Viewa of Learning Styles. *Language Teaching Journal*. 28
- Tim Penyiapan Naskah Pedoman Karya Ilmiah. 2003. *Pedoman Karya Ilmiah*. Universitas Negeri Malang
- Pelto, Gretel H and Pertti J. Pelto. 1979. *The Cultural Dimension of the Human Adventure*. Macmillan Publishing co. Inc. New York
- Pinker. 1998. Cognitivism. The Retreat from Behaviorism, (Online), (mryder@carbon.cudenver.edu, downloaded on April 02, 2003)
- Radja, Blasius. 2002. *Turajaji: Perjanjian Adat sebagai Pedoman Kohesif dalam Membina Kehdiupan Sosial Masyarakat Suku Lio Flores*. Riset Unggulan Bidang Kemasyarakatan dan Kemanusiaan. Lembaga Ilmu Pengetahuan Indonesia (LIPI) Jakarta
- Rao, Zhenhui. 2002. A Close Look at the Chinese Cultural Influence on Students' Learning Styles and Strategies *Asian Englishes*. ALC Press. Tokyo. Japan
- Rao, Zhenhui. 2002. Bridging the Gap Between Teaching and Learning Styles in East Asian Contexts. *TESOL Journal vol. 11, No. 2*
- Regina. 2003. *The nature of Tabbons in Dayak Kanayatn Community*. Unpublished Dissertation. Graduate School of the State University of Malang
- Sadtono, E. 2000. Intercultural Understanding to Teach or Not to Teach? In *Language in the Global Context*. SEAMEO RELEC. Singapore
- Salzmann, Zdenek. 1993. *Language Culture and Society. An Introduction to Linguistic Anthropology*. West View Press. Oxford
- Sharwood Smith, Michael. 1994. *Second Language Learning: Theoretical Foundation*. Longman. London
- Spradley, James P. 1980. *Participant Observation*. Holt, Rinehart and Wunston. New York
- Stern, H. H. 1986. *Fundamental Concepts of Language Teaching*. Oxford University Press. London
- Susan, Hanley. 1994. On Constructivism Maryland Collaborative for Teacher University. Kupang

Van wouden, E.A.E. *Klen, Mitos dan Kekuasaan*. 1985. Grafitipers, PT Temprit. Jakarta

Wenden, Anita. 1991. *Learner Strategies for Learner Autonomy*. Prentice Hall. New York

Wenden, Anita and Joan Rubin. 1987. *Learner Strategies in Language Learning*. Prentice Hall.
New York

Wijirahayu, Suciana. 2000. *A Study on the Development of Beliefs about Language Learning and Language Learning Strategies of the English Department Students in Universitas Muhamadya Malang*. Unpublished Master Thesis. Graduate School of State University of Malang