

**THE LEARNING STRATEGIES IN ENGLISH SUBJECT OF
ISLAMIC STUDY PROGRAM AT IAIN CURUP**

THESIS

**This Thesis is submitted to fulfill
the requirement for “sarjana” degree
in English Tadris Study Programme**



**By
SRI MEILINDA
16551045**

**ENGLISH STUDY PROGRAM
FACULTY OF TARBIYAH
THE STATE ISLAMIC UNIVERSITY OF CURUP
2019/2020**

Hal : Pengajuan Ujian Skripsi

Kepada
Yth. Bapak Rektor IAIN Curup
Di Tempat

Assalamu'alaikum, Wr. Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara :

Nama : Sri Meilinda

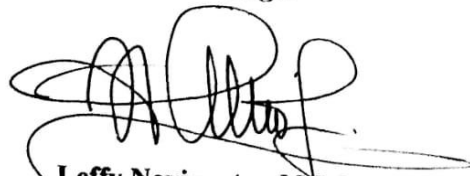
NIM : 16551045

Judul : The Learning Strategies in English Subject of Islamic Study Program at IAIN Curup

Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian surat pengajuan ini disampaikan. Atas perhatiannya diucapkan terima kasih. Wassalamu'alaikum, Wr. Wb


Curup, Agustus 2020

Pembimbing I



Leffy Noviyenty, M.Pd
NIP.19761106 200312 2004

Pembimbing II



Eka Apriani, M.Pd
NIP.19900403 201503 2 005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) CURUP**

Jalan Dr. AK Gani NO. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

A P P R O V A L

Nomor : 1051 /In.34/FT/PP 00.9/10/2020

Name : Sri Meilinda
NIM : 16551045
Departement : English Study Program
Title : The Learning Strategies in English Subject of Islamic Study
Program at IAIN Curup

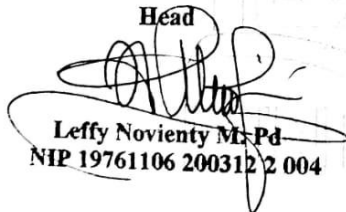
Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date : Friday, 28 August 2020
Time : 10.00 a.m – 11:30 a.m
At : Munaqasyah Room 1 IAIN Curup

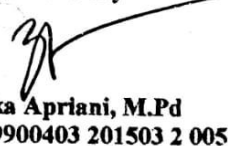
Has been received to fulfill partial requirements for the degree of Strata 1 in English Study Program of Tarbiyah Faculty of IAIN Curup.

Examiners :

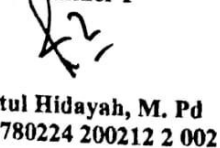
Head


Leffy Novienty M. Pd
NIP 19761106 200312 2 004

Secretary


Eka Apriani, M.Pd
NIP 19900403 201503 2 005

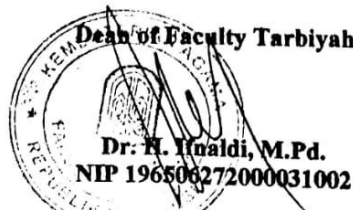
Examiner I


Jumatul Hidayah, M. Pd
NIP 19780224 200212 2 002

Examiner II


Paldi Gusmuliana, M.Pd
NIP 19840817 201503 1 004

Dean of Faculty Tarbiyah


Dr. H. Hualdi, M.Pd
NIP 196506272000031002

PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled entitled “The Learning Strategies in English Subject of Islamic Education Study Program at IAIN Curup).

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Curup, August 2020

The Researcher



Sri Meilinda
NIM.16551045

ACKNOWLEDGEMENT



Assalammu'alaikum Wr.Wb

In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled “**The Learning Strategies in English Subject of Islamic Study Program at IAIN Curup**”. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

1. Mr. Dr. Rahmat Hidayat, M.Pd., M.Ag as the Rector of IAIN Curup.
2. Mr. Dr. H. Ifnaldi as the Dean Faculty of Tarbiyah IAIN Curup
3. Mrs. Jumatul Hidayah, M.Pd as the Head of English Study Program IAIN Curup
4. My big thanks to Mrs. Leffy Noviyenty, M.Pd as my advisor and Mrs. Eka Apriani, M.Pd as co-advisor who have given many correction, useful suggestion,

and also guidance to complete this thesis. Thank you very much for the valuable time that spent to guide me finish this thesis.

5. Mrs. Jummatul Hidayah, M.Pd as my academic advisor who had given the researcher chance to do this research and also thanks for knowledge, support and motivation.
6. Ms. Nastiti Handayani, M.Pd as my Instrument's validator and lecture who help support my thesis.
7. All lectures and staff of IAIN Curup the researcher would like to say thank you very much for them toward beneficial knowledge, insight and their unconditional supports.
8. All of Islamic Study Program (PAI) students 2nd semester who had been good respondent and gave their contribution this research.

The researcher realized this thesis still needs suggestions in order to make this thesis is more valuable. May Allah SWT gives the best reward and bless us. Amin ya robbal'alamin. Wassalamu'alaikum Wr.Wb.

Curup, August 2020

The Researcher

Sri Meilinda
NIM.16551045

MOTTO AND DEDICATION

Motto

“In fact, after difficulty there is convenience, so when you are finished in one business, seriously do other matters. And only in your God should you hope”

Sesungguhnya sesudah kesulitan ada kemudahan maka apabila kamu sudah selesai dalam satu urusan, lakukanlah dengan sungguh-sungguh urusan yang lain. Dan hanya kepada Tuhan mu lah hendaknya kamu berharap
(Q.S. Al-Insyirah: 6-8)

“Make your Patience and Prayer as your helper. And indeed that is really heavy, except for those who are serious”

Jadikanlah sabar dan sholat sebagai penolongmu. Dan sesungguhnya yang demikian itu sungguh berat, kecuali bagi orang-orang yang khusyuk
(Q.S. Al-Baqarah: 45)

Dedication

This thesis is dedicated to:

1. *Big thanks to “Sun of My Life”. They are My Parents, Thank you for the best support, love, and prayers for me. There is nothing in this world from me that can make you completely feel perfect as long as you keep me grow up but may be by this, at least I can give you smile a lot. I love you so much mom, dad*
2. *Thank to my beloved Sister Jannatul Aini and Shinta Yolanda Sari, who always be my support systems.*

3. *Many thank for Mutiara Mujaddidah, who always listen my whine. Thank you for your helping Ratih Purwasih and Wulan Indah Lestari.*
4. *My best friend from senior high school till now Ria Yuniarti*
5. *The best consultant yuk ana*
6. *Big family of TBI B class*
7. *All of my friends in KKN “Bangun Jaya” and PPL squad “SMPN 2 Curup”*
8. *All of TBI students 2016.*
9. *My almamater IAIN Curup*
10. *All of the people around me who gave me the golden precept that I could not be mentioned one by one.*

ABSTRACT

Sri Meilinda, 2020 : **The Learning Strategies in English Subject of Islamic Study Program at IAIN Curup**
Advisor : **Leffy Noviyenty, M.Pd**
Co-advisor : **Eka Apriani, M.Pd**

This research was focused on the PAI students' strategies in learning English at IAIN Curup. These research objectives were to find out the PAI students' strategies in learning English. The design of the research was presented in quantitative descriptive. The subject of this research were 2nd semester of PAI department students. To know what strategies used, the researcher used Stern theory about Language learning strategies which are divided into five categories are divided into management and planning, cognitive, communication, interpretational and affective. In collecting the data, the researcher used close-ended questionnaire. In analysis of data, the steps were: The first steps for analysis the data is scoring The second steps were the researcher accounted the score of the total frequency that was divided with the total questions. The third steps were the researcher accounted the percentage of each items of questionnaire based on the students answer in questionnaire. The result show that PAI students who got A score used 4 strategies in learning english they are management and planning strategies, cognitive strategies communicative strategies and affective strategies. But affective strategy is more dominant 83,7% as a strategy in learning English. PAI students who got B scores used 3 strategies in learning english they are management and planning strategies, cognitive strategies and affective strategies. Management and planning strategy is more dominant 74,4% as a strategy in learning English. PAI student who got C score 3 strategies in learning english they are cognitive strategies communicative strategies and affective strategies. But cognitive is more dominant 76% as a strategy in learning English.

However, the reason why students who got C score is that these students did not take one of exam (UTS and UAS) that were held. And PAI student who got E score used 2 strategies in learning english they are interpretational strategies and affective strategies. But affective stratedy is more dominant 90% as a strategy in learning English. Although, the strategies used by student who got A score and E score are alike, however students who got E score do not attend the class, the UTS and UAS properly.

Keywords: *Learning Strategy, good language learner, Academic Achievement.*

LIST OF CONTENT

APPROVAL.....	
PENGAJUAN SKRIPSI.....	i
STATEMENT OF OWNERSHIP.....	ii
PREFACE.....	iii
ACKNOWLEDGEMENT.....	iv
MOTTO AND DEDICATION.....	v
ABSTRACT.....	viii
LIST OF CONTENT.....	ix
LIST OF TABLE.....	xi
LIST OF APPENDIX.....	xii
CHAPTER I INTRODUCTION.....	1
A. Background of the Research.....	1
B. Research of Questions.....	8
C. Research of Objectives.....	9
D. Delimitation of the Research.....	9
E. Significance of the Research.....	10
F. Operational of Definition.....	10
G. Organization of the Paper.....	11
CHAPTER II LITERATURE REVIEW.....	13
A. Review of Related Theory.....	13
1. Learning Strategies.....	13
2. Type of Learning Strategies.....	15

3. Student Academic achievement and Learning Strategies	17
4. The Good Language Learner	18
5. The Function of English for Islamic studies	21
B. Review of Related Findings	22
CHAPTER III RESEARCH METHODOLOGY	25
A. Setting of the Research	25
B. Kind of Research	25
C. Population and Sample	25
D. Technique of Collecting Data	26
E. Research Instruments	27
F. Validity	32
G. Reliability	33
H. Technique of Data Analysis	34
CHAPTER IV FINDING AND DISCUSSION	38
A. FINDING	38
B. DISCUSSION	42
CHAPTER V CONCLUSION AND SUGGESTION	74
A. Conclusion	74
B. Suggestion	75
REFERENCE	76
BIOGRAPHY	
APPENDIX	

LIST OF TABLE

Table 1	7
Table 3.1 Population	26
Table 3.2 Blueprint of Questionnaire (Learning Strategies).....	30
Table 3.3 Cronbach' Alpha	34
Table 4.1 The percentages of PAI students' strategies	37
Table 4.2 The percentages of PAI students' who got A Score	38
Table 4.3 The percentages of PAI students' who got B Score.....	38
Table 4.4 The percentages of PAI students' who got C Score	39
Table 4.5 The percentages of PAI students' who got E Score.....	39
Table 4.6 The implement of PAI students' in learning english.....	40
Table 4 The percentages of PAI students' learning strategies in learning english	68

LIST OF APPENDIX

- APPENDIX 1 : SK Pembimbing**
- APPENDIX 2 : SK Penelitian**
- APPENDIX 3 : Kartu Konsultasi Pembimbing Skripsi**
- APPENDIX 4 : Hasil Validasi Questionnaire**
- APPENDIX 5 : Hasil Questionnaire**
- APPENDIX 6 : Biografi**

CHAPTER I

INTRODUCTION

A. Background of The Study

Learning is considered one of the greatest means of education. Learning and education is a board perspective in a lifelong, never-ending process, which must be seen to include almost all aspects of life. Kingsey and R. Garry said that learning is the process by which behaviour (in the broader sense) is originated or changes though practice¹. Learning is a change in individual itself as a new pattern of skill reactivity attitude, behaviour, intelligence or an understanding. Because of that, every individual who wants to know more about the learning process should face the learning process itself.

