

**STUDENTS' LEARNING STRATEGIES ON THE DIFFERENT
LEVELS OF LANGUAGE DEVELOPMENT UNIT TEAM
CLASSES IN ANTASARI STATE ISLAMIC
UNIVERSITY BANJARMASIN**

AN UNDERGRADUATE THESIS

**Presented to
Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan in English Language Education**

By

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2019

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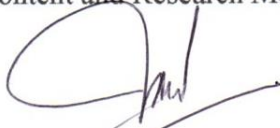
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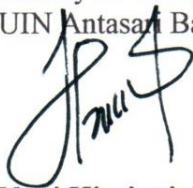
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STATEMENT OF AUTHENTICITY

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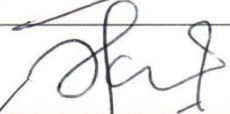

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ABSTRACT

Mukhlis Nasrulloh. 2019. Students' Learning Strategies on the Different Levels of Language Development Unit Team Classes in Antasari State Islamic University Banjarmasin. Thesis. English Education Department. Faculty of Tarbiyah and Teachers Training, Advisors: (I) Dr. Hj. Nida Mufidah, M.Pd, (II) Dra. Andi Irlina, M.Hum.

Keywords: Language Development Unit Team, Different Levels, Learning Strategy.

To reach an educational goal there must be efforts of teacher and student. Learning strategy was one kind of student efforts in assisting students to get information from teacher in the class. Then, Researcher was interested to describe learning strategies used by students in each classes-level of Language Development Unit Team classes in Antasari State Islamic University Banjarmasin.

The statements of problem of this research were what levels of students as the result of the placement test and what dominant strategies and strategies never used were applied by student in each level in Language Development Unit Team classes of Antasari State Islamic University Banjarmasin in Language Development Unit Team.

To divide the learning strategies used by students, researcher used Strategy Inventory for Language Learning (SILL) questionnaire version 7.0 as the measurement to check the learning strategy preference. Then In collecting data, the researcher used several techniques such as questionnaire, observation, and documentation. Processing data in this research was qualitative research, namely field research.

The result of the study, there were two classes-levels divided by the placement test that the levels included pre-intermediate level and elementary level. Then second result revealed the students of language development unit team used all learning strategies including memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy. For the most frequently used by both of pre-intermediate classes level and elementary classes level, that was metacognitive strategy and learning strategy which was almost never used by students on the both of the classes level was affective strategy.

ABSTRAK

Mukhlis Nasrulloh. 2019. Strategi Pembelajaran Siswa pada Tingkat yang Berbeda di Kelas-kelas Lembaga Unit Pengembangan Bahasa di Universitas Islam Negeri Antasari Banjarmasin. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Dosen Pembimbing: (I) Dr. Hj. Nida Mufidah, M.Pd, (II) Dra. Andi Irlina, M.Hum.

Kata Kunci: Unit Pengembangan Bahasa, Level yang berbeda, Strategi Pembelajaran.

Untuk menggapai sebuah tujuan pendidikan harus ada usaha-usaha dari guru dan siswa. Strategi pembelajaran adalah salah satu bentuk dari usaha-usaha siswa dalam mengumpan siswa mendapatkan informasi dari guru di kelas. Lalu, Peneliti tertarik untuk mendeskripsikan strategi pembelajaran yang digunakan oleh siswa di tiap tingkatan kelas-kelas di Unit Pengembangan Bahasa di Universitas Islam Negeri Antasari Banjarmasin.

Rumusan masalah dalam penelitian ini adalah apa saja tingkatan di kelas pelajar hasil dari test penempatan kelas dan apa saja strategi-strategi yang dominan dan tidak pernah di gunakan oleh pelajar di setiap tingkatan di Unit Pengembangan Bahasa di Universitas Islam Negeri Antasari Banjarmasin.

