EXPLORING THE LANGUAGE LEARNING STRATEGY AND FOREIGN LANGUAGE LEARNER'S SELF-EFFICACY ON ENGLISH LANGUAGE STUDENT TEACHERS

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Abstract

This study aims to investigate the language learner's strategy that frequently use by the student teachers, foreign language learner's self-efficacy level and the relationship that may occur between the language learning strategy and the student teacher's foreign language learner's self-efficacy. Accordingly, this study is not only to find out the strategy used and the level of foreign language learner's self-efficacy, but also to find out whether there is positive relationship between them. This study is a quantitative descriptive study with case study approach since the sample of this study is less than one hundred people. The subject of this study is the English language student teachers that have taken all four skills courses. The sample of this study are fifteen student teachers of English. This study used two questionnaires to collect the data. First: Strategy Inventory for Language Learning (SILL) that was used to collect the data of language learning strategy. While the second one is Foreign Language Learner's Self-Efficacy Questionnaire that was used to measure the level of foreign language learner's self-efficacy. Furthermore, the data were analyzed quantitatively using SPSS 21 to find out whether the two factors have relationship. The result of this study showed that the language learning strategy that commonly use by the student teachers is social strategy and followed respectively by metacognitive strategy, cognitive strategy, and affective strategy. Regarding the level of self-efficacy, the result showed that the English language student teacher have high self-efficacy which may be related to they are being students (may be because they are the student teacher of English) and English is their major study therefore they might have more competent in English. Furthermore, the result of this study also showed that there was a positive relationship between English language learning strategy and Foreign language learner's self-efficacy. The use of language learning strategy can heighten the student teachers' language learner self-efficacy.

Keywords: *Language Learning Strategy, Foreign Language Learner's Self-Efficacy, English Language student teachers*

Introduction

Language learning strategy is one of the factors that lead language learner success in learning language. Learning strategy has been acknowledged as a crucial factor in learning second language since it is widely accepted that learning languages is a process. The process that requires strategy and teacher's role as facilitator in it. Language learning strategy become more essential when the language learner is the English language student teacher. There are two consideration as a framework for this notion which are: Firstly, English language student teacher should master English language --that involves mastery in rules, pronunciation, vocabulary and other aspects of English language-- in order to be able to teach English to their future students appropriately and correctly, therefore the student teacher should have strategy in learning English language for their academic achievement in college. Secondly, the English education student teacher should aware of the language learning

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strategy that can help the other learners in learning English since they are the future teacher that should be able to transfer the knowledge of English language learning strategy to their children. The English language student teacher will become facilitator for their students in the language learning process. Furthermore, by knowing the appropriate language learning strategy for their own learning, it is not only help them to mastery the English language, but also help them to raise their belief in learning and using appropriate English language in daily basis. The English language student teacher's self-beliefs in foreign language is also one of the essential factors that will support their learning and eventually support their responsibility as a future English teacher.

Learning strategy is an individual approach to complete a task. More specifically, it can be said that learning strategy is an individual way of organizing and using a particular set of skills in order to learn content or accomplish other task more effectively and efficiently in school as well as in non-academic settings. Furthermore, language learning strategy can be said as special ways of processing information that enhance comprehension, learning or retention of the information
(O'Malley & Chamot, 1990), retrieve from:

Language learning strategy refer to means that were employed by the language learner in the process of language acquisition, storage, retrieval and use information. The language learning strategy is specific action taken by learner to make learning process easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation (Oxford, 1990 as cited in Hardan, 2013). Language Learning Concepts based on Phillips & Stern (1991) is that language learning includes the learning skills, acquisition of knowledge and also refers to the learning to learn, learning to think, the modification of attitudes, the acquisition of interest, social values or social roles and changes of personality. Therefore, it requires the learner consciously engages in activities to achieve certain goals and learning strategy can be regarded as broadly conceived intentional directions and learning techniques (Açikel, 2011). Accordingly, based on the language learning concept and definition given by researchers, it can be said that language learning strategy are a set of thinking skills or thoughts or behavior that individual implement to comprehend or learn new information. Furthermore, Pask (1976 as cited in O'Malley & Chamot, 1990), argued that students have preferred strategy which they would implement first rather than the other strategies, this will shape their learning styles in which it depends on their process of learning.

