

**AN ANALYSIS OF STUDENTS' LANGUAGE LEARNING
STRATEGIES IN LEARNING ENGLISH UTILIZED BY
EFL STUDENT AT SMKN 1 PANGKALAN BUN**

THESIS



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ABSTRACT

Adam, Septiar. 2024. An Analysis of Students' Language Learning Strategies in Learning English Utilized by EFL Student at SMKN 1 Pangkalan Bun. Thesis. English Education Study Program, Department of Language and Art Education, Faculty of Teacher Training and Education, University of Palangka Raya. Advisor: (1) Susan Ira Nova, M.Pd, (2) Yulitriana, S.S., M.Pd.

Keywords: Language Learning Strategies, EFL Student.

This study investigates the language learning strategies utilized by EFL students at SMKN 1 Pangkalan Bun, focusing on six specific strategies: memory, cognitive, compensation, metacognitive, affective, and social strategies. The research aims to identify the most commonly used strategies among these students and to provide insights into their effectiveness in enhancing language acquisition.

Data were collected through surveys and interviews, revealing that cognitive strategies (24.5%) and metacognitive strategies (18.1%) are predominantly employed by students. These strategies include planning, monitoring, self-evaluation, cooperation with peers, and seeking opportunities to practice English with native speakers. Memory strategies (16.26%), social strategies (11.92%), compensation strategies (10.18%), and affective strategies (10.36%) were also identified as part of the students' learning approaches.

The study concludes that the integration of metacognitive and social strategies significantly contributes to students' language proficiency and recommends their incorporation into teaching methodologies. Additionally, it highlights the importance of using a variety of strategies to support a holistic approach to language learning. The findings offer valuable insights for educators, students, and policymakers in improving the quality of English language education and suggest directions for future research on language learning strategies.

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Finally, the researcher believes that his writing is far from excellent. The author anticipates reader feedback and recommendations for this thesis. Hopefully, this thesis may be beneficial to the readers.

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