According to Mazur and Rockin, learning is usually defined as a change in an individual caused by experience according to the constructivist theory of language learning, foreign language learners build their own learning through interaction and reflection at their constantly interact with new educational situations². Himalik states that learning is as a process of changing the whole students' behavior, as the product or outputs from the interaction with the environment. From those statements, we may conclude that by learning every individual has opportunity to change the way of people build their educational to

¹Dharmaraj, W. (2015). *Centre for Distance Education Learning and Teaching*. <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/LEARNING AND TEACHING.pdf>

² Aydoğan, H., & Akbarov, A. A. (2014). The four basic language skills, whole language & intergrated skill approach in mainstream university classrooms in Turkey. *Mediterranean Journal of Social Sciences*. <https://doi.org/10.5901/mjss.2014.v5n9p672>

interact by experience that they get from their environment, especially in learning English.

The main task of students is to complete the tertiary education that is being pursued. In completing these assignments, students are confronted with a variety of academic demands in each course taken. In the end, the ability of students to settle these demands can be seen in the learning achievements seen from the final value accumulated by an academic achievement index (IPK).

The high and low of a student's learning achievement shows how in his role as a student in college. This has a close relationship with the learning process undertaken by the student. If the student's learning achievement is good, then he certainly goes through a supportive learning process as well. Zollar and Ben-Chain argue that "the era in which we live is a time of awareness of the trials in which the lives of many people are not only greatly influenced, but also determined by their test performance". Measuring student learning outcomes is increasingly recognized as necessary, not only to monitor the success of the school system but also to improve the quality of education.

High and low academic achievement can be influenced by several factors, namely: motivation, mood, learning strategies, environment, social support, and several other factors such as intelligence, physical condition, lecturer teaching methods and so on. From these factors, researchers are interested in studying student learning strategies. Researchers choose learning strategies because learning strategies have properties that can still be changed or developed.

The learning strategies focus on the application of learning strategies to second language acquisition by students in learning English. Schumker & Deshler in Fauziati stated that language learning strategy are simply referred to an individual's approach to complete a task. This is "an individual's way of organizing and using a particular set of skills to learn content or complete other tasks more effectively and efficiently at school as well as in non-academic settings". Learning strategies for students is very important because everyone has different methods in terms of understanding of a subject³. Himalik states that learning is as a process of changing the whole students' behaviour, as the product or outputs from the interaction with the environment. From that statement, we can conclude that by learning each individual has the opportunity to change the way people build their education to interact with the experiences they get from their environment, especially in learning English.

Scarcella and Oxford state that learning strategies are defined as "specific actions, behaviours, steps, or techniques such as seeking out conversation partners, or giving one- self encouragement to tackle a difficult language task used students to enhance their own learning". When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self1

³ Fauziati, Endang.(2015) *TeachingEnglish as a foreign language : principle and practice*, (Indonesia: Era PustakaUtama)

regulation of learning⁴. The performance of this strategy might be observable. Although English is not first subject, this will become challenge for them. According to Martyn, not secret that English is one of the more challenging languages to learn where there are three difficulties that usually face by non-native in learning English. Those are pronunciation, vocabulary, and conversation.⁵ This is also faced by non-English student at several universities. Strategies can be assessed in a variety of ways, such as diaries, procedures of thinking hard, observations, and surveys. Research both outside the language field and investigations with language learners frequently show that the most successful learners tend to use learning strategies that are appropriate to the material, to the task, and to their own goals, needs, and stage of learning. More proficient learners appear to use a wider range of strategies in a number of situations greater than those who are less good at learning, but the relationship between the use of strategy and proficiency is complex. Research indicates that language learners at all levels use strategies, but some or most students are not fully aware or do not know the strategies they are using or the strategies that might be most useful for employment especially in English classes.

It is important for students to recognize their own weaknesses and strengths in learning, especially language learning. Each student may have different

⁴ Oxford, R. L. (2003). Language Learning Styles and Strategies : an Overview. *Learning*.

⁵ The ORM Team,(2017) 4 difficulties English Poses for EFL Learners, and How to Overcome Them, taken by <http://www.oxford-royale.co.uk/article/efl.difficulties.html>, accessed April, 14th

strategies from each other. Students who use effective strategies that make them comfortable in using English to communicate. The ability to choose and use appropriate strategies in learning to speak English will help them build their ability to speak English easier and faster⁶. The success of student in learning process is determined by the teaching strategy which conducted by the teacher. Rukmana and Suryana states that the teachers are required to understand the basic components in implementing the learning process in the classroom. Because teaching is not just transferring the knowledge, but also as a role mode for the student. Student will imitate the teacher manage the class, how the teacher able to make the condition of classroom effectively and conducive and how the teacher can reach objectives of learning and teaching process⁷.

Although English is not first subject, this will become challenge for them. According to Martyn, not secret that English is one of the more challenging languages to learn where there are three difficulties that usually face by non-native in learning English. Those are pronunciation, vocabulary, and conversation⁸. This is also faced by PAI student at several universities. But there are still many students who succeed in learning English. For example, at IAIN Curup.

⁶ Noviyenty, L. (2018). Strategies in Learning and Techniques in Teaching English Speaking. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 2(1), 35. <https://doi.org/10.29240/ef.v2i1.454>

⁷ E. Apriani. (2017). Utilizing Preservice English Teachers Strategies and Classroom Management at Junior High School in Rejang Lebong.

⁸ The ORM Team, (2017) 4 difficulties English Poses for EFL Learners, and How to Overcome Them, taken by <http://www.oxford-royale.co.uk/article/efl.difficulties.html>, accessed April,

Learning strategies are very important for everyone to learn, not only for English student programs, It is also the case with students at non English Study Program, especially they learn about religion. It is also case with students at Islamic

Education Study Program at IAIN Curup, where the PAI study program is one of the long-standing and well-accredited study programs, namely A. Accreditation is an assessment activity to determine the feasibility of Study Programs and Universities High. In addition to the eligibility of the quality of a study program (study program) and higher education (PT), an important reason for accreditation of study programs and other tertiary institutions is that accreditation is one of the requirements for applying for jobs in both public and private institutions. So accreditation is indispensable for a standard measure of the quality of education in a higher education institution. Accredited A college graduates are certainly considered students who have high competence, therefore researchers believe that PAI students have a good way of learning.

Table 1

PRODI	SCORE										TOTAL
	A		B		C		D		E		
PAI	101	46%	107	49%	3	1.3%	2	0,9%	7	3%	220
PGMI	92	39%	173	64%	-	-	1	3%	6	2%	272
PS	19	16%	91	76%	-	-	-		9	8%	119
ES	12	18%	46	70%	-	-	-		8	1%	66
MPI	14	29%	33	69%	-	-	-		1	2%	48

Based on the table above, the researcher found that almost 50% or half of PAI students got an A compared to other study programs such as the PGMI study program where more students were banded with PAI, only 39% of students got A score, in line with that the lecturers who taught in the Islamic studies program said many students of Islamic studies programs. very enthusiastic and active in learning English so they deserve a satisfactory grade. Therefore, every student must have a strategy in learning English lessons. At least every student understands what they are doing before learning English as a foreign language. Many of them were able to achieve a valuable learning process. And it is believed that they have a strategy in learning English that makes it easier for them to get high marks.

Based on the above, the researcher interest in know “The Students Learning Strategies in English Subject of Islamic Study Program at IAIN Curup”

B. Research Question

Based on the background above, the researcher questions were formulated as follow:

1. What are the students learning strategies used by Islamic Study Program Students in Learning English?
 - a. What are the students learning strategies based on their level score in learning English?

2. How Do the Students of Islamic Study Program Implement Their Strategies in Learning English?

C. Objective of The Research

The research aim at finding out the answer of the question stated in the problems of the research. Thus the objective of the research are:

1. To investigate the learning strategies are used by Islamic Study Program students in learning English
 - a. to investigate the students learning strategies based on their level score in learning English
2. To investigate the implement of Islamic Study Program students in learning English?

D. Delimitation of The Research

In this research, the researcher just focuses on students' strategy in English subject. The researcher limited this research to get more specific data. The researcher only described and interview which want to know and analysis the students' strategies in English subject of Islamic Study Program at IAIN Curup

E. Significance of The Research

1. For the teacher

The finding of this research are hopefully useful to give information or reference for English lecturers in Teaching and Learning Process. Especially in English subject and also can help the student to be master in English.

2. For the student

This research hopes to give benefit for the students, especially for student of Islamic study program. The student will be able to evaluate their ability in English and know how to choose the appropriate strategy in particular situation in English subject.

3. For the researcher

The researcher more understands about the important of English subject and know more about the strategies in English subject.

F. The Operational of Definition

1. Learning Strategy

Strategy is purpose to person internal ability to think, solve the problem, and take decision⁹. It means that the process of learning will cause the student think uniquely to analyze, to solve the problem in taking a decision. The student will have execute control, or execute high level, that sharp analysis, appropriate, and accurate. Alfian states that language learning strategy in general plays a very essential role in the language learning

⁹ Iskandarwassid, Dadang (2013) S., *strategy Pembelajaran Bahasa*. (: Remaja Risdakarya, Bandung) pg. 3

process¹⁰. This is one of the most important components in language learning. Language learning strategies are very important for language learning because learning strategies are tools for active and independent movements, which are important for developing communicative competence. Moreover, language learning strategies lead students to be active in class so that the class will be a student learning environment. As a result, students will be independent students so they can handle their problems well. The researcher conclude that English Learning Strategy is the way to get learning purpose in learning English in order that the students can pull up their ability in facing the learning English.

2. Islamic Education Program

In this research Islamic Education Program (PAI) is a study Program that studying about Islamic education as their major materials, in the other hand Islamic Education Study Program also studying another lesson, one of them is English. It means that the learning strategies of students are different from English Language Study Programs and the learning process is different from English Language Study Program students. Therefore, researchers need to conduct research on the learning strategies used by PAI student of second semester at IAIN Curup.

¹⁰ Application, T. H. E., Language, O. F., Strategies, L., & High, O. F. (2016). *THE APPLICATION OF LANGUAGE LEARNING STRATEGIES OF HIGH*. 3(2), 140–157

G. The Systematic of the Research

The systematic of this research is as follows:

Chapter I is Introduction: in this chapter the researcher describes about: background of the research, the research question, the objective of the research, limitation of the research, the significances of the research, operational definition of the research and the systematic of the thesis.

Chapter II is literature review: deals with review of related theories and previous related findings.

Chapter III is Methodology of the research includes kinds of the research. It deals with kinds of the research, subject of the research, techniques of collecting, data, research instrument, and techniques of data analysis.

