LANGUAGE LEARNING STRATEGIES
USED BY SCIENCE AND SOCIAL STUDENTS
IN SMA BRAWIJAYA SMART SCHOOL MALANG

THESIS

BY
HILDA YUSTITIASARI
NIM 0911110183

STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURES
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2014

ABSTRACT

Yustitiasari, Hilda. 2014. **Language Learning Strategies Used by Science and Social Students of SMA Brawijaya Smart School.** Study Program of English, Department of Languages and Literatures, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Syariful Muttaqin; Co-supervisor: Yana Shanti Manipuspika

Keywords: Language Learning Strategies, Academic Major

English is a compulsory subject in high school in Indonesia.. Therefore, high school students should know and manage their strategies in learning English. For students in senior high school, their strategies should be suitable with their major because different major may influence the strategies applied. This present study is aimed at investigating the learning strategies of science and social students of SMA Brawijaya Smart School and the correlation between the academic major and language learning strategies.

The approach used is quantitative study. The participants of this study were 113 students consisting of 71 science and 42 social students. The survey comprised an individual background questionnaire and Strategy Inventory for Language Learning (SILL) adopted from Oxford (1990).

This study reveals that the students moderately employs the six categories of learning strategies in their learning process. This finding can be measured by the overall language learning strategies which fall into medium level. The result shows that metacognitive strategies are the most frequently used by the students whereas affective strategies are the lowest frequently used. Although there are differences in the mean score for the overall language learning strategies used by science and social students, the T- test result shows that there is no significant difference in language learning strategies applied by science and social students. In addition, Chi-square result shows that there is no significant correlation between different academic major and the choice of language learning strategies.

In conclusion, science students apply language learning strategies more than social student and the strategies mostly applied from overall language learning strategies is metacognitive strategies. Also, there is no significant correlation between academic major and language learning strategies. Hence, in choosing the efficient strategies it is suggested that the learners apply appropriate language learning strategies based on student's respective goals.

ABSTRAK

Yustitiasari, Hilda. 2014. **Strategi Pembelajaran Bahasa yang Digunakan oleh Jurusan IPA dan IPS di SMA Brawijaya Smart School.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: (I) Syariful Muttaqin (II) Yana Shanti Manipuspika

Kata Kunci: Strategi Pembelajaran Bahasa, Jurusan

Bahasa Inggris adalah subjek utama di SMA di Indonesia. Siswa SMA seharusnya mengetahui dan mampu mengatur strategi belajar Bahasa Inggris. Siswa di SMA, seharusnya memilih strategi yang sesuai dengan jurusan mereka karena jurusan yang berbeda dapat mempengaruhi pemilihan strategi. Penelitian ini tertuju pada strategi belajar siswa jurusan IPA dan IPS di SMA Brawijaya Smart School dan hubungan antara jurusan dengan strategi pembelajaran bahasa.

Pendekatan yang digunakan adalah kuantitatif. Peserta penelitian ini adalah 113 siswa yang terdiri dari 71 siswa jurusan IPA dan 42 siswa jurusan IPS. Data penelitian ini terdiri dari kuesioner latar belakang individu dan kuesioner SILL yang diadaptasi dari Oxford (1990).

Hasil studi menunjukkan siswa cukup menggunakan keenam kategori strategi pembelajaran dalam proses belajar mereka. Hal ini dapat diukur dari keseluruhan strategi pembelajaran bahasa mereka berada pada level sedang. Hasil penelitian menunjukkan bahwa strategi metakognitif yang paling sering digunakan oleh siswa sedangkan strategi afektif merupakan strategi yang sangat jarang mereka gunakan. Meskipun ada perbedaan nilai rata-rata pada keseluruhan strategi pembelajaran bahasa yang digunakan oleh siswa jurusan IPA dan jurusan IPS, hasil uji-T tidak menunjukkan adanya perbedaan yang signifikan dalam strategi pembelajaran yang digunakan oleh siswa jurusan IPA dan jurusan IPS. Tambahan, Chi-Square juga menunjukkan bahwa tidak adanya hubungan yang signifikan antara perbedaan jurusan dengan pilihan stategi pembelajaran bahasa.

