

**ANALYSIS OF STUDENTS' LEARNING STRATEGIES IN LEARNING ENGLISH
AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 4 KOTABUMI
ACADEMIC YEAR 2025/2026**

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Abstract: *This study aims to describe the learning strategies applied by the highest and high eighth grade students in learning English at SMP Negeri 4 Kotabumi for the academic year 2025/2026 and to describe the dominant strategies applied by the highest and high eighth grade students in learning English at SMP Negeri 4 Kotabumi for the academic year 2025/2026. This study uses a qualitative approach with a descriptive method. The research subjects consisted of 15 students consisting of 9 students with the highest ability and 6 students with the high ability who were selected based on their mid-semester exam scores in the English subject. Data collection techniques were carried out through interviews which consists of 15 questions. To analyze the data, the researcher uses Miles and Huberman model consisting of data collection, data reduction, data display and conclusion drawing/verification. The results of the study showed that the highest and high ability students applied various learning strategies, which included metacognitive, cognitive, and social/affective strategies. Metacognitive strategies include selective focus, planning, monitoring, and evaluation. Then, cognitive strategies include repetition, grouping, inference, summarization, deduction, imagination, transfer, and elaboration. Then social/affective strategies include cooperation, asking for clarification, and self-talk, but each respondent showed different intensity of application of learning strategies. However, the dominant learning strategy applied by highest ability students were social/affective strategies include cooperation, asking for clarification, and self-talk and the dominant learning strategy applied by high ability students were metacognitive strategies include selective focus, planning, monitoring, and evaluation.*

Keyword: *Students learning strategies, learning English, highest and high ability*

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan strategi belajar yang digunakan oleh siswa kelas delapan dengan nilai tertinggi dan tinggi dalam pembelajaran bahasa Inggris di SMP Negeri 4 Kotabumi tahun ajaran 2025/2026 dan untuk mendeskripsikan strategi dominan yang digunakan oleh siswa kelas delapan dengan nilai tertinggi dan tinggi dalam pembelajaran bahasa Inggris di SMP Negeri 4 Kotabumi tahun ajaran 2025/2026. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian berjumlah 15 siswa yang terdiri dari kemampuan tertinggi 9 siswa dan kemampuan tinggi 6 siswa yang dipilih berdasarkan nilai ujian mid semester pada mata pelajaran bahasa inggris. Teknik pengumpulan data dilakukan melalui wawancara yang terdiri dari 15 pertanyaan. Untuk menganalisis data, peneliti menggunakan model Miles dan

Huberman yang terdiri dari pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan/verifikasi. Hasil penelitian menunjukkan bahwa siswa kemampuan tertinggi dan tinggi menggunakan berbagai strategi pembelajaran yang meliputi strategi metakognitif, kognitif dan sosial/afektif. Strategi metakognitif meliputi fokus selektif, perencanaan, pemantauan dan evaluasi. Kemudian, strategi kognitif meliputi pengulangan, pengelompokan, inferensi, peringkasan, deduksi, imajinasi, transfer dan elaborasi. Kemudian strategi sosial/afektif meliputi kerja sama, meminta klarifikasi dan berbicara pada diri sendiri, tetapi setiap responden menunjukkan intensitas penerapan strategi pembelajaran yang berbeda-beda. Namun, strategi belajar yang dominan digunakan oleh siswa kemampuan tertinggi adalah strategi sosial/afektif meliputi kerja sama, meminta klarifikasi dan berbicara pada diri sendiri dan strategi belajar yang dominan digunakan oleh siswa kemampuan tinggi adalah strategi metakognitif meliputi fokus selektif, perencanaan, pemantauan dan evaluasi.

Kata kunci: Strategi belajar siswa, pembelajaran Bahasa Inggris, kemampuan tertinggi dan tinggi

1. INTRODUCTION

English is an important subject taught at all levels of education, including junior high school. As an international language, learning English is one of the most important skills in today's global world. However, students' success in learning English does not only depend on the teacher's instructions, but also on the learning strategies used by students. According to Rahardjo & Pertiwi (2020:57) apart from studying hard, students also need effective learning strategies. To learn more effectively, students must be aware of, understand, and experiment with appropriate learning methods. Appropriate learning strategies can help students understand material more effectively and achieve better learning outcomes. In line with the opinion of Jannah et al.,

(2022:228) which states that the use of appropriate learning strategies during the learning process improves student learning outcomes.

The success of the English learning process is greatly influenced by various factors, one of which is the learning strategies applied by students. It should be noted that in order for learning to be effective, it requires special learning strategies and the application of appropriate learning strategies (Kalati, 2016:6). In addition, good learning strategies can increase student motivation and accelerate the achievement of English language competency. However, not all students have the same learning strategies, so it is necessary to carry out further analysis

regarding the learning strategies used by students in the English learning process.