Chapter IV is finding and discussion

Chapter V is conclusion and suggestion

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theory

1. Learning Strategies

Learning is a process of acquire knowledge, develop skills, improve the behavior and strengthen the personality. In short, learning is a process acquire knowledge, develop skills, improve the behavior and strengthen the personality which is done by the student. According to Stern, Rubin developed her theory of learning strategies as she “observed language classes directly or on videotape, listened to tapes of students discussing their own strategies, observed herself in language learning situation, and elicited observations from second language teachers¹¹. Gerlach & Ely as cite in Gardner states that learning strategies are the methods chosen to convey subject matter in a particular learning environment, which includes the nature, scope, and sequence of activities that can provide learning experiences to students¹². The learning strategy consists of all components of the subject matter and procedures that will be used to help students achieve certain learning goals.

¹¹ Amechi Boniface Oha. (1975). 1–29. A Review Study in Learning Strategies Theory

¹² Gardner, R.C. (2001). Language Learning Motivation, the Student, the Teacher, and the Researcher. Available at <http://publish.uwo.ca/~gardner/>

Learning strategies can also be interpreted as a pattern of learning activities that are contextually selected and used by teachers, according to the characteristics of students, school conditions, the environment and specific learning objectives formulated. Garlach & Ely as cite in Gardner also said that there needs to be a link between learning strategies and learning objectives, in order to obtain effective and efficient learning activities. Learning strategies consist of methods and techniques (procedures) that will ensure that students will truly achieve the learning objectives.

In the strategy contained in the activities of planning, management, and achievement of a goal. In the teaching and learning process, strategies can be interpreted as certain behaviors used by learners to achieve learning goals. A general definition of learning strategies is ‘specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations’¹³. Learning strategies play an important role in the preparation of a second language (SLA) and this has been highlighted by numerous writers and studies. While there are little doubt concerning the role learning strategies play in SLA the effectiveness of teaching specific strategies has been questioned, especially whether learners are able to adopt new strategies.

¹³ Oxford, R. L. (2003). Language Learning Styles and Strategies : an Overview. *Learning*.

However, research by Chamot et al. Dadour and Robbins, Leaver and Oxford has demonstrated that when strategy instruction is tailored to suit specific contexts and individual learners' needs it can be an effective method for speeding up the process of learning a second language. This study will utilize Stern categorization of five sets of learning strategies: management and planning strategies, cognitive strategies, communicative strategies, interpretational strategies, and affective strategies¹⁴.

2. Type of strategies

There are many linguists differentiate on the categorization of learning strategies. They have different opinion on classifying it. The following discussion discusses about different beliefs of learning strategies classification. In the journal of *Language Learning Strategies Among EFL/ESL Learners: A Review of Literature*, language learning strategies have been classified into five groups by Stern's, which are:

- a. Management and planning strategies. These strategies are related with the learner's intention to direct his own learning. A learner can take charge of the development of his own program when he is helped by a teacher whose role is that of an adviser and resource person. That is to say that the learner must: (1) decide what commitment to make to language learning, (2) set himself reasonable goals, (3) decide on an appropriate methodology, select appropriate resources, and monitor progress, evaluate

¹⁴ *Language Learning Strategies : Theory and Research*. (2015). January 2004.

his achievement in the light of previously determined goals and expectations.

- b. Cognitive strategies. They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. In the following, some of the cognitive strategies are exhibited: (1) Clarification / Verification, (2) Guessing / Inductive Inferencing, (3) Deductive Reasoning, (4) Practice, (5) Memorization, (6) Monitoring
- c. Communicative strategies which involve the use of verbal or nonverbal instrument for the useful transfer of knowledge such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication.
- d. Interpretational strategies which monitor the learners' development and evaluates their performance. They should monitor their own development and evaluate their own performance. Learners should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture.
- e. Affective strategies which make learners aware of emotions such as unfamiliarity or confusion, and try to build positive feelings towards the target language in the learning activities. It is evident that good language

learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, L2 learners may have negative feelings about native speakers of L2. Good language learners are more or less conscious of these emotional problems. Good language learners try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise¹⁵. Based on that there is relation to good and bad scores. Positive affective divide into four behaviors: laughing to show the happiness and satisfaction, smiling to show the happiness and satisfaction because something funny. Negative affective is divide into: show the confusion, bellyached, not attention to teacher, talk with classmate when learning is doing, and not care with learning process

3. Student Academic achievement and Learning Strategies.

Many of the student difficulties when they get to the stage before college entrance, such as the bachelor`s degree, and their low academic results sometimes are due to the absence or bad or acquisition of learning

¹⁵ Sayed Abudhahir, R. A., & Mohamad Ali, A. (2018). English for Islamic Studies: Should I Learn English? – From the Eyes of Islamic Studies Students. *LSP International Journal*, 5(1). <https://doi.org/10.11113/lspi.v5n1.65>

skills. Works such as Loret, Barca-Lozano, Peralbo, Almeida, Brenlla, Vicente, Porto and Moran, Tejedor, González y García, show how there is a clear relationship between learning strategies and academic performance: thereby, is important to understand what is meant by learning strategies. This term has been defined in different ways, according to different authors¹⁶.

Brown states that achievement is a process of developing skills or knowledge and the most common type of achievement is standardized progress in developing the measurable skill and knowledge learner in give grade level, usually through planned instructions, such as training or classroom instruction¹⁷. Travers states that achievement is the result of what an individual has learned from some educational experience¹⁸. Meanwhile, Beltran understands learning strategies as "internal mental operations that students do in the teaching-learning situation. They have intentional and purposeful character". From the opinion above it can be concluded that and student learning achievement is the result of a learning process that shows the ability of students in educational learning, so it can

¹⁶ Muelas, A., & Navarro, E. (2015). Learning Strategies and Academic Achievement. *Procedia - Social and Behavioral Sciences*, 165(1985), 217–221. <https://doi.org/10.1016/j.sbspro.2014.12.625>

¹⁷ H.D, Brown. (2004). *Language Assessment: Principle and Classroom Practices*. NewYork: Longman, Pearson Education, p. 47

¹⁸ John P Travers. 1970. *Fundamental of education psychology*. Pensylvania: International Textbook Company,p. 447

be said that student achievement has a close relationship with student learning strategies.

4. The Good Language Learner

Many of the initial studies on language learning strategies were aimed at defining the “Good” language learner. As the knowledge of second language acquisition increased during the 1970s, teachers and researchers concluded that no single method of language teaching and research findings would mark the start of universal success in teaching a second language. It was realized that certain learners seemed to be successful regardless of methods or teaching techniques. “Certain people appeared to be endowed with abilities to succeed; others lacked those abilities”. Observations and research studies led researchers to describe “good” language learners in terms of personal characteristics, styles, and strategies. They believe that good language learners:

- a. Find their own way, taking responsibility for their own learning,
- b. Organize information about language,
- c. Are creative, and try to feel the language by experimenting its grammar and words,
- d. Create opportunities for practice in using the language inside and outside the classroom,
- e. Learn to live with uncertainty by not getting confused and by continuing to talk or listen without understanding every word,

- f. Use memory strategies to bring back what has been learned,
- g. Make errors work for them and not against them,
- h. Use linguistic knowledge, including knowledge of the first language, in learning a second language
- i. Use contextual cues to help them in comprehension,
- j. Learn to make intelligent guesses,
- k. Learn chunks of language as wholes and formalized routines to help them perform “beyond their competence”,
- l. Learn to use certain tricks to keep conversations going,
- m. Learn certain production strategies to fill in gaps in their own competence,
- n. Learn different styles of speech and writing and learn to vary their language regarding the formality of the situation¹⁹.

While the results of the studies on defining the good language learner (are not based on empirical findings, they create characteristics of good language learners as students who are actively involved in language learning and are able to solve problems regarding their own learning. These studies provide a basis for our understanding of what good language learners do to acquire the target language. Once the strategies of successful language learners are identified, these

¹⁹ Zare, P. (2012). *Language Learning Strategies Among EFL / ESL Learners : A Review of Literature*. 2(5), 162–169.

strategies can be taught to less successful learners. It has been consistently reported Wenden and Rubin that all language learners report or have been observed using some type of strategies in learning a foreign or second language. However, they insist that successful language learners have reported to use wider range of learning strategies. On the contrary, the methods and criteria of determining a good language learner is unclear and under question. Although it is easy to classify a language learner as a good one, if she/he has developed the four basic skills and can use them successfully, it remains difficult to determine whether someone who has only learned one or two of these skills is also a good language learner. Speed of acquisition, learner's previous exposure to English, learner's goal, and student's level of proficiency should be taken into account in determining the good language learner. However, being aware of the characteristics, techniques, and strategies of a good language learner facilitate students' language learning and help them enhance learning efficiency. In addition, with this knowledge and awareness, students' language learning can be improved through learner training by their instructors.

5. The function of English for Islamic studies

In the context of Islamic Studies, students hardly know English for various reasons. Students often feel uninterested in learning English

because they do not see the relationship between the courses they take with English and lack awareness of how useful English is for their field. whereas, in the world of education English plays a very important role, including the world of Islamic education. because in English, it means that we have got the key to mastering science. we can study science using the language of instruction in English. as we know, some references to Islamic education use the language of instruction in Arabic, for example Ibn Sina's books on medicine, Al Jabar's Mathematics, Ibn Khaldun's politics and history. Their books are currently taught in western countries, for example in Germany, England, Canada, or America. So that their Arabic books have been adopted and translated into English.

Many Islamic studies books and scientific articles are written in English, for example the best translation of the Koran is in English which was translated by Abdullah Yusof Ali in 1938. By having language competence, students are better able to understand reading. material written in English by great Muslim scholars and as such, they will be able to spread Islamic knowledge to people of other religions and make them understand the beauty of Islam and correct their current misconceptions about this religion. This task is in the hands of the Islamic students²⁰.

²⁰ Lestari, N. O. (2015). *Language Learning Strategies of English*.

B. Review of The Related Findings

Many researchers have conducted the research about language learning strategy. In this part of discussion, the researcher explained about how Islamic study program student strategy in learning English. The first study is entitled “Language Learning Strategies of English Education Department of FITK” by Nurliana Oktaviani Lestari. This study purpose to know how the FITK Students strategies in learning English where they used all strategies, including memory, cognitive, compensation, metacognitive, affective, and social strategy categorized a medium user of learning strategy. In this metacognitive strategy become the most depending learning strategy that use by FITK students, memory and social strategies become the most rarely used by FITK students. Also based on the result of each semester, it proves that the 4th semester students used more learning strategy rather than 6th semester students. For the most frequently used by both semester students are similar, which are metacognitive strategy. Whereas, the least frequently used by the 4th semester students are memory and by 6th semester is social strategy²¹. In this research the researcher got that how the FITK Students use the strategy in learning English as not their first subject.

The second study is entitled “The Role of Gender and Language Learning Strategies in Learning English” by Aslan. In this study, the focus is

²¹ Title. (2009). *September*.

about to investigate learning strategies used by EFL, to find the amount of strategies and the domain differences that the strategies used, to reveal the link between gender, and its influence on their achievement. The participants were 275 (153 males and 104 females) students of Atilim University English Preparatory School. The data were gathered through SILL of Oxford (1990) and analyzed through SPSS (15.0), independent t-test and ANOVA test. The finding revealed that use of language learning strategies are positively effective and females are more successful than males in terms of achievement, and language learning strategies. In this case, the writer only wants to examine the learning strategies used by English learners based on academic level²². In this research the researcher can get to know how females are more successful in learning English because they are more focused when learning English.