Kesimpulannya, siswa IPA lebih menggunakan strategi pembelajaran bahasa dari pada siswa IPS dan strategi yang paling sering digunakan dari keseluruhan strategi pembelajaran bahasa adalah strategi metacognitif. Tidak ada hubungan yang signifikan antara jurusan dengan strategi pembelajaran bahasa. Oleh karena itu, dalam memilih strategi yang efisien disarankan bagi siswa untuk menggunakan strategi pembelajaran bahasa yang sesuai dengan tujuan masing masing siswa.

REFERENCES

Arikunto, Suharsimi. (1996). *Prosedur Penelitian: Suatu Pendekatan Praktek (Edisi Revisi III).* Jakarta: Rineka Cipta.

Ary, D; Jacobs, L. C; Sorensen, C. K; Walker, D. (2006). *Introduction to Research in Education.* California: Wadsworth Group.

Chamot, Anna Uhl. (2004) *Issue in Language Learning Strategy Research and Teaching.* Electronic Journal of Foreign Language Teaching 2004, Vol. 1, No. 1, p.14-26.

Ellis, Rod. (1994)*. The Study of Second Language*.NewYork: Oxford University. 529-560.

Ellis, Rod. (1997). *Second Language Acquisition.* New York: Oxford University.

Gass, Susan M and Selinker, Larry. (2008). *Second Language Acquisition Third Edition*. Newyork and London : Routledge

Griffiths, Carol. (2004). *Language learning strategies : Theory and research.* New Zealand : School of Foundations Studies. Retrieved, February 27, 2013, from: http://www.crie.org.nz/research-papers/c_griffiths_op1.pdf

Hong, Kyungsim. (2006). *Beliefs About Language Learning and Language Learning StrategyUse In an Efl Context: a Comparison Study of Monolingual Korean And Bilingual Korean-Chinese University Students.* University of north texas. Retrieved, July 17, 2013, from: http://digital.library.unt.edu/ark:/67531/metadc5270/m2/1/high_res_d/dissertation.pdf

Nuril, Fitriya Ardziyani. (2012). *The Application of Language Learning Strategies and Their Relationship with English Proficiency.*Unpublished thesis. Malang. Universitas Brawijaya

O'Malley, J Michael and Chamot, Anna Uhl. (1990). *Learning Strategies in Second Language Acquisition.* Cambridge : Cambridge University Press.

Oxford, Rebecca. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Massachusetts : Heinle & Heinle Publisher.

Oxford, Rebecca. (1996). *Language Learning Strategies Around The World: Cross-Cultural Perspectives.* Hawai'i : University of Hawai'i Press. Retrieved, December 06, 2013, from: http://books.google.co.id/books?id=-5K9auTZyOYC&printsec=frontcover&hl=id#v=onepage&q&f=false

Peacock, Matthew and Belinda Ho. (2003). *Student Language Learning Strategies Across Eight Disciplines.* International Journal of Applied Linguistics, Vol. 13, No.2. Hongkong: John Wiley and Sons. 179-200. Retrieved April 03, 2013, from,
http://onlinelibrary.wiley.com/doi/10.1111/1473-4192.00043/abstract

Rao, Zhenhui and Fulan Liu. (2010). *Effect of Academic Major on Students use of Language Learning Strategies: a Diary Study in a Chinese Context*. The Language Learning Journal. United Kingdom : Routledge. Retrieved, February 27, 2014, from:
http://www.tandfonline.com/doi/abs/10.1080/09571731003653565#.Ux-1Yz9_syM

Ratcliff, James. L. (n.d.). *Academic Major*. Retrieved, February 11, 2013, from:http://answer.com/topic/academic-major

Wulansari. (2010). *Hubungan Asal Jurusan dengan Prestasi Belajar Mahasiswa Tingkat II Akademi Kebidanan Estu Utomo Boyolali Tahun 2010*. Retrieved, July 17, 2013, from:
http://e-journal.akbid-purworejo.ac.id/index.php/jkk1/article/view/39/37

Zare, Pezhman. (2012). *Language Learning Strategies Among EFL/ESL Learners: A review of Literature*. Iran. Retrieved, July 28, 2013, from:
http://www.ijhssnet.com/journals/Vol_2_No_5_March_2012/20.pdf

Zehler, Annette. (1994). *Working with english language learners: strategies for elementary and middle school teacher*. NCBE program information guide series 19. Retrieved, July 17, 2013, from:
http://www.ncela.gwu.edu/pubs/pigs/pig19.htm