

**LANGUAGE LEARNING STRATEGIES (LLS) IN TECHNOLOGY
ENHANCED LANGUAGE LEARNING (TELL) CONTEXTS AMONG
EFL UNIVERSITY STUDENTS**

THESIS

*Submitted In Partial Fulfillment as One of the Requirements for the
Undergraduate Program in English Education the Strata One (S1) Degree*



Written By:

NUR ADILA
2214050097

ENGLISH DEPARTMENT

FACULTY OF ISLAMIC EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY

IMAM BONJOL PADANG

1448 H/ 2026 M

DECLARATION PAGE



“In the name of Allah, the most Gracious, the most Merciful”

I hereby state that thesis entitled **“Language Learning Strategies in Technology-Enhanced Language Learning (TELL) Among EFL University Students at Uin Imam Bonjol Padang”**. This thesis is a piece of work mastered by myself.

I quote some theories of this research from several references and sources and they are properly acknowledged in my thesis. I do not copy or quote with the way that is against from the scientific society. From the statement above, I am ready to accept any judgment if it found there is scientific ethics contrary in my thesis or there is claim from another side towards the original work.

Padang, September 2026

Researcher



Nur Adila

NIM. 2214050097

APPROVAL PAGE

**LANGUAGE LEARNING STRATEGIES (LLS) IN TECHNOLOGY
ENHANCED LANGUAGE LEARNING (TELL) CONTEXTS AMONG EFL
UNIVERSITY STUDENTS AT UIN IMAM BONJOL PADANG**

By:

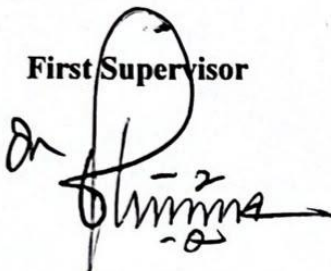
Nur Adila

2214050097

The thesis was approved for examination

Padang, September 2nd, 2026

First Supervisor



Prof. Dr. Martin Kustati, M.Pd

NIP. 197308182005012004

Second Supervisor



Dr. Rita Erlinda, M.Pd

NIP. 197301212000032001

THESIS ACCEPTANCE

The thesis entitled "Language Learning Strategies in Technology Enhanced Language Learning (TELL) Contexts among EFL University Students of UIN Imam Bonjol Padang" written by Nur Adila, Students Register Number: 2214050097 has been examined by board of examination in the Faculty Tarbiyah and Teacher Training of Universitas Islam Negeri (UIN) Imam Bonjol Padang on Wednesday, 9th September 2026. Therefore, it has accepted as one of prerequisites for obtaining the Bachelor's Degree in English Tadris Department.

Padang, September 9 2026

Board of Examiners

Chairperson



Prof. Dr. Martin Kustati, M.Pd
NIP. 197308182005012004

Secretary



Dr. Rita Erlinda, M.Pd
NIP. 197301212000032001

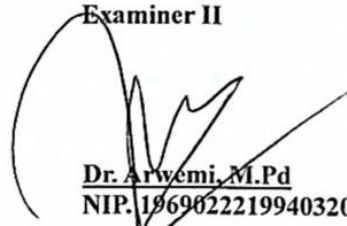
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Examiner I



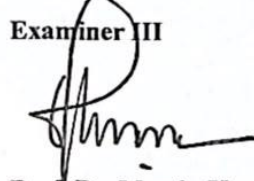
Dr. Darmaventi, M.Pd
NIP. 197307111999032002

Examiner II



Dr. Arwemi, M.Pd
NIP. 196902221994032004

Examiner III



Prof. Dr. Martin Kustati, M.Pd
NIP. 197308182005012004

Examiner IV



Dr. Rita Erlinda, M.Pd
NIP. 197301212000032001

Approved by,

Dean of Faculty Islamic Education and Teacher Training
Universitas Islam Negeri (UIN) Imam Bonjol Padang



Prof. Dr. Yasmadi, M.Pd
NIP. 197305172000031001

PENGESAHAN TIM PENGUJI

Skripsi dengan judul “Language Learning Strategies in Technology Enhanced Language Learning (TELL) Contexts among EFL University Students of UIN Imam Bonjol Padang” yang ditulis oleh Nur Adila, NIM. 2214050097 telah diajukan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Imam Bonjol Padang pada hari Rabu, 9 September 2026. Oleh karena itu telah diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) Program Strata Satu (SI) pada Jurusan Tadris Bahasa Inggris.

Padang, 9 September 2026

Ketua

Prof. Dr. Martin Kustati, M.Pd
NIP. 197308182005012004

Tim Penguji Sidang Munaqasyah
Sekretaris

Dr. Rita Erlinda, M.Pd
NIP. 197301212000032001

Anggota

Penguji I

Dr. Darmayenti, M.Pd
NIP. 197307111999032002

Penguji II

Dr. Arvemi, M.Pd
NIP. 196902221994032004

Penguji III

Prof. Dr. Martin Kustati, M.Pd
NIP. 197308182005012004

Penguji IV

Dr. Rita Erlinda, M.Pd
NIP. 197301212000032001

Disetujui oleh,
Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri (UIN) Imam Bonjol Padang



Prof. Dr. Yasmadi, M.Pd
NIP. 197305172000031001

DEDICATION

This work is wholeheartedly dedicated to:

Almighty Allah SWT, whose countless blessings, mercy, and guidance have given me the strength to endure every challenge and bring this journey to its completion.