The language learning strategy can be seen as: a) a means to contribute to the main goal that the learner has for learning language; b) a means to allow learner to become more self-directed; c) a means to expand the role of teacher; d) problem oriented solutions; e) specific actions taken by the learner; f) a means that involve several aspects of the learner, not just cognition; g) a means to support learning both directly and indirectly; h) the things that not always observable; i) something that are often conscious; j) something that can be taught; k) something that flexible; l) something that are influenced by a number of factors. (Oxford, 1990 as cited in Uçar, 2016).

Researchers classify language learning strategy into different typologies such as direct, indirect, cognitive, metacognitive, social, communicative, linguistics, non-linguistics, analytic. Naiman et al, (1978 as cited in Açikel, 2011) propose scheme of language learning into: (1) sound acquisition that includes repeating aloud after a teacher or a tape, or native speaker, and role playing, (2) grammar that includes following rules, inferring grammar rules from the text, comparing L1 an L2), (3) vocabulary that includes making charts and memorizing, using dictionary, using new word in phrases, (4) listening comprehension that includes listening to a record, radio, television, and (5) learning to talk that includes not being afraid to make mistake, asking for correction and memorizing dialog). However, Oxford (1990, as cited in Khan, 2012) classify the language learning strategy into

six groups: memory strategy, cognitive strategy, social strategy, affective strategy, compensation strategy, and metacognition strategy. Language learning strategy is believed can and should be taught however, every learner usually possesses their own set of strategy.

Several previous researches have done in the field of language learning strategy, even just review about language learning strategy (Ardasheva & Tretter, 2012; Hardan, 2013; Kinoshita, 2003; Murat Hismanoglu, 2000; Rebecca L Oxford, 2003), the important and role of language learning strategy (Martinez, 1996; Malley et al., 1987), language learning strategy that involves in learner and teacher perceptions (Ardasheva & Tretter, 2012; Khan, 2012; Sen & Sen, 2012), method in teaching language learning strategy (Chamot, 1998; 1993), and also survey study that involves with the use of language learning strategy used by students (Hapsari, 2019; Ruba et al., 2014)

Furthermore, it is also a widely acknowledged that besides language learning strategy, language learner's self-efficacy also one of the factors that influence the language learner performance in their English competence. Having good/high language learner's self-efficacy may encourage language learner to be able to have belief that they can accomplished the task, in this case the task refers to the ability in doing the task itself and the task in terms of performing the English language by themselves. (Bandura, 1998) defines self-efficacy as "people' judgements of their capabilities to organize and execute courses of action required to attain designated types of performance. Furthermore (Pajares, 1996; Pintrich & Schunk, 1996 as cited in Açikel, 2011) asserted that self-efficacy is determiner of such behavior as choice behavior, quality and quantity of effort, determination shown while performing task, and thoughts and emotional reaction of the learners. Morever, self-efficacy is not about the skills individual have to accomplish the task but judgments of what individual can do with whatever skills they have (Bandura, 1986 as cited in Uçar, 2016). High level of self-efficacy seems to be particular important in maintaining motivation in the face of difficult task (Bandura, 1995 as cited in Graham, 2007). One's Self-efficacy provides the foundation for motivation well-being and personal achievement. In other words, self-efficacy is one's belief of his ability to succeed in certain situation Suryarini & Bahtiar (2018). Moreover, Bandura also explained that this belief is an act as determinant about how people think, act and feel. (Sjarif & Setiawan, 2013 as cited in Suryarini & Bahtiar, 2018). Some of researches have been conducted in relations with self-efficacy and language learning (Blumenthal, 2014; Raoofi et al., 2012)

