

**LEARNING STRATEGIES USED BY FIRST YEAR STUDENTS OF
ENGLISH EDUCATION STUDY PROGRAM OF UNIVERSITAS JAMBI**

A THESIS

**Submitted as Partial Fulfillment of the Requirements for the Bachelor
Degree of Sarjana Pendidikan**



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DECLARATION OF ORIGINALITY

Dinda Ayu Damara, RRA1B216001, declares that this thesis is truly my original work. And it has not been submitted in any form for another degree or diploma at any University or other institute or tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and as list of references is given in the bibliography.

Jambi, November 2020

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MOTTO

“Do my best, so that I can't blame myself for anything”.

~ Magdalena Neuner~

*"If you don't go after what you want, you'll never have it.
And if you don't ask, the answer is always no. Also if you don't step
forward, you're always in the same place."*

~ Nora Roberts ~

DEDICATION

*This thesis is specially presented to;
My beloved parents, that always give endless love, support
and pray for my success.*

*My dearest sister, for her never ending affection and
motivation.*

ABSTRACT

Dinda Ayu Damara (NIM: RRA1B216001). “Learning Strategies Used by First Year Students of English Education Study Program of Universitas Jambi”. Faculty of Teacher Training and Education, Jambi University in Academic year 2016/2017. First Advisor is Dr. Dra. Yelia, M.Pd., and Second Advisor is Dra. Radiatan Mardiah, M.Hum.

Key Words: Language Learning Strategies.

This research is aimed to describe the preferred learning strategies used by first year students of English education study program of Universitas Jambi. The research question was: What language learning strategies are used by first year

students of English education study program of Universitas Jambi. The subject of the research were first year students of English education study program of Universitas Jambi enrolled in 2019/2020 academic year which were in the second semester. The data were gathered through Strategy Inventory for Language Learning (SILL) questionnaire version 7.0 and interview as instrument to check the learning strategy preference. The result of the analysis of questionnaire data reveals that the students used all the learning strategies with the total number memory strategies 171,2 or 16,35%, cognitive strategies 171,5 or 16,38%, compensation strategies 158,3 or 15,12%, metacognitive strategies 198,2 or 18,93%, affective strategies 166,5 or 15,90% , and social strategies 181,5 or 17,33%. Among the strategies, metacognitive strategies is most frequently used by students in learning where metacognitive strategies became the highest percent with percentage 18,93% and the biggest total score with mean score 3,96. And then based on interview data almost all students answered that they were used all language learning strategies. and for the most frequently used is the metacognitive strategy. This results suggested to next researchers for conducting further research about learning strategies in speaking, writing, listening, and reading.

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Hopefully, this thesis can be useful to the readers and give benefitial input for English learners and particularly to the writer.

Jambi, November 2020

The Writer

Dinda Ayu Damara

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