ABSTRACT

Maghfiroh, Luluk. "Learning Strategies in English used by Senior High School Students (A Case Study at SMU Unggulan Darul 'Ulum Jombang)". A thesis submited as partial fulfillment of the requirements for the sarjana degree of the English Department Faculty of Letters Airlangga University, 2002).

Living in an era of globalization where science and technology are the key factors of human civilation, we need access, we need language to enter the global communication either orally or in written form. Since English is considered as one of the important languages all over the world, our government has increasingly paid serious attention to the English in this country. The quality of English learning outcomes is greatly influenced by learning process.

One way to achieve well in English is by using learning strategies. Each student has his/her own learning strategies. It also happens to the students in SMU Unggulan Darul 'Ulum Jombang; they have their own learning strategies in learning English.

This study attempts to find out the learning strategies in English used by students in SMU Unggulan Darul 'Ulum Jombang. It also tries to discover the learning strategies most frequently used by good language learners and poor language learners.

In collecting the data, I used questionnaire taken from Strategy Inventory for Language Learning (SILL) version 5.1 created by Oxford. Then, I distributed the questionnaires to the sixty respondents. After that, I gave the score to each questionnaire and put it into table. Afterwards, I identified the learning strategies in English used by students in SMU Unggulan Darul 'Ulum Jombang as well as the most frequently used learning strategies by good language learners and poor language learners.

The result of the study shows that compensation strategies are highly used, memory strategies are rarely used, while cognitive strategies, metacognitive strategies, affective strategies, and social strategies are sometimes used. It was also discovered that learning strategies most frequently used by good language learners are compensation strategies and metacognitive strategies, and poor language learners mostly use compensation strategies.

CHAPTER I

INTRODUCTION