

SKRIPSI



**LEARNING STRATEGIES USED BY MALE AND FEMALE STUDENTS
OF THE TENTH GRADE IN SMA MUHAMMADIYAH KUDUS IN
ACADEMIC YEAR 2018/2019**

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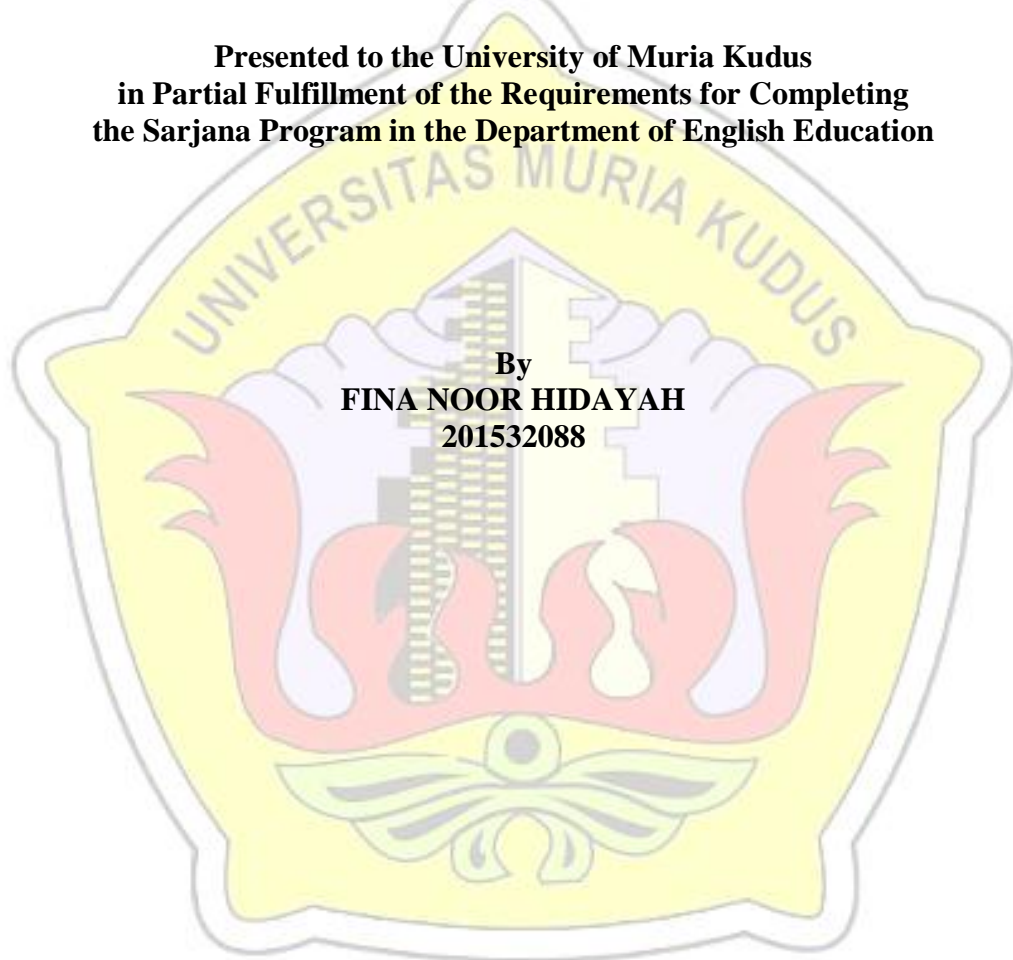
**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2019**



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OF THE TENTH GRADE IN SMA MUHAMMADIYAH KUDUS IN
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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in the Department of English Education**



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**ENGLISH EDUCATION DEPARTMENT
TEACHING TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2019

MOTTO AND DEDICATION

Motto

- ❖ “Allah does not burden a person but according to his ability” QS. Al Baqarah: 49.
- ❖ “Then in fact with difficulties there will be ease” QS. Al Insyirah: 5 – 6
- ❖ “Whoever complicates others, then Allah will make it difficult in on the Day of Judgment” HR. Bukhari No. 7152.
- ❖ Prayer, faith and constancy will surely give you the desire result.
- ❖ KUN FAYAKUN (and believe that).

DEDICATION

This skripsi is dedicated to:

- Allah subhanallahu wa ta'ala, who has been giving her a lot of pleasure.
- The writer lovely parents (Mr. Sudirham and Mrs. Kusni) who are never tired to give the support, pray, time, money, and anything.
- The writer family, who always give support, pray and help.
- The writer teachers and lecturers, who always give guidance and knowledge.
- Herself, who never give up on doing this skripsi research.
- Prospective life partner of the writer, who always pray, give support and help.
- And all of people who always convince, support, pray, and for help the writer.

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Fina Noor Hidayah (201532088) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, August 2019

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However, this success would not be achieved without any support, guidance, help, advice, and encouragement from individual and institution, during this moment, the writer would like to express his special gratitude to:

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8. All the people involved during the writing of this study.

Kudus, 10 August 2019

The writer,



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ABSTRACT

Hidayah, Fina Noor. 2019. *Learning Strategies Used By Male and Female Students of The Tenth Grade In Sma Muhammadiyah Kudus In Academic Year 2018/2019*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors : (1) Dr. Rismiyanto, S.S., M.Pd. (2) Nuraeningsih, S.Pd., M.Pd

Keywords: *Male and Female Students, Learning Strategies*

Learning strategies is needed in learning process of English for makes students easy to understand. In teaching English, teachers are required to be able to teach with the right method, by using appropriate learning strategies in order to make students understand well the lessons to be learned. Oxford (1990:8) states that, "language learning strategies are specific actions taken by learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situation". So, without learning strategy, the students will not understand quickly and precisely.