The third study is entitled “The Strategies in Learning English Used by Non-English Department Students at STAIN Curup” by Irwan. This study's purpose is to know how the non-English students' strategies who got “A” scores in learning English at STAIN Curup where they used all strategies, including memory, cognitive, compensation, metacognitive, affective, and social strategy categorized as a medium user of learning strategy. The participants of this research were 3rd semester of non-English department students who got A

²² Oktay Aslan, (2009) *The Role of Gender and Language Learning Strategies in Learning English*, English Language Teaching Department. Middle East Technical University, Thesis, retrieved at <http://etd.lib.metu.edu.tr/upload/12611098/index.pdf>

score that given into 8 study programs. Also based on the result of each semester, it proves that 33.7% student of PAI used Meta Cognitive, 100% students of PBA used Compensation, 32.80% students of PGMI used social, 66.70% students of BKI used Meta-Cognitive, 43.78% students of PS used Affective, 41.30 students of AHS used social, 58.33% students of KPI used Affective and 50.00% students of IQT used Cognitive²³. In this research the researcher got that how non-English Students who got “A” score use the strategy in learning English as not their first subject.

Considering a lot of previous research focused of the four studies described above provide a considerable influence and become a backrest for researchers to get rational results. Therefore, researchers are driven by a strong desire to uncover or know the types of language learning strategies most often used by PAI students, especially Islamic Education Study Programs at IAIN Curup.

²³ Tadris, E., & Program, S. (2018). *THE STRATEGIES IN LEARNING ENGLISH USED BY NON.*

CHAPTER III

METHODOLOGY OF RESEARCH

A. Kind of The Research

The researcher uses descriptive quantitative method to analyze the data. This method helps the writer to investigate the Islamic study program strategies in learning English. Gay states that descriptive quantitative research involves collecting data in order to answer the question concerning to the current subject's status of the study²⁴. According to Hancock. Beverley, descriptive design means which focus on the analysis of textual data²⁵. From the explanations above, in summary, the research used descriptive method and presented in quantitative way. In brief, the researcher described the phenomenon as naturally as possible based on the data that was found on the field, and present it in words or description from instead of numbers or measures. In order to keep the originality of the data, the researcher must not add or modified or made any interventions that possibly damage the naturalization of the data. From the quotation above, aim to describe the data or description data about the learning strategy used by student in learning strategies of Islamic study program at IAIN Curup.

²⁴L.R Gay, on (Budiman, 2019)

²⁵ Hancock. Beverley, (2019) Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research, (Trent Focus Group: Retrieved in Research), p.67.

B. Population and Sample

1. Population

According to Gay The population is a group interesting for researchers, the group he likes research results can be generalized. Important characteristics of inferential statistics is the process of a whole part. That small groups that are observed are called samples and larger groups the generalization made is called population.

The population in this study is the 2nd semester student of Islamic study program. There are seven classes of 2nd semester students. Each class consists of around 32 students. So, the total amount The population is around 220 students.²⁶

Table 3.1

Population

No	Class	Total
1.	PAI 2A	31
2.	PAI 2B	32
3.	PAI 2C	32
4.	PAI 2D	31
5.	PAI 2E	32
6.	PAI 2F	31

²⁶ AKA IAIN Curup

7.	PAI 2G	31
	JUMLAH	220

2. Sample

According to Dawson, sampling is the more manageable number of people to take part in the research. In addition, Fraenkel and Wallen mentions that sample is the group to which the information of the study is obtained²⁷. Meanwhile, according to Sugiyono said that the sample is a part of a number and characteristic owned by the population. So, the researcher concluded that sample is part of representative of population which is researched. Then, taking sample from population is frequently called in technical term as “sampling”.

This questionnaire was created using Google Form, but the responses obtained were only 10 people from 212 PAI students who were still active in college, then to get more respondents to answer the questionnaire, the researcher used the chat method via WhatsApp, by checking the second semester PAI students one by one researcher. managed to get 75 students to answer and in the last attempt the researcher checked back the respondents who had not sent answers and managed to get 88 students who answered, so the total sample of researchers was 173 respondents.

²⁷ Jack R. Fraenkel and Norman E. Wallen, Op. Cit. p.90

Here, the researcher use technique of random sampling to take a sample, technique of random sampling is a technique to take a sample where all individual of the population have some chance to be chosen as member of sample²⁸.

Based on the statement above the researcher will take 21% of the population as a sample because the numbers of population are more than 200 persons there are 220, so the researcher will take 173 students from class randomly. However, the material was collected to find out what strategies the students used in learning English of PAI students at IAIN Curup.

3. Technique of collecting data

The techniques of collecting data in this research were, follow

a. Questionnaire

Questionnaire refers to device for securing answers to questions by using a form which the respondent fills in by himself. It consists of some questions printed or typed in a definite order.²⁹ That means, the questionnaires were list of question which should answered by the respondents. It aimed to help researcher to design question systematically. The type of the questionnaire was closed-ended type.

In this research, questionnaire was very important to get more detail

²⁸ Amirul Hadi and Haryono, (1990) *Metode Penelitian Pendidikan*, (Bandung: Pustaka Setia.), P.198

²⁹ 5Dilip Chandra. (2017) What is “Schedule” and Questionnaire” in Research Methodology. Updated on March 18, 2017. Accessed on August 03,

data after the researcher did observations. The score for the questionnaires were classified into:

Always	: 5	Rarely	: 2
Often	: 4	Never	: 1
Sometime	: 3		

The researcher distributed questionnaire to subject of the research who had been determined in this research, in order to see the correlation between students' strategy toward their English achievement in Islamic study program, the researcher tried to use questionnaire to get respond from the students what are their strategy in learning English.

b. Research Instruments

a. Questionnaire

Questionnaires are the most commonly used data collection techniques used by program researchers/reviewers because they are viewed as effective and efficient. Questionnaire is suitable for very large number of respondents and the area of research is very wide. The researcher take the instrument based on Stern, divided learning strategy become 5 kinds: management and planning, cognitive, communication, interpretational effective. This

questionnaire is used to get information about learning strategy of
Islamic Study program at IAIN Curup

Table. 1
Blue Print of Learning Strategy

NO	Objectives	Type of strategies	Indicators	Questions	A	O	S	R	N	How do you do that?
1	To figure out the students' learning strategies in English subject	Management and Planning	<ol style="list-style-type: none"> 1. Do some plans 2. Set the goal 3. Do evaluation 	<ol style="list-style-type: none"> 1. I plan my learning activities? 2. I implement the learning plan i made 3. I set my own goal in learning 4. I decide on an appropriate methodology in learning 5. I select certain resources in your learning plan 6. I re-evaluate every learning plan that you implement 7. I plan the learning process based on i want 						
2		Cognitive	<ol style="list-style-type: none"> 1. Practice 2. Take and give message 3. Explain and 	<ol style="list-style-type: none"> 1. I practice the lesson to increase my abilities 2. I take or give the 						

			<p>think the reason</p> <p>4. Make a composition input and output</p> <p>5. Solve the problems in relation with specific classroom tasks</p>	<p>message as my learning media</p> <p>3. I explain and think the material that i have learned</p> <p>4. I recall the input of the lesson that i have learned</p> <p>5. I solve the problems dealing with any specific classroom tasks</p>						
		Communication	<p>1. Use verbal and non-verbal for communication</p> <p>2. Do some movements</p>	<p>1. I use verbal communication in learning English</p> <p>2. I ask for clarification from the lecturer when i do not understand the material presented</p> <p>3. I restate the lecturer's explanation to confirm my understanding</p> <p>4. I use non-verbal communication in learning English</p> <p>5. I use gesture in</p>						

				<p>communication</p> <p>6. I use smile and appropriate facial expression in communication</p> <p>7. I use eye contact in communication</p> <p>8. I use body language or movement in communication</p>						
4		Interpretational	<p>1. Carry out monitoring of the learning process</p> <p>2. Evaluate the learning process</p>	<p>1. I monitor the progress of your English learning</p> <p>2. I evaluate my learning results</p> <p>3. I learn English with native speakers</p> <p>4. I try to understand the culture of the language I am learning</p>						
5		Affective	<p>1. Detract fear and anxiety</p> <p>2. Increase</p>	<p>1. I detract your worried and anxiety in learning process</p> <p>2. I build up my will and braveness</p>						

			the will and brav eness	3. I control my feeling and temperament in learning process						
			3. Dom inate feeli ng and temp eram ent	4. I try to build positive feelings towards the target language in the learning activities						

C. Enhancing Validity

Before researcher did the research to respondent, the researcher made a try out to make sure that the questionnaire was valid when it gave into respondent. The try out was given to 2nd semester but not as sample in researching this thesis. The students who are given the questionnaire as sample of try out are about 25 PS students. And the last step was try-out, the research used Ms. Excel application in data analysis to measure whether the items are valid or not and as a result the items were valid. By using r table, the researcher got the standard validity for each questions are 0,395 and it could be seen that the questions are valid as the questionnaire. Before the questionnaire was given to the samples, the instrument was validated.

According to Sugiyono, validity is process of requirement to get justifiable (valid) the result of the research. A valid instrument means the

instrument is appropriate to measure what should be measured³⁰. According to Singirimbun and Sofian Effendi, in content of validity, the researcher should make the content of research instrument suitable with the research problem or given the description about the problem indicator of research³¹. That was why the researcher determined the instrument by analyzing the content of questionnaire whether it was suitable which the theory were use, trying out the questionnaire to students who equivalent to the subject of the sample but not students who became that its samples.

D. Reliability

The reliability in this research was measured by using Cronbach Alpha. Cronbach's alpha is the most popular measure of reliability. It is generally used when a researcher has multiple questions with likert scale in a survey/questionnaire to determine if the scale is reliable. In the psychometric test, most descend in the range of 0.75 to 0.83 with at least one asserting a Cronbach's alpha up to 0.90.

Table 3.3.

Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable

³⁰ Sugiyono Op. Cit, p135

³¹ Irawan Suhartono, In Ariani Thesis, *An Analysis of Student Strategy in Writing English Paragraph*, p. 19. Thesis STAIN

$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The reliability analyzing in this research was by using Ms. Excel. As a result, the questionnaire has internal consistency 0.94. it means that the items have “excellent” grade of internal consistency. Accordingly, the items of questionnaire were reliable.

C. Technique of Data Analysis

The data analysis used in this research was descriptive quantitative since the data were about quotations, statements, descriptions and explanations. It was used to give clearer description about the study and to find out the percentage of respondent on the questionnaire. The data was analyzed in using percentage, and then described by words.³²

1. The Data from Questionnaire

After researcher got the answer of the students’ attitudes toward teacher corrective feedback, the data was collected as the students’ response in tabulate, and find out the percentage of the students by using percentage technique. The steps were:

- a) The first steps for analysis the data was scoring. Scoring is against the grain of questions contained in the questionnaire. The questionnaire in this study used *Linkert Scale* which is the most common scale that was used in measuring attitude, opinion and

³² Gay L R, Op Cit, p. 468

perception of respondents toward subject The maximum score in the linkert scale was 5 and the minimum score is 1. In scoring, the researcher counted the number of students given answer in the item based on the questionnaire. In this research, to count the point the researcher used rating scale that has been explained before. The researcher divided the students answered in group with same categories. It meant the questionnaires were classified into each item question to check the non-English students' learning strategy in learning English.

