Differences in The Usage of English Language Learning Strategies Between Natural Science & Social Science Students in a High School

A *Skripsi*

Submitted to Language Education Faculty as a Partial Fulfillment of the Requirements for the Degree of

Sarjana Pendidikan

By:

Farah Nadhilah

20200810100

English Language Education Department

Faculty of Language Education

Universitas Muhammadiyah Yogyakarta

2024

Statement of Authenticity

Statement of Authenticity

I hereby

Name: Farah Nadhilah

Student Number: 20200810100

Study Program: English Language Education Department

Faculty: Faculty of Language Education

University: Universitas Muhammadiyah Yogyakarta

Certify that this *skripsi* entitled "Differences in The Usage of English Language Learning Strategies Between Natural Science & Social Science Students in a High School" is certainly my own work, and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others' opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Yogyakarta, 27 July 2024

Farah Nadhilah

NIM. 20200810100

Scanned with CamScanner

Acknowledgment

Alhamdulillahhirabbil'alamin, I express my utmost appreciation and praise to Allah SWT for providing me (the researcher) with the benefits, grace, gifts, power, and love I need to successfully complete my thesis, " Differences in The Usage of English Language Learning Strategies Between Natural Science & Social Science Students in a High School " If other parties do not play a role, then this thesis cannot be performed appropriately. In light of that, the researcher would like to express gratitude to:

1. Strength, confidence, health, and happiness have all been provided by Allah SWT, who has bestowed His blessing, grace, and guidance upon the author and given gifts, strength, health, confidence, and affection so that the author can finish writing this thesis.
2. Both of author's parents, Mrs. Dwi Sulistiati Handayani and late Mr. Dedi Gunawan to encourage and give a lot of strength for author to become the first bachelor of this little family. Thank you to all the prayer, the author was able to reach bachelor in education.
3. To my cousin, Zahra Fauzia Hartanti, thank you for all your hardwork to give the author suggestion and recommendation for how to write the author's thesis in the right way.
4. Thank you to all of my family, my grandma Ning Sri Hartati and Martinah, my late grandpa Siban Supradmo and Mursidin, all of my aunt and my uncle, and all of my cousins. I appreciate everyone who has prayed for me and offered advice, support, and recommendations.

5. To Miss Sri Rejeki Murtiningsih, S.Pd., M.Ed., Ph.D. as author's advisor, thank you for all of the guidance, advise, encourage, and direction to author in preparing this thesis. I am grateful for your unending support and encouragement, as well as for leading me to completion this thesis.
6. Thank you to Mr. and Mrs. English Education Lecturers and the Universitas Muhammadiyah Yogyakarta staff for their helpful guidance and expertise. Everyone who has assisted and consistently offers the greatest service to the English Education Study Program staff and workers.
7. Thank you to my closest friends Audita Sarashanty Aisha and Sumayyah for being the best friend in PBI. Thank you for all your prayer, time, advise, and support in this university.
8. Thank for my KKN friends, Nurezah, Nadhifa, Sabrina, and Azizah for being this author motivation to comple this thesis. Thank you for all of your advise and encouragment for this author.
9. Thank to all of the PBI Class of 2020 friends, particularly those in Class C, have contributed a great deal of experience, solidarity, and education over this college term.
10. To the teacher of SMA Muhammadiyah 3 Yogyakarta and all of the participant, thank you to give permission to this author to conduct this thesis and the participant of this thesis.

Table of Contents

Approval Page 1

Statement of Authenticity 3

Acknowledgment 4

Table of Contents 6

List of Table 10

Abstract 11

Chapter One 12

Introduction 12

Background of the Research 12

Identification of the Problems 15

Delimitation of the Research 16

Research Question 16

Objectives of the Research 16

Significance of the Research 17

Students 17

Teachers 17

Future Researchers 18

Organization of the Research 18

Chapter Two 19

Literature Review 19

Definition of Learning Strategies 19

Types of Learning Strategies 21

The Use of Language Learning Strategies Between Natural Science and Social Students 24

Review of Related Studies 24

Conceptual Framework 26

Hypothesis 27

Chapter Three 28

Methodology 28

Research Design 28

Research Setting 28

Research Population, Sampling Technique, and Sample 29

Data Collection Method 30

Research Instrument 30

Data Collection Procedure 31

Data Analysis 32

Validity 32

Reliability 35

Descriptive Statistics 36

Inferential Statistic 37
Normality Test 37
Hypothesis Testing 38
Chapter Four 39
Findings and Discussions 39
Research Findings 39
The Most Common Language Learning Strategies Used by Natural Science Students 39
The Most Common Language Learning Strategies Used by Social Science Students 40
The Difference Between Natural Science Students and Social Science Students in Using Language Learning Strategies 41
Research Discussion 47
Chapter Five 50
Conclusion and Recommendation 50
Conclusion 50
Recommendation 51
Reference 53
Attachment 61

List of Table

Table 3.1 Criteria items of Validity 33

Table 3.2 Validity Result of Learning Strategies 33

Table 3.3 Criteria of Cronbach Alpha 35

Table 3.4 Reliability Statistic 35

Table 4.1 Descriptive Statistic of Natural Science Students 39

Table 4.2 Descriptive Statistic of Social Science Students 40

Table 4.3 Normality Test 41

Table 4. 4 T- Test Cognitive Strategies 43

Table 4. 5 T- Test Metacognitive Strategies 43

Table 4. 6 T- Test Compensation Strategies 43

Table 4. 7 T- Test Memory Strategies 44

Table 4. 8 T- Test Affective Strategies 44

Table 4. 9 T- Test Social Strategies 45

Table 4. 10 T- Test Total 45