

ABSTRACT

This study aims to investigate English language learning strategies used by M. 5 students with different English achievement, to compare the English language learning strategies by 4 groups of students: very high, high, medium and low English achievement, and to find whether there is a relationship between students' English language learning strategies and their achievement in studying English.

One hundred and sixty-eight M.5 students in the first semester of academic year 2009 at Chulalongkorn University Secondary Demonstration School (CUD), Bangkok, participated in the study. The Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) was used as a research instrument.

The results reveal that the overall use of English language learning strategies by the participants was at the moderate level ($\bar{X} = 3.09$, S.D. = .54). The most frequent strategy use was Metacognitive strategy category (3.31), followed by Compensation strategy category (3.27), Cognitive strategy category (3.16), Social strategy category (3.05) and Affective strategy category (2.87). The least frequent strategy use was Memory strategy category (2.81). Furthermore, the participants with very high and high English achievement used language learning strategies more frequently than the ones with medium and low English achievement. Cognitive and Metacognitive strategies were employed differently by the participants with different English achievement at significant level of 0.05.

Regarding the relationship between English learning strategies and students' achievement in English, Cognitive (.299), Metacognitive strategies (.238) and Compensation (.207) had positive correlations at significant level 0.01. However, the level of correlations was relatively low.