

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

THESIS



BY:

SEPTIAR ADAM

193030201111

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF PALANGKA RAYA**

2024

APPROVAL OF THESIS ADVISORY COMMITTEE

Title	An Analysis Of Students' Language Learning Strategies In Learning English Utilized By EFL Student At SMKN 1 Pangkalan Bun
Name/NIM	Septiar Adam 193030201111
Study Program/Department	English Education/ Language and Art Education

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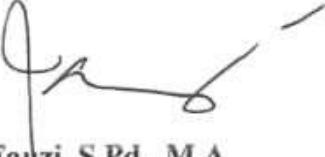
Approved by:


Susan Ira Nova, M.Pd
NIP. 19781024 200501 2 001
Date : 2 October 2024

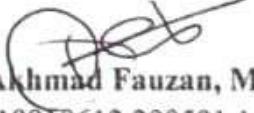
Advisor II,


Yulitriana, S.S., M.Pd
NIP. 19800514 200604 2 003
Date: 2 October 2024

Language and Art Education Department
Chair,


Iwan Fauzi, S.Pd., M.A
NIP. 19720408 200112 1 001
Date : 2 October 2024

English Education Study Program
Chair,


Dr. Ahmad Fauzan, M.Pd
NIP. 19810612 200501 1 002
Date : 2 October 2024

Acknowledged by
Dean of Faculty of Teacher Training and Education



PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di Bawah ini:

Nama : Septiar Adam
NIM : 193030201111
Jurusan/Program Studi : Pendidikan Bahasa Dan Seni/Pendidikan Bahasa Inggris
Fakultas : Keguruan Dan Ilmu pendidikan (FKIP)

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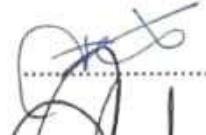
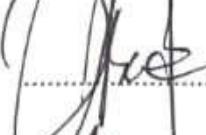
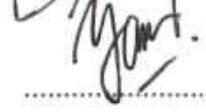
AN ANALYSIS OF STUDENTS' LANGUAGE LEARNING STRATEGIES IN LEARNING ENGLISH UTILIZED BY EFL STUDENT AT SMKN 1 PANGKALAN BUN

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by the Board of Examiners of English Education Study Program
Language and Art Education Department
Teacher Training and Education Faculty
University of Palangka Raya

BY :
SEPTIAR ADAM
193030201111

Date : 2 October 2024

Board of Examiners,

Name	Signature	Date	Position
Dr. Akhmad Fauzan, M.Pd NIP. 19810612 200501 1 002		2 October 2024	Chair
Susan Ira Nova, M.Pd NIP. 19781024 200501 2 001		2 October 2024	Member
Yulitriana, S.S., M.Pd NIP. 19800514 200604 2 003		2 October 2024	Member

ABSTRACT

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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.

Palangka Raya, 2 October, 2024

The researcher

Septiar Adam
193030201111

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