- b) The second steps were the researcher accounted the score of the total frequency was divided with the total questions. It was used to get the students' opinion about their strategy use in learning English. The formula was described as follow:

$$x = \frac{(f A \times 5) + (f O \times 4) + (f S \times 3) + (f R \times 2) + (f N \times 1)}{N}$$

Where:

f : Frequency	S : Sometimes
A : Always	R : Rarely
O : Agree	N : Never

After each respondent's score were accounted, then the researcher would categorize the range score to describe the learning strategies PAI student.

- c) The third steps were the researcher accounted the percentage of each items of questionnaire that answered by respondents. It follows the formula:

$$P = \frac{\sum score}{Max score} \times 100\%$$

Where:

- P : Percentage
 \sum score : Total score
 Max score : Maximum score³³.

³³ Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers* (Vol. 2). Oxford: Blackwell.

CHAPTER IV
FINDING AND DISCUSSION

A. FINDING

This chapter will present the result of the research. It consists of the result and discussion of the frequency and percentage for each strategy. Result of this research is arranged based on 5 classification classes or program studies who is learning English with 28 questions and 173 respondents that spread in 7 classes to investigate students' learning strategies in English subject of Islamic study program.

The researcher has been collected the data that based on each study programs or classes to know what strategies they use. To know the percentages of the data, it will be show on the table below.

1. Learning Strategies Used by Student PAI

Table 4.1

The percentages of PAI students' strategy

No	Percentages (%)	Strategies
1	76,72 %	Management and Planning
2	74,56 %	Cognitive
3	70,94 %	Communication
4	59,13 %	Interpretational
5	79,87 %	Affective

From the data of the table above, the researcher know that Affective strategy is the most strategy that always use and interpretational is the less use by PAI student at IAIN Curup.

a. Learning Strategies Used by PAI Student Who Got A Score

4.2

No	Percentages (%)	Strategies
1	78 %	Management and Planning
2	74,8 %	Cognitive
3	74,85 %	Communication
4	55,56 %	Interpretational
5	83,7 %	Affective

From the data of the table above, the researcher know that Affective strategy is the most strategy that always use and interpretational is the less use by PAI student who got A score at IAIN Curup.

b. Learning Strategies Used by PAI Student Who Got B Score

4.3

No	Percentages (%)	Strategies
1	74,44 %	Management and Planning
2	71,43 %	Cognitive
3	65,32 %	Communication

4	55,69 %	Interpretational
5	72,74 %	Affective

From the data of the table above, the researcher know that Management and Planning strategy is the most strategy that always use and interpretational is the less use by PAI student who got B score at IAIN Curup.

c. Learning Strategies Used by PAI Student Who Got C Score

4.4

No	Percentages (%)	Strategies
1	60 %	Management and Planning
2	76 %	Cognitive
3	72,5 %	Communication
4	20 %	Interpretational
5	70 %	Affective

From the data of the table above, the researcher know that Cognitive strategy is the most strategy that always use and interpretational is the less use by PAI student who got C score at IAIN Curup.

d. Learning Strategies Used by PAI Student Who Got E Score

4.5

No	Percentages (%)	Strategies
1	65,71 %	Management and Planning

2	64 %	Cognitive
3	47,5 %	Communication
4	80 %	Interpretational
5	90 %	Affective

From the data of the table above, the researcher know that Affective strategy is the most strategy that always use and Communication is the less use by PAI student who got E score at IAIN Curup.

2. The Implement of PAI Student in Learning English

Table 4.6

No	Strategies	Implementation
1	Management and Planning	Student do some plans, such as make a list, making schedule, setting a time study the material to be studied, studying it at night, repeat the material that has been studied, use the right method, student determane their own learning goals and methods, appropriately according to the material being studied for example when learning vocabulary students will use memorizing methods, training methods to improve abilities, choose the right sources of learning in accordane with the material being studied by utilizing

		<p>available resources such as dictionaries, google, books from library, google scholar, google telusuran and pdf files with trusted libraries and evaluate learning plan, student will evaluate their learning plan, if they feel failed in the previous lesson then students will improve the previous plan so as not to make the same mistake or replace it with a new learning plan.</p>
2	Cognitive	<p>Student improve learning skills by practice, recite and practice the material that has been learned, looking for example on similar problems and working on, practice speaking in front of others, memorizing vocabulary, and working together.</p> <p>Students solve the problems dealing with any specific classroom tasks will try to do it and solve it by themselves on time or ask questions and do it together with their friends who understand the assignments about.</p>
3	Communication	<p>Student direct and indirect communication such as using gesture example, nodding or shaking their hands when not understanding the lesson and</p>

		<p>raising their hand to ask questions or answer questions on the board, use eye contact or pay attention when the lecturer explains, uses facial expressions and uses via chat when you can't take part in learning activities. using body movements, eye contact and facial expressions</p>
4	Interpretational	<p>Student monitor the development of English learning by making a list and checking what has been achieved or not and seeing the scores obtained then comparing the results whether they have improved or not. Students score will evaluate their learning by checking the results of learning, if it is not satisfactory, students will correct where the error lies then study again and fix it. Students learning English from native by following social media from people abroad, watching Hollywood movies or American got talent. Students understand the culture they are learning by searching for info on the internet and YouTube, understanding sentences and accept used and deepening the language being studied.</p>

5	Affective	Student reduce anxiety and worry by clam down with clearing their mind, relaxing and thinking positively, regulate breathing and building courage with confident motivating themselves building courage with confidence.
----------	------------------	--

1. The English learning strategy of PAI students

a. The percentages of learning strategies

The table below shows the percentage of the PAI students' strategies in learning English who get A score based on 5 scales where there are 100 students who become respondents.

1. Management and Planning

a. Data from questionnaire

Table 4

Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Management and planning	1	40	26	28	4	2	398	79,6 %
	2	26	36	36	2	0	386	77,2%
	3	54	22	22	2	0	428	85,6%
	4	36	40	22	0	2	408	81,6%
	5	22	38	26	10	4	364	72,8%
	6	18	34	40	4	4	358	71,6%
	7	30	30	38	2	0	388	77,6%
Total							2730	78%

From the data above, **Question 1** (Do you plan your learning activities), showed that there were 40 students choose Always, 26 students choose Often, then 28 students choose Sometimes, 4 students choose Rarely and 2 students choose Never.

The total score is 398 and has percentage 79,6%. **Question 2** (Do you implement the learning plan you made?), showed that there were 26 students choose Always, 36 students choose Often, then 36 students choose Sometimes and 2 students choose Rarely. The total score is 386 and has percentage 77,2%. **Question 3** (Do you set your own goal in learning?), showed that there were 54 students choose Always, 22 students choose Often, then 22 students choose Sometimes and 2 students choose Rarely. The total score is 428 and has percentage 85,6%. **Question 4** (Do you decide on an appropriate methodology in learning?), showed that there were 36 students choose Always, 40 students choose Often, then 22 students choose Sometimes, and 2 students choose Never. The total score is 408 and has percentage 81,6%. **Question 5** (Do you select certain resources in your learning plan?), showed that there were 22 students choose Always, 38 students choose Often, then 26 students choose Sometimes, 10 students choose Rarely and 4 students choose Never. The total score is 364 and has percentage 72,8%. **Question 6** (Do you re-evaluate every learning plan that you implement?) showed that there were 18 students choose Always, 34 students choose Often, then 40 students choose Sometimes, 4 students choose Rarely and 4 students choose Never. The total score is 358 and has percentage 71,6%. **Question 7** (Do you plan the learning process based on your wants?) showed that there were 30 students choose Always, 30 students choose Often, then 38 students choose Sometimes, and 2 students choose Rarely. The total score is 388 and has percentage 77,6%.

Based on statement above indicated that Often PAI students used Management and Planning Strategy in learning English with the entire percentage 78%.

2. Cognitive

a. Data from questionnaire

Table 5

Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Cognitive	1	22	36	32	10	0	372	74,4%
	2	10	50	24	8	8	346	69,2%
	3	26	36	20	4	2	392	78,4%
	4	16	52	32	0	0	384	76,8%
	5	24	36	32	8	0	376	75,2%
Total							1870	74,8%

From the data above, **Question 1** (Do you practice the lesson to increase your abilities?), showed that there were 22 students choose Always, 36 students choose Often, then 32 students choose Sometimes, and 10 students choose Rarely. The total score is 372 and has percentage 74,4%. **Question 2** (Do you take or give the message as your learning media?), showed that there were 10 students choose Always, 50 students choose Often, then 24 students choose Sometimes, 8 students choose Rarely and 8 students choose Never. The total score is 346 and has percentage 69,2%. **Question 3** (Do you explain and think the material that you have learned?), showed that there were 26 students choose Always, 36 students choose Often, then 20 students choose Sometimes, 4 students choose Rarely and 2 students choose Never.

The total score is 392 and has percentage 78,3%. **Question 4** (Do you recall the input of the lesson that you have learned?), showed that there were 16 students choose Always, 52 students choose Often, and 32 students choose Sometimes. The total score is 384 and has percentage 76,8%. **Question 5** (Do you solve the problems dealing with any specific classroom tasks?), showed that there were 24 students choose Always, 36 students choose Often, then 32 students choose Sometimes, and 8 students choose Rarely. The total score is 376 and has percentage 75,2%.

From statement above indicated that Sometimes PAI students used Cognitive Strategy in learning English with the entire percentage 74,8%.

3. Communication

a. Data from questionnaire

Table 6

Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Communication	1	46	24	18	6	6	398	79,6%
	2	32	20	36	12	0	372	74,4%
	3	10	22	52	12	4	326	65,2%
	4	18	16	42	16	8	320	64%
	5	36	28	34	0	2	396	79,2%
	6	38	28	34	0	0	404	80,8%
	7	34	26	36	2	0	392	78,4%
	8	30	34	32	2	2	386	77,2%
Total							2994	74,85%

From the data above, **Question 1** (Do you use verbal communication in learning English?), showed that there were 48 students choose Always, 24 students

choose Often, then 18 students choose Sometimes, 6 students choose Rarely and 6 students choose Never. The total score is 398 and has percentage 79,6%. **Question 2** (Do you ask for clarification from the lecturer when you do not understand the material presented?), showed that there were 32 students choose Always, 20 students choose Often, then 36 students choose Sometimes, and 12 students choose Rarely. The total score is 372 and has percentage 74,4%. **Question 3** (Do you restate the lecturer's explanation to confirm your understanding?), showed that there were 10 students choose Always, 22 students choose Often, then 52 students choose Sometimes, 12 students choose Rarely and 4 students choose Never. The total score is 326 and has percentage 65,2%. **Question 4** (Do you use non-verbal communication in learning English?), showed that there were 18 students choose Always, 16 students choose Often, then 42 students choose Sometimes, 16 students choose Rarely and 8 students choose Never. The total score is 320 and has percentage 64%. **Question 5** (Do you use gesture in communication?), showed that there were 36 students choose Always, 28 students choose Often, then 34 students choose Sometimes, and 2 students choose Never. The total score is 396 and has percentage 79,2%. **Question 6** (Do you use smile and appropriate facial expression in communication?) showed that there were 38 students choose Always, 28 students choose Often, and 34 students choose Sometimes The total score is 404 and has percentage 80,8%. **Question 7** (Do you use eye contact in communication?) showed that there were 34 students choose Always, 26 students choose Often, 34 students choose Sometimes and 2 students choose Rarely. The total score is 392 and has percentage 78,4%. **Question 8** (Do you

use body language or movement in communication?) showed that there were 30 students choose Always, 34 students choose Often, then 32 students choose Sometimes, 2 students choose Rarely and 2 students choose Never. The total score is 386 and has percentage 77,2%.