In general the development of individual's self-efficacy, or level of confidence in successfully completing task is closely related to with the effective use of language learning strategy (Zimmerman, 1990 as cited in Uçar, 2016). Furthermore, related to the language learning, it is also believed that the students who use language learning strategy may have heightened their level of self-efficacy. Accordingly, to be able to success in foreign language learning, in this case is English, it is not only knowledge and skills needed but also language learner's self-efficacy that can support the learning process. Basically, numbers of researches are interested in discussing the relationship between language learning strategy and language learner's self-efficacy to predict the students' achievement, (Açikel, 2011; Gahungu, 2009), to find out the relationship between two variables (Uçar, 2016; Graham, 2007; Shi, 2018; Wong, 2005).

As it is mentioned earlier that it is essential to understand the English language student teachers about their language learning strategy and their language learner's self-efficacy towards learning English language. It is because the English language student teachers are required to master English language better than student teacher from other field of education. English language student teachers are also required to execute and implement

English language confidently in a daily basis considering they are assuming to become an English teacher in the future. Accordingly, their foreign language learner's self-efficacy will also have important role for English language student teachers when they have to master and implement English language successfully in the society. In line with the background of the problem that already mention, this study was trying to explore the English language student teachers' use of language learning strategy and their foreign language learner's self-efficacy towards English language and the positive relations that may have between the two variables.

Methodology

This research aimed to investigate the use of language learning strategy, and the level of language learner's self-efficacy of English language student teachers and also the relations between language learning strategy and language learner's self-efficacy of English language student teachers. Accordingly, this study used quantitative descriptive in nature with case study approach since the sample of this study were less than 100 people. The subject of this research were the English language student teachers. The sample of this study were 15 English language student teachers that had already taken all the class of teaching four skills of English. In other word. they had already taken listening, reading, speaking and writing class which means they had used the set of learning strategy to comprehend the four skills.

For the purpose of this study, the researchers used Strategy Inventory for Language Learning (SILL) version 7.0 (ESL/EFL) from Oxford (1990)to find out the language learning strategy that frequently use by most of English language student teachers. The questionnaire using 5 scale from 1) Never or almost never true of me, 2) Usually not true of me, 3) Somewhat true of me, 4) Usually true of me, 5) Always or almost always true of me. The questionnaire has 50 items and divided into 6 parts based on English skills.

Strategy Inventory for Language Learning or SILL questionnaire Oxford (1990) will be shown and explained as follows. The SILL version 7.0 (ESL/EFL) has 50 statement and divided into six types of strategy: items 1-9 concern the effectiveness of memory (memory strategy); items 10-23 concern the use of mental process (cognitive strategy); items 24-29 concern the compensation for missing knowledge (Compensation Strategy); items 30-38 concern the organization and evaluation of learning (Metacognitive Strategy); items 39-44 concern emotion management (Affective Strategy); and items 45-50 concern others (Social Strategy).

The data that was taken from the SILL questionnaire version 7.0 (ESL/EFL) were analyzed by finding the average score from the total score of each learning strategy based on Oxford (1990). The average score of each category was categorized into some classifications in order to find the frequency of the strategy used by the subject. The SILL questionnaire version 7.0 (ESL/EFL) uses 5-points Likert Scale-- in which the learners will be guided to respond to a certain strategy and the criteria used --for evaluating the degree of strategy-used frequency. The frequency criteria are: Averages of 3.5 – 5.0 were usually considered high strategy use; 2.5 – 3.4 were designated medium strategy use; and 1.0 – 2.4 were regarded as low strategy use. The table of classification of SILL can be seen in table 1 below:

Table 1. Oxford Calculating Method

Frequency	Average	Clasification
Low	1-0 to 1.4	Never using this strategy
	1.5 to 2.4	Usually not using this strategy
Medium	2.5 to 3.4	Sometimes using this strategy
High	3.5 to 4.4	Usually using this strategy
	4.5 to 5.0	Always using this strategy

(Oxford, 1990, retrieved from: (Amalia & Aridah, 2018). Characteristic of a good language learner in relations to her language learning).