This research aimed to; (1) describe the students' learning strategy used by male and female students of the tenth grade in SMA Muhammadiyah Kudus; (2) know the effect of learning strategies used by male and female students of tenth grade in SMA Muhammadiyah Kudus towards their English achievement.

This is descriptive qualitative research. The researcher used the questionnaire to collect the data. The participant of this research is 12 males and 18 females' students of X MIPA 3 in SMA Muhammadiyah Kudus in the academic year of 2018/2019. And to analyze the data, the research uses percentage and then descriptive analysis. The researcher also used students' exam result to know the effects of learning strategies towards their achievement.

The result of this research shows that male students basically used all strategies in learning, but most often used cognitive strategies, because they prefer learning by watching English movies or television programs, listening to the English song, trying to produce language and correcting their mistakes by their selves. And female students basically also used all strategies in learning, but most of used metacognitive strategies, because they prefer organizing the time for learning, focusing with their learning exactly for English for instance, and planning the learning.

The conclusion of this research is each student has a different way of learning, both male and female. One single learning strategy cannot be used by all students even though the learning strategies are considered effective or efficient. Problems may be due to personal problems and other factors, including gender differences. So, it will be better if an English teacher looking for the information about the students' learning strategies in learning English to know what strategies that have to apply in the class. Finally, the researcher hopes that will be better if the English teacher in SMA Muhammadiyah Kudus sometimes used cognitive strategies and sometimes also used metacognitive strategies.

ABSTRAK

Hidayah, Fina Noor. 2019. *Strategi Pembelajaran Yang Digunakan Oleh Siswa Laki-laki dan Perempuan Kelas Sepuluh di SMA Muhammadiyah Kudus pada Tahun Akademik 2018/2019*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing : (1) Dr. Rismiyanto, S.S., M.Pd. (2) Nuraeningsih, S.Pd., M.Pd

Kata Kunci: *Siswa Laki-laki dan Perempuan, Strategi Pembelajaran*

Diperlukan strategi pembelajaran dalam proses pembelajaran Bahasa Inggris agar siswa mudah memahaminya. Dalam mengajar Bahasa Inggris, guru dituntut untuk dapat mengajar dengan metode yang tepat dengan menggunakan strategi pembelajaran yang tepat agar siswa memahami dengan baik pelajaran yang akan dipelajari. Oxford (1990:8) menyatakan bahwa strategi pembelajaran bahasa adalah tindakan spesifik yang diambil oleh peserta didik untuk membuat pembelajaran lebih mudah, lebih cepat, lebih menyenangkan, lebih mandiri, lebih efektif, dan lebih dapat dipindahkan ke situasi baru. Jadi, tanpa strategi pembelajaran, siswa tidak dapat mengerti dengan cepat dan tepat.

Penelitian ini bertujuan untuk; (1) mendeskripsikan strategi pembelajaran yang digunakan oleh siswa laki-laki dan perempuan kelas X di SMA Muhammadiyah Kudus; (2) mengetahui efek strategi pembelajaran yang digunakan oleh siswa laki-laki dan perempuan kelas X di SMA Muhammadiyah Kudus terhadap prestasi pelajaran bahasa Inggris.

Penelitian ini merupakan sebuah penelitian deskriptif kualitatif. Dimana penelitian ini menggunakan kuesioner sebagai alat untuk mengumpulkan data. Subjek dalam penelitian ini adalah 12 siswa laki-laki dan 18 siswa perempuan kelas X MIPA 3 di SMA Muhammadiyah Kudus di tahun akademik 2018/2019. Peneliti menggunakan persentase dan deskripsi untuk analisis data. Peneliti juga menggunakan hasil ujian siswa untuk mengetahui afek dari strategi pembelajaran terhadap prestasi Bahasa Inggris mereka.

Hasil riset ini membuktikan bahwa siswa laki-laki pada dasarnya menggunakan banyak strategi dalam belajar, tetapi kebanyakan dari mereka cenderung menggunakan strategi kognitif. Dan siswa perempuan pada dasarnya juga menggunakan banyak strategi dalam belajar, tetapi kebanyakan dari mereka menggunakan strategi metakognitif. Dan hasil dari hasil ujian siswa menunjukkan bahwa strategi pembelajaran mempunyai efek yang baik untuk siswa laki-laki dan perempuan terhadap prestasi Bahasa Inggris mereka.

Kesimpulan penelitian ini adalah setiap siswa mempunyai cara belajar yang berbeda, baik laki-laki maupun perempuan. Satu strategi pembelajaran tunggal tidak dapat digunakan oleh semua siswa meskipun strategi pembelajaran dianggap efektif atau efisien. Masalah mungkin disebabkan oleh masalah pribadi dan faktor lain, termasuk perbedaan gender. Jadi, akan lebih baik jika guru Bahasa Inggris mencari informasi tentang strategi pembelajaran siswa dalam pelajaran Bahasa

Inggris untuk mengetahui strategi pembelajaran apa yang harus diterapkan di dalam kelas. Terakhir, peneliti berharap bahwa akan lebih baik jika guru SMA Muhammadiyah Kudus kadang menggunakan strategi kognitif dan kadang juga menggunakan strategi metakognitif.



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