Based on statement above indicated that Often PAI students used Management and Planning Strategy in learning English with the entire percentage 74,85%.

4. Interpretational

a. Data from questionnaire

Table 7

Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Interpretational	1	22	28	36	6	8	350	70%
	2	14	38	44	0	4	358	71,6%
	3	2	8	4	10	76	150	30%
	4	20	28	30	8	14	332	66,4%
Total							1190	59,56%

From the data above, **Question 1** (Do you monitor the progress of your English learning?), showed that there were 22 students choose Always, 28 students choose Often, then 36 students choose Sometimes, 6 students choose Rarely and 8 students choose Never. The total score is 350 and has percentage 70%. **Question 2** (Do you evaluate your learning results?), showed that there were 14 students choose Always, 38 students choose Often, then 44 students choose Sometimes and 4 students

choose Never. The total score is 358 and has percentage 71,6%. **Question 3** (Do you learn English with native speakers?), showed that there were 2 students choose Always, 8 students choose Often, then 4 students choose Sometimes, 10 students choose Rarely and 76 students choose Never. The total score is 150 and has percentage 23,18%. **Question 4** (Do you try to understand the culture of the language you are learning?), showed that there were 20 students choose Always, 28 students choose Often, then 30 students choose Sometimes, 8 students choose Rarely and 14 students choose Never. The total score is 332 and has percentage 66,4%.

From statement above indicated that Rarely PAI students used Interpretational Strategy in learning English with the entire percentage 59,56%.

These findings are related to learning strategies categorize by stern which say the learners“ development and evaluates their performance”. The learners should contact with native speakers and cooperate with them and must become acquainted with the target culture but the percentage of Interpretational strategy is low³⁴.

5. Affective

a. Data from questionnaire

Table 8

Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Affective	1	28	46	10	4	2	394	78,8%

³⁴ Zare, P. (2012). *Language Learning Strategies Among EFL / ESL Learners : A Review of Literature*. 2(5), 162–169.

	2	66	24	4	4	2	450	90%
	3	46	42	10	2	0	432	86,4%
	4	40	30	16	12	0	398	79,6%
Total							1694	83,7%

From the data above, **Question 1** (Do you detract your worried and anxiety in learning process?), showed that there were 28 students choose Always, 46 students choose Often, then 10 students choose Sometimes, 4 students choose Rarely and 2 students choose Never. The total score is 394 and has percentage 78,8%. **Question 2** (Do you build up your will and braveness?), showed that there were 66 students choose Always, 24 students choose Often, then 4 students choose Sometimes, 4 students choose Rarely and 2 students choose Never. The total score is 450 and has percentage 90%. **Question 3** (Do you control your feeling and temperament in learning process?), showed that there were 46 students choose Always, 42 students choose Often, then 10 students choose Sometimes and 2 students choose Rarely. The total score is 432 and has percentage 86,4%. **Question 4** (Do you try to build positive feelings towards the target language in the learning activities?), showed that there were 40 students choose Always, 30 students choose Often, then 16 students choose Sometimes, and 12 students choose Rarely. The total score is 398 and has percentage 79,6%.

From statement above indicated that Always PAI students used Affective Strategy in learning English with the entire percentage 83,7%.

b. The percentages of learning strategies

The table below shows the percentage of the PAI students' strategies in learning English who get B score based on 5 scales where there are 71 students who become respondents.

1. Management and Planning

a. Data from questionnaire

Table 9

Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Management and planning	1	27	22	20	2	0	281	79,15%
	2	19	24	25	2	0	273	76,90%
	3	27	16	22	3	3	273	76,90%
	4	8	33	31	4	0	253	71,26%
	5	13	27	23	4	4	253	71,26%
	6	14	9	40	8	0	242	68,16%
	7	17	27	26	0	1	275	77,46%
Total							1850	74,44%

From the data above, **Question 1**, showed that there were 27 students choose Always, 22 students choose Often, then 20 students choose Sometimes, and 2 students choose Rarely. The total score is 281 and has percentage 79,15%. **Question 2**, showed that there were 19 students choose Always, 24 students choose Often, then 25 students choose Sometimes, and 2 students choose Rarely. The total score is 273 and has percentage 76,90%. **Question 3**, showed that there were 27 students choose Always, 16 students choose Often, then 22 students choose Sometimes, 3 students choose Rarely and 3 students choose Never. The total score is 273 and has percentage 76,90%. **Question 4**, showed that there were 8 students choose Always, 33 students

choose Often, then 31 students choose Sometimes and 4 students choose Rarely. The total score is 253 and has percentage 71,26%. **Question 5**, showed that there were 13 students choose Always, 27 students choose Often, then 23 students choose Sometimes, 4 students choose Rarely and 4 students choose Never. The total score is 253 and has percentage 71,26%. **Question 6**, showed that there were 14 students choose Always, 9 students choose Often, then 40 students choose Sometimes and 8 students choose Rarely. The total score is 242 and has percentage 68,16%. **Question 7** showed that there were 17 students choose Always, 25 students choose Often, 24 students choose Sometimes and 1 student choose Never. The total score is 275 and has percentage 77,46%.

Based on statement above indicated that Rarely PAI students used Management and Planning Strategy in learning English with the entire percentage 74,44%.

2. Cognitive

a. Data from questionnaire

Table 10

Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Cognitive	1	16	25	24	6	0	264	74,36%
	2	8	25	26	8	4	238	67,04%
	3	10	30	28	2	0	271	76,33%
	4	9	30	32	0	0	261	73,52%
	5	10	15	36	6	4	234	65,91%

Total	1268	71,43%
--------------	------	--------

From the data above, **Question 1**, showed that there were 16 students choose Always, 25 students choose Often, then 24 students choose Sometimes and 6 students choose Rarely. The total score is 264 and has percentage 74,36%. **Question 2**, showed that there were 8 students choose Always, 25 students choose Often, then 26 students choose Sometimes, 8 students choose Rarely and 4 students choose Never. The total score is 238 and has percentage 67,04%. **Question 3**, showed that there were 10 students choose Always, 30 students choose Often, then 28 students choose Sometimes, and 2 students choose Rarely. The total score is 271 and has percentage 76,33%. **Question 4**, showed that there were 9 students choose Always, 30 students choose Often, and 32 students choose Sometimes. The total score is 261 and has percentage 73,52%. **Question 5**, showed that there were 10 students choose Always, 15 students choose Often, then 36 students choose Sometimes, 6 students choose Rarely and 4 students choose Never. The total score is 234 and has percentage 65,91%.

From statement above indicated that Rarely PAI students used Cognitive Strategy in learning English with the entire percentage 71,43%.

3. Communication

a. Data from questionnaire

Table 11

Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Communication	1	22	12	27	10	0	254	71,54%
	2	7	20	37	4	3	235	66,19%
	3	4	17	43	4	3	212	59,71%
	4	15	12	25	9	10	233	65,63%
	5	17	10	33	5	6	229	68,35%
	6	17	10	24	7	13	229	68,35%
	7	14	12	26	6	13	223	62,81%
	8	13	14	17	10	13	213	60%
Total							1828	64,31%

From the data above, **Question 1** showed that there were 22 students choose Always, 12 students choose Often, then 27 students choose Sometimes and 10 students choose Rarely. The total score is 254 and has percentage 71,54%. **Question 2**, showed that there were 7 students choose Always, 20 students choose Often, then 37 students choose Sometimes, 4 students choose Rarely and 3 students choose Never. The total score is 235 and has percentage 66,19%. **Question 3**, showed that there were 4 students choose Always, 17 students choose Often, then 43 students choose Sometimes, 4 students choose Rarely and 3 students choose Never. The total score is 212 and has percentage 59,71%. **Question 4**, showed that there were 15 students choose Always, 12 students choose Often, then 25 students choose Sometimes, 9 students choose Rarely and 10 students choose Never. The total score is 233 and has percentage 65,63%. **Question 5**, showed that there were 17 students choose Always, 10 students choose Often, then 33 students choose Sometimes, 5 students choose Rarely and 6 students choose Never. The total score is 229 and has percentage 68,35%. **Question 6**, showed that there were 17 students choose Always, 10 students choose Often, then 24 students choose Sometimes, 7 students choose

Rarely and 13 students choose Never. The total score is 229 and has percentage 68,35%. **Question 7**, showed that there were 14 students choose Always, 12 students choose Often, then 26 students choose Sometimes, 6 students choose Rarely and 13 students choose Never. The total score is 223 and has percentage 62,81%. **Question 8**, showed that there were 13 students choose Always, 14 students choose Often, then 17 students choose Sometimes, 10 students choose Rarely and 13 students choose Never. The total score is 213 and has percentage 60%.

4. Interpretational

a. Data from questionnaire

Table 12

Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Interpretational	1	6	11	27	12	15	206	58,02%
	2	10	24	22	4	11	247	69,57%
	3	2	0	13	9	47	114	32,11%
	4	6	31	18	13	3	224	63,09%
Total							791	55,69%

From the data above, **Question 1**, showed that there were 6 students choose Always, 11 students choose Often, then 27 students choose Sometimes, 12 students choose Rarely and 5 students choose Never. The total score is 206 and has percentage 58,02%. **Question 2**, showed that there were 10 students choose Always, 24 students choose Often, then 22 students choose Sometimes, 4 students choose Rarely and 11 students choose Never. The total score is 247 and has percentage

69,57%. Question 2, students evaluate learning by relearning and improving it. **Question 3**, showed that there were 2 students choose Always, then 13 students choose Sometimes, 9 students choose Rarely and 47 students choose Never. The total score is 114 and has percentage 32,11%. **Statement 4**, showed that there were 6 students choose Always, 31 students choose Often, then 18 students choose Sometimes, 13 students choose Rarely and 3 students choose Never. The total score is 224 and has percentage 63,09%.

From statement above indicated that Sometimes PAI students used Interpretational Strategy in learning English with the entire percentage 55,69%.

5. Affective

a. Data from questionnaire

Table 13

Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Affective	1	14	13	28	9	7	247	69,57%
	2	27	22	19	3	0	286	80,56%
	3	22	20	25	4	0	273	76,90%
	4	17	10	19	14	8	227	63,94%
Total							1033	72,74%

From the data above, **Question 1**, showed that there were 14 students choose Always, 13 students choose Often, then 28 students choose Sometimes, 9 students choose Rarely and 7 students choose Never. The total score is 247 and has percentage 69,57%. **Question 2**, showed that there were 27 students choose Always, 22 students

choose Often, then 29 students choose Sometimes, and 3 students choose Rarely. The total score is 286 and has percentage 80,56%. **Question 3**, showed that there were 22 students choose Always, 20 students choose Often, then 25 students choose Sometimes and 4 students choose Rarely. The total score is 273 and has percentage 76,90%. **Question 4**, showed that there were 17 students choose Always, 10 students choose Often, then 19 students choose Sometimes, 14 students choose Rarely and 8 students choose Never. The total score is 227 and has percentage 63,94%.

From statement above indicated that Rarely PAI students used Affective Strategy in learning English with the entire percentage 72,74%.

c. The percentages of learning strategies

The table below shows the percentage of the PAI students' strategies in learning English who get C score based on 5 scales where there are 1 student who become respondent.