While for measuring language learner's self-efficacy, the researcher used Foreign Language Learner's Self-Efficacy Questionnaire from (Alavi et al., 2004). Foreign Language Learner's Self-Efficacy questionnaire is originally to find out the students learning French. However, the statements on the questionnaire are relevant to the language learner other than French, in this case is relevant for English language for English language learner. The Foreign Language Learner's Self-Efficacy questionnaire that was used in this study was taken from the questionnaire made by (Alavi et al., 2004).There are 40 statements and use 7 points Likert scale. The range is from (1) 'I can't do it at all', (2)'I can't do it', (3)'Maybe I can't do it', (4)'Maybe I can do it', (5) 'Basically I can do it', (6) 'I can do it', and (7) 'I can do well". Accordingly, with the 40 questions for self-efficacy the maximum value for this variable will amount 280 while the minimum value will be equal to 40. If we divide the difference between the lowest and the highest value for self-efficacy which is 240 and divided by 3, we will have 60. In line with this approach, we cam conclude that students falling below 120 (40+80) will belong to the low self-efficacy group. Students whose scores fall between 121 and 160 will belong to the medium self-efficacy group and finally, students obtaining scores above 160 will consider the high self-efficacy group.

To obtain the data from the questionnaire, the researcher did as follow:

1. Researcher decided to use the ready to use SILL questionnaire and Foreign Language learner's self-efficacy questionnaire for practical use and it is not necessary to test again for the reliability and validity of the questionnaire since it is already used for several previous research

2. Since the subject are English language student teachers, therefore the researcher does not translate the questionnaire in Bahasa. It is assumed that the subjects understand English well.

3. Every student will be given two questionnaires.

4. Then the researcher calculated score from the questionnaires.

The data that was obtained from the questionnaire then calculated statistically using SPSS.

1. To answer the first question of this research, the data were calculated based on the Oxford Calculating Method (Oxford, 1990, retrieved from Amalia & Aridah, 2018). The classification can also be seen on the table 1 above.

2. Secondly, to find out the language learning self-efficacy level of the English language education student teachers, the researcher used SPSS 21 to calculate the mean, median and modus of the data taken from the language learning self-efficacy questionnaire.

3. Lastly, to find out the relationship between language learning strategy and language learning self-efficacy, the data were processed using SPSS.

Result and Discussion

This research firstly aimed to find out the language learning strategy that commonly use by the English language student teachers and secondly was to find out the level of language learner's self-efficacy of English language student teacher. Lastly this study was also to find out the relationship between language learning strategy and language learner 's self-efficacy on English language student teachers. The data interpretations are shown as follows:

Language Learning Strategy Commonly Use by English Language Student Teacher.

In responds to the first question in this study which is about the language learning strategy that commonly use by English language student teachers, the result can be seen on the table 2 as follows:

Table 2

Result of SILL Questionnaire

Strategy													
Stud ents	Mem ory	Level	Cogni tive	Level	Compen sation	Level	Metacog nitive	Level	Affec tive	Level	Soc ial	Level
A	4,4	High	4,3	High	4,0	High	4,2	High	4,2	High	3,8	High
B	4,2	High	4,3	High	4,0	High	4,3	High	4,0	High	4,2	High
C	2,8	Medi um	2,9	Medi um	3,3	Medi um	3,0	Medi um	2,7	Medi um	3,5	High
D	4,0	High	4,1	High	3,8	High	4,1	High	4,3	High	4,0	High
E	3,2	Medi um	3,2	Medi um	2,8	Medi um	3,6	High	3,0	Medi um	2,8	Medi um
F	4,2	High	4,7	High	4,5	High	4,4	High	4,5	High	4,7	High
G	3,6	High	3,4	Medi um	3,2	Medi um	3,2	Medi um	3,2	Medi um	3,2	Medi um
H	3,1	Medi um	2,9	Medi um	2,8	Medi um	2,9	Medi um	3,0	Medi um	3,0	Medi um
I	3,4	Medi um	3,9	High	3,5	High	3,9	High	3,8	High	3,5	High
J	3,1	Medi um	3,1	Medi um	3,3	Medi um	2,9	Medi um	3,2	Medi um	3,7	High
K	4,4	High	4,9	High	4,3	High	4,6	High	4,8	High	4,3	High
L	2,4	Low	2,9	Medi um	2,5	Medi um	2,8	Medi um	2,8	Medi um	2,7	Medi um
M	2,6	Medi um	3,1	Medi um	2,7	Medi um	2,9	Medi um	3,0	Medi um	2,7	Medi um

N	3,9	High	4,3	High	3,2	Medium	3,8	High	4,5	High	3,5	High
O	4,3	High	4,1	High	4,0	High	4,3	High	3,8	High	4,0	High

Based on the calculation result, it can be summarized that all student teachers use all six strategies in the SILL questionnaire. However, it is different in the level of frequency of the strategy use. Overall, the student teachers use the strategy in the range of medium to high frequency. For student teachers A, B, D, I, K, N, and O each of them uses each strategy overall in high frequency. They answer is 'usually and always use the strategy'. Furthermore, for student teachers C, E, G, J, K, they use the strategy in medium frequency almost in each strategy. However, usually they have one strategy that they use more frequently than other strategy, based on the table 2 above it can be seen that student teachers G and K use memory strategy more frequently and student teachers C and J use social strategy more frequently than the other strategy, therefore that certain strategy have high frequency for those students. The rest of the student teachers have medium frequency use on each strategy. Accordingly, the English language student teachers apparently understood about the important of language learning strategy in their process of language learning. However. It seems that the student teachers still have not maximize the strategy potential or they still uncertain whether already use that strategy so that they still answer the questionnaire in medium level.

Basically, based on the result on the table 2 above, it showed the average score of individual student teacher regarding the language learning strategy that commonly use showed that from the six part of the language learning strategy, the most commonly used by the English language student teachers is social strategy and followed respectively by metacognitive strategy, cognitive strategy, affective strategy. Furthermore, the rest of the strategies were considered less use were compensation and memory. This result may be not in line with the previous research that mentioned that the most preferred strategy is metacognitive strategy (Uçar, 2016), Cognitive strategy as the strategy important (Wong, 2005), Compensation strategy and Metacognitive strategy for two different groups in study (Jee, 2015), Compensation strategy rank number one (Yilmaz, 2010). However, the result of this study is in line with the previous study conducted by (Khan, 2012) that has social strategy as the most common strategy used by the students. This may because the students may think that learning language can be more effective if they are able to interact more with other learners, teacher or even native speaker. Yet, regarding the various result from the previous research and also the result of this study, it can be said that the students teachers' preference on certain strategy is depend on their goal they want to achieve and also depend on their own preference and comfortability of the strategy for them.

Foreign Language Learner's Self-Efficacy level of English Language Student Teachers.

In accordance to the second research questions of this study in which it related to the level of foreign language learner's self-efficacy of English language student teachers therefore, the result of Foreign Language Learner's Self-Efficacy questionnaire is shown and explained below.

With respect to the mean value of self-efficacy calculated for the student teachers participating in this study, that can be seen on the table 3 below, the level of students teachers' foreign language learner's self-efficacy belongs to the high self-efficacy group.

Table 3

Mean value of English language education teacher students.

Statistics

Language_Self_Efficacy		
N	Valid	15
	Missing	0
Mean		177.60
Median		170.00
Std. Deviation		30.736
Minimum		141
Maximum		231

Source: SPSS

Based on the table 3 above, the mean is 177.60 or 178 and the mean is over 160 as the threshold of the high self-efficacy.

