

**COMPARATIVE STUDY IN LANGUAGE LEARNING
STRATEGY USED BY ENGLISH DEPARTMENT STUDENTS**

THESIS

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MOTTO

Do everything with bismillah

DEDICATION

First of all, I will dedicate this thesis to my Almighty God, Allah, who gave me strength and knowledge for my everyday life. The one who always hears my gripes through me prays.

To my parents, Mr. Hari Budiyanto and Mrs. Indah Nurqomariyah, for their understanding and patience, their moral support, and, of course, their financial support. Thank you for always being there through my ups and downs.

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Kediri, June 6th 2023

Muhammad Burhanuddin

DECLARATION OF AUTHENTICITY

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Used by English Department Students

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as result of my own original research. It does not incorporate any materials previously written or publish by another person except those indicated to quotations and references. No portion on this work has been submitted in support of an application for another degree of qualification of this or any other university or institute of higher education. Due to this fact, I am the only person responsible for the thesis of there is any subjection or claim from others.

This thesis is to fulfill requirement for the degree of Sarjana (S1) in English Study Program, State Islamic Institute (IAIN) Kediri.

Kediri, June 23th 2023

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ABSTRACT

Burhanuddin, Muhammad. 932216619. (2023). *Comparative Study In Language Learning Strategy Used By Students At English Department IAIN Kediri*. Thesis. Department of English Language Education, Faculty of Tarbiyah, Kediri State Islamic Institute, Kediri. Advisor: (I) Erna Nurkholida, M. Pd (II) Nur Afifi, M. App.Ling, Ph.D.

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Many students did not maximize the strategies that could be carried out to support their learning. Even though every student certainly used learning strategy. The aim of this study was to describe the comparison of learning strategies employed by the students, the most, least language learning strategies used by the students in every major at English Department of IAIN Kediri.

This study used a quantitative descriptive design with the comparative study method by comparing facts in the form of similarities and differences in the language learning strategies used by students from different semester. The sample for this study was the 60 students from 4th semester classes A, B, and D and the 60 students from 6th semester classes B, D, and E of the English Department IAIN Kediri. To collect and analyze the data, the researcher used the strategy inventory language learning (SILL) questionnaire, Version 7.0, 1989, by Rebecca L. Oxford, which contains 50 statements as the measurement of the study.

From the analysis of the data, the researcher found that the most common strategy used by 4th and 6th semester was similar: the metacognitive strategy. The least common strategy used by 4th and 6th semester is similar too; that was the compensation strategy. Based on the result showed that the 4th semester students are highly users of all learning strategies (M= 3.53), but 6th semester students are moderate users of all learning strategies (M= 3.48). The most frequently used strategies by both semester' students are similar, which are metacognitive strategies. The two least frequently used strategies by both semester students are similar: the 4th and 6th semester students used memory and compensation strategies. From the result of the research, it can be concluded that the H₀ is accepted and H₁ is rejected because "There are no the comparisons language learning strategies used between 4th and 6th semester English Department students of IAIN Kediri". The most frequently used strategies by both semester' tourism students are similar, which are metacognitive strategies. Whereas the least frequently used strategies by both semesters are different, the 4th semester students use compensation strategies, and the 6th semester students use memory strategies. The most frequently used strategies by both semester translation students are similar, which are metacognitive strategies. Whereas the least frequently used strategy by both semester students is similar, the 4th and 6th semester students use compensation strategies. The most frequently used strategies by both semester' literature students are similar, which are metacognitive strategies. Whereas the least frequently used strategies by both semesters are different, the 4th semester students use memory strategies, and the 6th semester uses social strategies. From the result of the research, it can be concluded that the H₀ is rejected and H₁ is accepted because "There are the comparisons of language learning strategies used by tourism, translation, and literature students at the 4th and 6th semester English Department student of IAIN Kediri."

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