1. Management and Planning

a. Data from questionnaire

Table 14

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Management and planning	1	0	0	1	0	0	3	60%
	2	0	0	0	1	0	2	40%
	3	0	1	0	0	0	4	80%
	4	0	0	1	0	0	3	60%
	5	0	0	1	0	0	3	60%
	6	0	0	1	0	0	3	60%

	7	0	1	0	0	0	4	80%
Total							22	60%

From the data above indicated that Sometimes PAI student who got C score used Management and Planning Strategy in learning English with the entire percentage 60%.

2. Cognitive

a. Data from questionnaire

Table 15

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Cognitive	1	0	1	0	0	0	4	80%
	2	0	1	0	0	0	4	80%
	3	0	1	0	0	0	4	80%
	4	0	1	0	0	0	4	80%
	5	0	0	1	0	0	3	60%
Total							19	76%

From the data above indicated that Often PAI student who got C score used Cognitive Strategy in learning English with the entire percentage 76%.

3. Communication

a. Data from questionnaire

Table 16

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Communication	1	0	0	1	0	0	3	60%
	2	0	0	1	0	0	3	60%
	3	0	0	0	1	0	2	40%

	4	0	0	1	0	0	3	60%
	5	0	1	0	0	0	4	80%
	6	1	0	0	0	0	5	100%
	7	1	0	0	0	0	5	100%
	8	0	1	0	0	0	4	80%
Total							29	72,5%

From the data above indicated that Often PAI student who got C score used Communication Strategy in learning English with the entire percentage 72,5%.

4. Interpretational

a. Data from questionnaire

Table 17

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Interpretational	1	0	0	0	0	1	1	20%
	2	0	0	0	0	1	1	20%
	3	0	0	0	0	1	1	20%
	4	0	0	0	0	1	1	20%
Total							4	20%

From the data above indicated that Never PAI student who got C score used Interpretational Strategy in learning English with the entire percentage 20%.

5. Affective

a. Data from questionnaire

Table 18

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Affective	1	0	1	0	0	0	4	80%
	2	5	0	0	0	0	5	100%

	3	0	0	1	0	0	3	60%
	4	0	0	0	1	0	2	40%
Total							14	70%

From the data above indicated that Sometimes PAI student who got C score used Affective Strategy in learning English with the entire percentage 70%.

d. The percentages of learning strategies

The table below shows the percentage of the PAI students' strategies in learning English who get D score based on 5 scales where there are no one student who become respondent because the questionnaire was not returned.

e. The percentages of learning strategies

The table below shows the percentage of the PAI students' strategies in learning English who get E score based on 5 scales where there are 1 student who become respondent

1. Management and Planning

a. Data from questionnaire

Table 19

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Management and planning	1	0	0	0	1	0	2	40%
	2	1	0	0	0	0	5	100%
	3	0	0	0	0	1	1	20%
	4	1	0	0	0	0	5	100%
	5	0	1	0	0	0	4	80%
	6	1	0	0	0	0	5	100%

	7	0	0	0	0	1	1	20%
Total							22	65,71%

From the data above indicated that Sometimes PAI student who got E score used Management and Planning Strategy in learning English with the entire percentage 65,71%.

2. Cognitive

a. Data from questionnaire

Table 20

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Cognitive	1	0	0	0	1	0	2	40%
	2	0	1	0	0	0	4	80%
	3	0	1	0	0	0	4	80%
	4	1	0	0	0	0	5	100%
	5	0	0	0	0	1	1	20%
Total							19	64%

From the data above indicated that Sometimes PAI student who got E score used Cognitive Strategy in learning English with the entire percentage 64%.

3. Communication

a. Data from questionnaire

Table 21

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Communication	1	0	1	0	0	0	4	80%
	2	0	1	0	0	0	4	80%
	3	0	0	1	0	0	3	60%

	4	0	1	0	0	0	4	80%
	5	0	0	0	1	0	2	40%
	6	0	0	0	1	0	2	40%
	7	0	0	0	1	0	2	40%
	8	0	0	0	1	0	2	40%
Total							29	57,5%

From the data above indicated that Rarely PAI student who got E score used Communication Strategy in learning English with the entire percentage 57,5%.

4. Interpretational

a. Data from questionnaire

Table 22

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Interpretational	1	1	0	0	0	0	5	100%
	2	1	0	0	0	0	5	100%
	3	0	0	0	0	1	1	20%
	4	1	0	0	0	0	5	100%
Total							4	80%

From the data above indicated that Often PAI student who got E score used Interpretational Strategy in learning English with the entire percentage 80%.

5. Interpretational

a. Data from questionnaire

Table 23

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Affective	1	0	0	1	0	0	3	60%
	2	1	0	0	0	0	5	100%
	3	1	0	0	0	0	5	100%

	4	1	0	0	0	0	5	100%
Total							14	90%

From the data above indicated that Often PAI student who got E score used Affective Strategy in learning English with the entire percentage 90%.

B. DISCUSSION

Based on the findings above, it was explained that in Learning Strategies most student of 2nd semester used Affective strategies. The result show the categorize of strategies used into always, often, sometime, rarely, and never. Clearly it can be explained below.

1. Learning Strategies of PAI Students

The data analysis had been accepted and calculated by researcher in explanation above based on each Study program that learn English in IAIN Curup. It had been known from the analysis every Study Programs have their own strategy in learning English. But to know what the most strategy that used by whole students from all strategies, it would explain below.

Table 24

No	Score	Strategies (%)				
		Management and Planning	Cognitive	Communication	interpretational	affective
1	A	78	74,8	74,85	59,56	83,7
2	B	74,44	71,43	65,32	55,69	72,74
3	C	60	76	72,5	20	70

4	E	65,71	64	47,5	80	90
TOTAL		69,53	71,5	65,04	53,81	79,11

From the data above we know that the strategy most used by PAI students in learning English is the Affective Strategy, where based on data analysis, researchers know that students are related to student feelings in achieving learning goals, such as learning process students try to alleviate a sense of worry and anxiety, desire and courage as well as controlling feelings and temperament and building positive feelings in learning. The second strategy used by students is the Cognitive strategy, this strategy is related to their thoughts in shaping their learning activities such as using the media to give and receive messages, improve abilities and more. The third strategy used by students is the Management strategy. From the analysis of the data, the researcher concludes that more students decide to pay attention to plan and organize learning activities, implement and evaluate the learning process. The fourth strategy is Communication. Based on data analysis, researchers know that students are related to direct or indirect communication in shaping their learning activities such as asking for clarification from lecturers directly, using gesture marks, facial expressions, using eye contact and more. And The last strategy used is the Interpretation strategy. In this strategy, students can be analyzed from data that involves students monitoring learning progress and evaluating it by learning through native speakers and understanding their culture.

a. Learning Strategy of PAI Student Who Got A Score

The results of the Likert scale questionnaire analysis in Table 24 above describe the order of the types of strategies used by students starting from management and planning strategies (78%), cognitive (74.8%), communication (74.85%), interpretation (55.56%), and affective (83.7%). Label 4 above shows the use of various strategies applied by students so that these findings are related to what is claimed by Oxford and O'Malley & Chamot which states that the use of learning strategies is one of the factors that contribute to learning a second language or a foreign language³⁵. In addition, it was found that most students of management and planning strategies, cognitive, communication and affective, but affective strategies are more dominant than the 4 strategies used which are in line with the findings of Ling. These findings indicate that students managed to control their emotions and attitudes towards learning foreign languages³⁶. This is also related to what was said by white as cited in Oxford "Affective strategies are very important especially to those learners who do not have a support or a motivation to learn from their teacher or class". Dornyei said that Affective strategies, also called self-motivational

³⁵ Oxford, R. L. (2003). Language Learning Styles and Strategies : an Overview. *Learning*.

³⁶ Ling, Z. (2015). Research on English Learning Strategies Between English Major and Non-English Major Students, in US-China Foreign Language, October 2015, Vol. 13, No.10, 706-709 doi:10.17265/1539-8080/2015.10.003. David Publisher

strategies³⁷. This shows that students still need an emotional approach, motivation, and sufficient assistance to develop positive attitudes and values towards learning English.

b. Learning Strategy of PAI Student Who Got B Score

The results of the Likert scale questionnaire analysis in Table 24 above describe the order of the types of strategies used by students starting from management and planning strategies (74.4%), cognitive (71.43%), communication (65.32%), interpretational (55,68%), and affective (72.74%). Table 24 above shows that most students like management and planning strategies, cognitive and affective, but management and planning strategies are more dominant than the 3 strategies used. This strategy helps students to organize, plan and evaluate learning to enable them to set learning goals, monitor and evaluate progress. This shows that before learning English, they think first to plan the learning process; and during the learning process, they will monitor understanding and knowledge can. This allows learners to make self-evaluations. In connection with this finding, according to stern which say that the learner must: decide what commitment to make to language learning, set himself reasonable goals, decide on an appropriate methodology, select appropriate resources, and monitor

³⁷ Dörnyei, Z. (2010). Background knowledge. In *Motivational Strategies in the Language Classroom*. <https://doi.org/10.1017/cbo9780511667343.002>

progress, evaluate his achievement in the light of previously determined goals and expectations³⁸.

c. Learning Strategy of PAI Student Who Got C Score

The results of the Likert scale questionnaire analysis in Table 24 above illustrate the order of the types of strategies used by students starting from management and planning strategies (60%), cognitive (76%), communication (72.5%), interpretation (20%), and affective (70%). Table 24 above shows that most students like strategy, cognitive, communication and affective, but cognitive strategy is more dominant than the 3 strategies used. The cognitive strategies applied by students so that these findings are related to what is claimed by Oxford and O'Malley & Chamot who say that the use of learning strategies is one of the factors that contribute to success³⁹. learning a second language or foreign language. Winkel states that cognitive strategies, which is one form of learning strategy, are techniques that learners use to control and monitor their own cognitive processes. In addition, this is also related to what was said by Ellis, "Cognitive strategies are those that are involved in the analysis, synthesis, or

³⁸ Zare, P. (2012). *Language Learning Strategies Among EFL / ESL Learners : A Review of Literature*. 2(5), 162–169.

³⁹ O'Malley, J. M., & Chamot, A. U. (2012). Strategies used by second language learners. In *Learning Strategies in Second Language Acquisition*. <https://doi.org/10.1017/cbo9781139524490.007>

transformation of learning materials”⁴⁰. However, the reason why students who get a C grade is that these students did not take one of the exams (UTS and UAS) that were held.

d. Learning Strategy of PAI Student Who Got E Score

Based on the data analysis above, the results of research show that the most widely used strategy by PAI students who got E score is Affective strategy, where this strategy is related to learning strategies categorize by stern which say affective strategies which make learners aware of emotions such us unfamiliarity or confusion, and try to build positive feelings towards the target language in the learning activities⁴¹. Although, the strategies used by students who got A score and E score are alike, however students who got E score do not attend the class, the UTS and UAS properly.