Basically, self-efficacy according to Bandura (1997, as cited in Raoofi et al., 2012) refers to beliefs in one's capabilities to organize and execute courses of action required to produce given attainment. This result is possible, may be because it related to the fact that these students' major is English Education, therefore they might have assumed themselves to be competent in English since they are expected to become an English teacher in the future so they might have felt efficacious in learning English.

The Relationship between English Language Learning Strategy used by English Education Teacher Students and Foreign Language Learner's Self-Efficacy

To decide whether the data were able to be analyzed by linear regression to be able to find out the relationship between language learning strategy and language learner's self-efficacy of the students, therefore, the Kolmogorov-Smirnov test was conducted to figure out the normality of those data. The result of Kolmogorof-Smirnov normality test resulted in the value of 0,200 as can be seen in the table 4 below:

Table 4

Normality Test Result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		15
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	21,99474280
Most Extreme Differences	Absolute	0,154
	Positive	0,134
	Negative	-0,154
Test Statistic		0,154
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table 4 above, it means that the residual has normal distribution since the test showed the significance value is 0,200 > 0,005, therefore the residual value has normal distribution. Accordingly, this data can be tested by linear regression to find out the relationship between language learning strategy and foreign language learner's self-efficacy of English language student teachers.

To find out that both variables has relationship, both variables were tested their linearity and the result can be seen on table 8 below:

Table 5

Linearity Test Result

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Language Self Efficacy * Language Strategy	Between Groups	(Combined)	12775,600	12	1064,633	4,732	0,188
		Linearity	6452,838	1	6452,838	28,679	0,033
		Deviation from Linearity	6322,762	11	574,797	2,555	0,315
	Within Groups		450,000	2	225,000		
	Total		13225,600	14			

From the test result, it was known that standard deviation from linearity has value as 0,315 > 0,05 so, it can be concluded that there is linier relationship between language learning strategy and foreign language learner's self-efficacy.

Furthermore, simple linear regression was used to test the existence of the relationship between language learning strategy and foreign language learner's self-efficacy of the student. The independent variable (X) which is language learning strategy has relationship on dependent variable (Y) which is foreign language learner's self-efficacy can be decided based on the rules:

If significance value < 0,05 it means that X has effect or relationship on Y

If significance value > 0,05 it means that X has no effect or relationship on Y

If t-count > t table, it means that X has effect or relationship on Y

If t-count < t table, it means that X has no effect or relationship on Y

The result and interpretation can be seen on table 6 as follows:

Table 6

Linear Regression Result

ANOVAᵃ						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6452,838	1	6452,838	12,386	.004ᵇ
	Residual	6772,762	13	520,982		
	Total	13225,600	14			
a. Dependent Variable: Language Self Efficacy						
b. Predictors: (Constant), Language Strategy						

As can be seen in the table 6 above, ANOVA output has f-count = 12,386 with significance level of 0,004 < 0,05, accordingly, the regression model can be used to predict participation variable. In other word that there is relationship between language learning strategy as variable (X) and foreign language learner's self-efficacy as variable (Y).

Table 7

Linear Regression Result

Coefficientsᵃ						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56,439	34,928		1,616	0,130
	Language Strategy	0,667	0,190	0,699	3,519	0,004
a. Dependent Variable: Language Self Efficacy						

Based on the table 7 above, it is known that constant value (a) is 56,439, while language learning strategy (b/regression) is of 0,667, so that the regression equation can be write:

Y= a + bX

Y= 56,439 + 0,667X

The equation above can be explained as follows:

1. Constant value as of 56,439 has meaning that the consistent value of language learning strategy is of 56,439

2. Regression coefficient as of 0,667 states that every addition 1% of language learning strategy chosen by students' value, then student foreign language learner's self-efficacy value will add as of 0,667. The regression coefficient has positive value, so that it can be concluded that the direction of influence of variable X to Y is positive.