Our beloved Prophet Muhammad SAW, whose noble character, teachings, and wisdom continue to illuminate the path of life and inspire me to become a better person and strive for excellence.

My beloved parents, whose love has been my greatest source of strength, whose prayers have accompanied me throughout every step, and whose unwavering belief in me has made this journey feel possible.

My dearest sibling, who brings light and laughter into my life, makes difficult days feel lighter, and gives me a place where I can feel comfortable, understood, and completely free to be myself.

MOTTO:

“People are temporary, but what we build for ourself is forever”

ABSTRACT

Nur Adila, 2026, **Language Learning Strategies (LLS) in Technology Enhanced Language Learning (TELL) among EFL University Students. Thesis.** Faculty of Islamic Education and Teacher Training, Islamic State University Imam Bonjol Padang. Supervisor (1) Prof. Dr. Hj. Martin Kustati, M.Pd. (2) Dr. Rita Erlinda, M.Pd.

This study investigated the frequency and pattern of Language Learning Strategy (LLS) use among EFL university students in Technology-Enhanced Language Learning (TELL) contexts. The study employed a descriptive quantitative design. The participants were sixth-semester students of the English Tadris Department at UIN Imam Bonjol Padang from classes TBI-A, TBI-B, and TBI-C. Data were collected through Google Forms using an adapted questionnaire based on Oxford's (1990) Strategy Inventory for Language Learning (SILL) Version 7.0, covering six strategy categories: Memory, Cognitive, Compensation, Metacognitive, Affective, and Social Strategies. The data were analyzed using descriptive statistics. The findings showed that students generally used Language Learning Strategies at a medium level. Among the six categories, Cognitive Strategies were the most frequently used, while Memory Strategies were the least frequently used. Overall, students employed all six strategy categories, although their frequency of use varied across categories. The study concludes that students have incorporated various Language Learning Strategies into their technology-enhanced English learning, but their use remains uneven. Therefore, greater strategic awareness and more purposeful use of different learning strategies are needed to support effective and self-directed English learning through technology.

Keywords: *Language Learning Strategies, Technology-Enhanced Language Learning, EFL Students, Digital Learning, Strategic Awareness*

ABSTRAK

Nur Adila, 2026, **Strategi Pembelajaran Bahasa (LLS) dalam Pembelajaran Bahasa Berbantuan Teknologi (TELL) pada Mahasiswa EFL. Skripsi.** Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Imam Bonjol Padang. Pembimbing: (1) Prof. Dr. Hj. Martin Kustati, M.Pd.; (2) Dr. Rita Erlinda, M.Pd.

Penelitian ini bertujuan untuk mengidentifikasi frekuensi dan pola penggunaan Language Learning Strategy (LLS) pada mahasiswa EFL dalam konteks Technology-Enhanced Language Learning (TELL). Penelitian ini menggunakan desain kuantitatif deskriptif. Partisipan penelitian adalah mahasiswa semester enam Departemen Tadris Bahasa Inggris UIN Imam Bonjol Padang dari kelas TBI-A, TBI-B, dan TBI-C. Data dikumpulkan melalui Google Forms dengan menggunakan kuesioner yang diadaptasi dari Strategy Inventory for Language Learning (SILL) Version 7.0 oleh Oxford (1990), yang mencakup enam kategori strategi, yaitu Memory, Cognitive, Compensation, Metacognitive, Affective, dan Social Strategies. Data dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa secara umum penggunaan Language Learning Strategies oleh mahasiswa berada pada tingkat sedang. Di antara keenam kategori strategi, Cognitive Strategies merupakan strategi yang paling sering digunakan, sedangkan Memory Strategies merupakan strategi yang paling jarang digunakan. Secara keseluruhan, mahasiswa menggunakan seluruh enam kategori strategi, meskipun frekuensi penggunaannya berbeda pada setiap kategori. Penelitian ini menyimpulkan bahwa mahasiswa telah menerapkan berbagai Language Learning Strategies dalam pembelajaran bahasa Inggris berbasis teknologi, tetapi penggunaannya masih belum merata. Oleh karena itu, peningkatan kesadaran strategis dan penggunaan berbagai strategi pembelajaran secara lebih terarah diperlukan untuk mendukung pembelajaran bahasa Inggris yang efektif dan mandiri melalui teknologi.

Kata Kunci: *Strategi Pembelajaran Bahasa, Pembelajaran Bahasa Berbantuan Teknologi, Mahasiswa EFL, Pembelajaran Digital, Kesadaran Strategis*

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In the name of Allah, the Most Gracious, the Most Merciful. All praise and gratitude belong to Allah SWT, who has bestowed upon me His countless blessings, strength, patience, and guidance throughout the process of completing this thesis. His mercy has given me the courage to face every difficulty and the perseverance to continue until this thesis journey reached its completion.

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The completion of this thesis was made possible through the assistance, encouragement, prayers, and support of numerous individuals. With sincere gratitude, I would therefore like to express my appreciation to:

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Padang, September 2026

Researcher

A handwritten signature in black ink, appearing to read 'Nur Adila' with a stylized flourish at the end.

Nur Adila
NIM. 2214050097

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