⁴⁰ Ridge, E. (2013). R. Ellis: The study of second language acquisition. *Per Linguam*.
<https://doi.org/10.5785/10-1-248>

⁴¹ Zare, P. (2012). *Language Learning Strategies Among EFL / ESL Learners : A Review of Literature*. 2(5), 162–169.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

After gathering the results in the research findings and discussion in the previous chapter, the researcher classifies the categories that are classified into 5 strategies. This strategy is an item used by students who score A, B, C, and E in 7 classes or study programs in learning English. And in the discussion above the researcher knows that:

1. There are 100 PAI students who got A score and 78% of them use Management and Planning, 74,8% use Cognitive, 74,85% use Communicative, 59,56% use Interpretational and 83,7% use Affective as their strategy in learning English. It was found that students PAI who got A score used 4 strategies in learning english they are management and planning strategies, cognitive strategies communicative strategies and affective strategies.
2. There are 71 PAI students who got B scores, 74,44% of them use the Management and Planning strategy, 71,43% use cognitive, 65,32% use Communicative, 55,69% use Interpretational, 72,74% use Affective in learning English. It was found that students PAI who got B score used 3 strategies in learning english they are management and planning strategies, cognitive strategies and affective strategies.

3. There is 1 PAI student who got C score, 60% uses a Management and Planning strategy, 76% uses Cognitive, 72.5% uses Communicative, 20% uses Interpretational and 70% uses affective in learning English. It was found that students PAI who got C score used 3 strategies in learning english they are cognitive strategies communicative strategies and affective strategies. However, the reason why students who got C score is that these students did not take one of exam (UTS and UAS) that were held
4. There is 1 PAI student who got E and 65.71% use Management and planning, 64% use Cognitive, 47.5% use Communicative, 80% use Interpretational and 90% use Affective as a strategy in learning English. It was found that students PAI who got E score used 2 strategies in learning english they are interpretational strategies and affective strategies. Although, the strategies used by student who got A score and E score are alike, however students who got E score do not attend the class, the UTS and UAS properly.

B. Suggestion

The research objectives have answered. Finally, the suggestion comes for a better future. The suggestion is specifically proposed as below:

1. The researcher suggests to the Islamic Study Program (PAI) learner to use a lot of strategies in Learning English in order to achieve the knowledge of English lesson. Hopefully, the strategies mentioned in this research will help the students to find their appropriate strategy in learning English. Furthermore, this research will be reinforcement in order to improve the students' English ability in various skills.
2. The researcher suggest to the Islamic Study Program (PAI) Teacher to guide the students to choose the most appropriate strategy in order to improve their ability in English skill. An extra information will minimally help the student mostly. So, do not give up creating great students.
3. The researcher suggests to the other researcher to carry out more researches with the same topic and problem in various variables in order to compare the result of the strategies each other. Various research will lead the research become valid, specific and it owning is guaranteed.

References

Application, T. H. E., Language, O. F., Strategies, L., & High, O. F. (2016). *THE APPLICATION OF LANGUAGE LEARNING STRATEGIES OF HIGH*. 3(2), 140–157

Amechi Boniface Oha. (1975). 1–29. A Review Study in Learning Strategies Theory

Amirul Hadi and Haryono, (1990) *Metode Penelitian Pendidikan*, (Bandung: Pustaka Setia,), P.198

Aydođan, H., & Akbarov, A. A. (2014). The four basic language skills, whole language & intergrated skill approach in mainstream university classrooms in Turkey. *Mediterranean Journal of Social Sciences*. <https://doi.org/10.5901/mjss.2014.v5n9p672>

Ching-Yi. (2007). A study of language learning strategies used by college EFL learners in Taiwan. *Language Learning* , 235-262.

Dharmaraj, W. (2015). *Centre for Distance Education Learning and Teaching*. <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/LEARNING AND TEACHING.pdf>

Dilip Chandra. (2017) What is “Schedule” and Questionnaire” in Research Methodology. Updated on March 18, 2017. Accessed on August 03,

Dörnyei, Z. (2010). Background knowledge. In *Motivational Strategies in the Language Classroom*. <https://doi.org/10.1017/cbo9780511667343.002>

E. Apriani. (2017). Utilizing Preservice English Teachers Strategies and Classroom Management at Junior High School in Rejang Lebong.

Fauziati, Endang.(2015) *Teaching English as a foreign language : principle and practice*, (Indonesia: Era PustakaUtama)

Gardner, R.C. (2001). Language Learning Motivation, the Student, the Teacher, and the Researcher. Available at <http://publish.uwo.ca/~gardner/>

Gay L R, Op Cit, p. 468

H.D, Brown. (2004). *Language Assessment: Principle and Classroom Practices*. NewYork: Longman, Pearson Education, p. 47

Hancock. Beverley, (2019) Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research, (Trent Focus Group: Retrieved in Research), p.67.

Irawan Suhartono, In Ariani Thesis, *An Analysis of Student Strategy in Writing English Paragraph*, p. 19. Thesis STAIN

Iskandarwassid, Dadang (2013) S., *strategy Pembelajaran Bahasa*. (: Remaja Risdakarya, Bandung) pg. 3

Jack R. Fraenkel and Norman E. Wallen, Op. Cit. p.90

John P Travers. 1970. *Fundamental of education psychology*. Pemsylvania: *International Textbook Company*,p. 447

Language Learning Strategies : Theory and Research. (2015). January 2004.

Lestari, N. O. (2015). *Language Learning Strategies of English*.

Ling, Z. (2015). Research on English Learning Strategies Between English Major and Non-English Major Students, in *US-China Foreign Language*, October 2015, Vol. 13, No.10, 706-709 doi:10.17265/1539-8080/2015.10.003. David Publisher

L.R Gay, on (Budiman, 2019)

Monta, J. X. (2018). *Learning Strategies in Second Language Acquisition*. August 2017.

Muelas, A., & Navarro, E. (2015). Learning Strategies and Academic Achievement. *Procedia - Social and Behavioral Sciences*, 165(1985), 217–221. <https://doi.org/10.1016/j.sbspro.2014.12.625>

Noviyenty, L. (2018). Strategies in Learning and Techniques in Teaching English Speaking. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 2(1), 35. <https://doi.org/10.29240/ef.v2i1.454>

Oemar Hamalik. (1993) *Psikologi Belajar Mengajar*, (Bandung: Sinar Baru Algesindo), p.7

Oktay Aslan, (2009) *The Role of Gender and Language Learning Strategies in Learning English*, *English Language Teaching Department*. Middle East Technical University, Thesis, retrieved at <http://etd.lib.metu.edu.tr/upload/12611o98/index.pdf>

O'Malley, J. M., & Chamot, A. U. (2012). Strategies used by second language learners. In *Learning Strategies in Second Language Acquisition*. <https://doi.org/10.1017/cbo9781139524490.007>

Oxford, R. L. (2003). *Language Learning Styles and Strategies: an Overview. Learning.*

Ridge, E. (2013). R. Ellis: The study of second language acquisition. *Per Linguam*. <https://doi.org/10.5785/10-1-248>

Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers* (Vol. 2). Oxford: Blackwell.

Rubin, J., and Thompson, I. (1982). *How to be a More Successful Language Learner*. Boston: Heinle & Heinle.

Sayed Abudhahir, R. A., & Mohamad Ali, A. (2018). English for Islamic Studies: Should I Learn English? – From the Eyes of Islamic Studies Students. *LSP International Journal*, 5(1). <https://doi.org/10.11113/lspi.v5n1.65>

Sugiyono Op. Cit, p135

Tadris, E., & Program, S. (2018). *THE STRATEGIES IN LEARNING ENGLISH USED BY NON*.

The ORM Team,(2017) 4 difficulties English Poses for EFL Learners, and How to Overcome Them, taken by <http://www.oxford-royale.co.uk/article/efl.difficulties.html>, accessed April, 14th

Title. (2009). *September*.

Zare, P. (2012). *Language Learning Strategies Among EFL / ESL Learners: A Review of Literature*. 2(5), 162–169.

A

P

P

E

N

D

I

X



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : Tahun 2020

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang : 1. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
- Mengingat : 2. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

- Pertama : 1. **Lefi Noviyenti, M.Pd** 19761106 200312 2 004
2. **Eka Apriani, M.Pd** 19900403 201503 2 005

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Sri Meilinda**

N I M : **16551045**

JUDUL SKRIPSI : **An Analysis of Students Strategies in English Subject of Islamic Study Program at IAIN Curup.**

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal , 07 Januari 2020
Dekan,



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 300/In.34/FT/PP.00.9/07/2020
Lampiran : Proposal dan Instrumen
Hal. : Permohonan Izin Penelitian

14 Juli 2020

Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

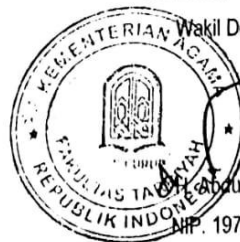
Nama : Sri Meilinda
NIM : 16551045
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi : Learning Strategies in English Subject of Islamic Study Program at IAIN Curup
Waktu Penelitian : 14 Juli s.d 14 Oktober 2020
Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,



Abdul Rahman, M.Pd.I

NIP. 19720704 200003 1 004

Tembusan : disampaikan Yth ;

1. Rektor
2. ...



IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : SRI MELINDA
 NIM : 1651045
 FAKULTAS/JURUSAN : Tarbiyah / I
 PEMBIMBING I : LEFY Nofriaty, M.Pd
 PEMBIMBING II : EKA APRILIA
 JUDUL SKRIPSI : The Learning Strategies in English Subject of Islamic Education Study Program of IAIN Curup

- * Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
- * Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- * Agar ada waktu cukup untuk perbaikan skripsi sebelum diajukan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI


NAMA : SRI MELINDA
 NIM : 1651045
 FAKULTAS/JURUSAN : Tarbiyah
 PEMBIMBING I : LEFY Nofriaty, M.Pd
 PEMBIMBING II : Eka Aprilia
 JUDUL SKRIPSI : The Learning Strategies in English Subject of Islamic Education Study Program of IAIN Curup

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I


 LEFY Nofriaty, M.Pd
 NIP. 1971045 280312 2004

Pembimbing II


 Eka Aprilia, M.Pd
 NIP. 19900403 261003 2011



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	28/10-2020	Bimbingan Chapter 1-3		
2	30/10-2020	Revisi Chapter 1-3		
3	6/11-2020	Bimbingan Implementasi		
4	8/11-2020	fix pertemuan untuk Validasi		
5	24/11-2020	Bimbingan Chapter 1-5		
6	11/12-2020	Revisi Chapter 1-5		
7	15/12-2020	ACC Chapter 1-5 (Munasqafah)		
8				



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	21/10-2020	Fix-kem. Judul & Kuesereng & Ujian		
2	23/10-2020	Body note		
3	13/11-2020	fix-kem. kemas		
4	20/11-2020	Bimbingan 1-5		
5	15/12-2020	Revisi Chapter 1-5		
6	16/12-2020	Revisi Chapter 1-5		
7	19/12-2020	Revisi Chapter 4		
8	13/12-2020	ACC Chapter 1-5 (Munasqafah)		

BIOGRAPHY



Sri Meilinda was born in Curup, 10th of May 1998.

She is youngest daughter from M.Ali and Painawati.

She has two sisters which name Jannahtul Aini and

Shinta Yolanda Sari. Her first studied is when he was

6 years old at SDN 07 Curup at 2004-2011. She

finished her junior high school at SMP N 3 Curup Timur in 2013. Then, she sustained

to Senior High School at SMAN 3 Curup Utara and graduated in 2016. She decided

to continue her education at IAIN Curup and choose English Tadris Study Program in

2016, and now she has done her study with her undergraduate degree (S1) in August

2020.