Decision-making in simple regression test can be explained as follows:

1. Based on the significant value of the table coefficient, it is obtained significance value of 0,004 < 0,05 therefore it can be concluded that the language learning strategy variable (x) has relationship on foreign language learner's self-efficacy.

2. Based on the value of t, it is known significant value of 3,519 > t table 2,131 so it can be concluded that the language learning strategy variable (X) has relationship on foreign language learner's self-efficacy variable (Y)

Based on the data interpretation above, it showed that there is a positive relationship of language learning strategy and student teachers' foreign language learner's self-efficacy. Learning strategy is significant in language learning context because they help learners to improve and organize learning by themselves. The effective use of learning strategy is believed to be able to heighten learner motivation since the use of learning strategy can help learner to perform better in English and motivation leads to learners' belief to achieved success in learning English. As stated by Zimmerman, The development of an individual's self-efficacy or level of confidence in successfully completing task is closely associated with the effective use of learning strategy (1990, as cited in Uçar, 2016). Furthermore Zimmerman (2006 as cited in Shi, 2018) asserted that the more strategies the learner uses, the more the learner feels self-efficacious.

Basically, this study aimed to investigate the relationship between language learning strategy and foreign language learner's self-efficacy of English language student teachers. Accordingly, through the linear regression test, the result showed that there is positive relationship between language learning strategy use and language learner's self-efficacy of English language student teachers. This result is in line with the result of (Gahungu, 2009; Jee, 2015; Uçar, 2016; Wong, 2005) in which all of the previous studies conducted by those researchers showed the result that statistically evidence that there is positive relationship between language learning strategy and foreign language learner's self efficacy. Uçar (2016) mentioned that the students who use language learning strategy may have heightened level of self-efficacy, accordingly based on this statement, learning strategy basically related to the enhancement of foreign language learner's self-efficacy.. Learning strategy may have linked to the motivation in which it is assumed that having access to the appropriate strategies can enable students to have higher expectation in success in learning, in this case language learning, higher expectation in learning success is an essential component in motivation and furthermore motivation is one of the roots for one's self efficacy. However the result of this study was not in accordance with the result of the research from Mutlu et al. (2019) revealed that the strategy used by the participants was not related to their self-efficacy.

Moreover, according to Zimmerman, the development of individual self-efficacy or level of confidence in successfully completing the task is closely associated with effective use of learning strategies (1990, as cited in Wong, 2005). Accordingly, this study can be considered in line with the pervious study that also resulted in the existence of positive relationship between Language learning strategy and foreign language learner's self-efficacy.

Conclusion

This study explored firstly about the language learning strategy that commonly use by the English language student teachers, and secondly is about the level of foreign language learner's self-efficacy owned by the English language student teachers. Thirdly is about the relationship between English language learning strategies and foreign language learner's self-efficacy of English language student teachers. The findings of

current research showed that the language learning strategy that commonly use by the student teachers is social strategy and followed respectively by metacognitive strategy, cognitive strategy, affective strategy. While regarding the level of foreign language learner's self-efficacy, the result showed that the English language teacher students have high self-efficacy which may be related to their field of study that they, indeed, study English language to become English teacher, accordingly, English is their major study therefore they might have become competent in English.

This current study also showed that there is positive relationship between English language learning strategy and foreign language learner's self-efficacy. The use of language learning strategy can heighten the student teachers' foreign language learner's self-efficacy. Accordingly, the students who use language learning strategy may experience a heightened sense of language learner's self-efficacy. So, we should encourage the students to use language learning strategy more because it will lead to have more self-efficacy as a foreign language learner, furthermore, the heightened self-efficacy will also lead to the adopting more strategies because of reciprocal relationship between these two concepts. However, this study still has a limitation. This study has limited sample therefore the result still was not able to use to make generalization.

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