Untuk mengetahui strategi pembelajaran yang digunakan oleh siswa, peneliti menggunakan kuesioner Strategi Inventarisasi untuk Pembelajaran Bahasa (SILL) versi 7.0 sebagai pengukuran untuk memeriksa preferensi strategi pembelajaran mereka. Lalu, dalam mengumpulkan data, peneliti menggunakan beberapa teknik seperti observasi, angket, dan dokumentasi. Pengolahan data dalam penelitian ini adalah penelitian kualitatif, yaitu penelitian lapangan.

Hasil dari penelitian adalah di Lembaga Unit Pengembangan Bahasa, ada dua tingkatan dari kelas-kelasnya yang telah ditentukan oleh tes penempatan kelas. Tingkatan itu yakni tingkat kelas pre-intermediate dan elementary. Lalu hasil kedua menunjukkan siswa di Unit Pengembangan Bahasa menggunakan semua strategi pembelajaran termasuk strategi memori, strategi kognitif, strategi kompensasi, strategi metakognitif, strategi afektif dan strategi sosial. Untuk yang paling sering digunakan oleh kedua tingkat kelas pre-intermediate dan tingkat kelas elementary yaitu strategi metakognitif dan strategi pembelajaran yang hampir tidak pernah digunakan oleh siswa di kedua kelas tersebut adalah strategi afektif.

MOTTO

Never Move Never Eat

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Bakri and Sirep who are my best figure of my life and my best inspiration. Both of them save me everytime from all life-problems and all their advices can shine my way to live better.
2. My Brother, Sirojul Muntadzir., who always gives me good advice and thanks a lot to be my best friend at home.
3. My Partner, Dian Aprilianty, who always help me on the process to finish my thesis
4. All of my teachers and my lecturers who have taught me much knowledge and advices to live well and helped me to write my thesis.
5. All of my beloved friends, my classmate English Class D 2014, who always motivate me, always help me in learning process, always make me happy and make my dreams come true.

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ
وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Praises be to Allah the Almighty for His Mercy and Guidance till the writer finished this thesis entitled: Students Learning Strategies on The Different Classes of Language Development Unit Team Program in Antasari State Islamic University Banjarmasin. Peace and salutation always be upon the great Prophet Muhammad P.B.U.H, all his families, his companions, as well as his followers until the end of the day.

The writer would like to express appreciation and gratitude to:

1. Prof. Dr. H. Juairiah, M.Pd, as the Dean of Tarbiyah and Teachers Training Faculty of Antasari State Islamic University and all her staff for their help in the administrative matters.
2. Nani Hizriani, MA., as the Head of English Department of Tarbiyah and Teachers Training Faculty Antasari State Islamic University who helped and motivated the writer to reach my destination in this research and also as my thesis.
3. My first thesis advisor, Dr. Hj. Nida Mufidah, M.Pd ,who has given the writer much time to consult, direction, suggestion, correction and knowledge for the writer from beginning until this thesis finished.

4. My second thesis advisor, Dra. Andi Irlina, M.Hum, who has given the writer much time to consult, direction, suggestion, correction and knowledge for the writer from beginning until this thesis finished.
5. Hj. Noor Maulidiyah, MA. as my academic advisor for the guidance and encouragement.
6. All officials and teachers of Language Development Unit Team who has taught and given me knowledge and helped me to write my thesis.
7. All lecturers of English Department of Tarbiyah and Teachers Training Faculty of Antasari State Islamic University who have given the writer knowledge and advice.
8. The head of Central Library UIN Antasari and the head of Tarbiyah and Teachers Training Faculty Library, as well as the librarians who have helped and facilitated the writer in obtaining all the needed literatures.

Finally, the writer hopes that this research or thesis will be useful for the next researchers. The writer believes that this research is far from adequate. For the improvement of this research, the writer wishes the readers of this research give their criticism and suggestions.

Banjarmasin, Rabiul Awalth 1441 H

June 17th 2019 A.D

The writer

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LIST OF TRANSLATIONS

QUESTIONNAIRE GUIDE

PICTURE OF RESEARCH

LIST OF RESPONDENTS

ONE OF QUESTIONNAIRE RESULTS WHICH WAS ANSWERED

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CATATAN KONSULTASI BIMBINGAN SKRIPSI