Learning English gets more difficult at the junior high school level. Pupils must become proficient in a variety of language skills. English learning focuses on four skills, speaking, listening, reading, and writing (Wijaya, 2015:121). But not every student finds it simple to comprehend or use these abilities in daily situations. Therefore, in order for students to learn as much as possible, a varied approach to learning is required. Through interactive instruction and the provision of engaging learning materials, educators can significantly contribute to the development of a positive learning environment. Students can gain confidence in their use of English both inside and outside of the classroom with the correct assistance.

Learning strategies are approaches, techniques or methods used by students to collect, process and understand information or lesson material. Learning strategies in English cover a variety of topics, including how students improve their vocabulary, understand grammar, and improve speaking, listening, reading, and writing skills. A key component of enhancing language proficiency and the learning process is the use of learning strategies (Fatimah & Sari, 2018:113). Then, appropriate learning strategies are needed to make learning a foreign language

effective and efficient (Raniadi & Umar, 2023:104). In addition, teachers who know students' learning strategies can provide more targeted support, as a result helping students achieve optimal learning outcomes. And then, understanding learning strategies is also very important for teachers in designing teaching methods that are more appropriate to the needs of their students.

From the explanation above, the researcher can conclude that English is a crucial subject in education, particularly at junior high school. It is an international language and learning English is essential for students' success in today's global world. Effective learning strategies are crucial for students to understand material better and achieve better outcomes. Students must be aware of, understand, and experiment with appropriate learning methods to achieve success. At the junior high school level, learning English becomes more difficult due to the need for proficiency in four language skills: speaking, listening, reading, and writing. To enhance language proficiency and the learning process, a varied approach is required. Teachers who understand students' learning strategies can provide targeted support, resulting in optimal learning outcomes. Understanding these strategies is also crucial for designing teaching methods that are more appropriate to students' needs.

Based on interview conducted with an eighth grade English teacher on Monday, February 3rd, 2025 at SMP Negeri 4 Kotabumi, It was found that the way students understand English lessons varies greatly. The teacher explained that some students read repeatedly to improve their understanding of the material, some students prefer to memorize vocabulary, and some students study in groups to discuss with their friends to improve their understanding of the material. However, the teacher revealed that many students still experience difficulties in learning English, such as a lack of confidence in speaking English, especially because they are still afraid, do not know the meaning, do not know how to pronounce it and cannot pronounce vocabulary correctly.

Then the researcher also conducted an initial interview with eighth grade students of SMP Negeri 4 Kotabumi, They revealed that after the learning process they tend to evaluate by re-studying the material that has been obtained to assess the extent of their understanding, then there are also students who take notes then translate, memorize, read repeatedly in understanding or remembering English material, in addition, students often discuss with friends to gain understanding of the material when they still do not understand the material given by the teacher. However, they admitted that they still have difficulties

in learning English such as difficulty in reading, students have difficulty translating vocabulary so they do not understand the meaning of words, in speaking students have difficulty pronouncing vocabulary correctly, lack of confidence in speaking, and in writing students cannot use the correct grammatical structure. From the results of the initial interviews above, the researcher concluded that there are still many students who experience difficulties in learning English, meaning that there are still many students who underestimate and do not realize the importance of appropriate learning strategies in learning English. So, learning English is still considered difficult by students. In addition, the results of the interviews confirmed that students' learning strategies in learning vary greatly.

The diversity of student learning abilities suggests that understanding the learning strategies they apply is crucial, especially when categorizing students by ability level. This study focused solely on students with the highest and high ability levels for several reasons. First, students in the highest and high ability categories tend to demonstrate their learning strategies more clearly and consistently. Second, students with the highest and high ability levels typically have greater motivation, self-awareness, and responsibility for their learning, enabling them to use learning strategies more consciously and effectively.

Third, this group of students can be considered examples of successful learners, so the strategies they apply can serve as examples or benchmarks for improving the learning strategies of students with lower abilities. Furthermore, by focusing the research on students with the highest and high abilities, researcher can explore the learning strategies implemented and which strategies are predominantly applied by eighth-grade students with the highest and high abilities. However, research specifically examining learning strategies based on student ability categories is still very limited, especially at the junior high school level in a local context such as SMP Negeri 4 Kotabumi. Therefore, this study seeks to fill this gap by exploring the variety of learning strategies applied by eighth-grade students at SMP Negeri 4 Kotabumi with the highest and high abilities in learning English.

Actually, several previous studies have discussed learning strategies, the first research was conducted by Inayah (2021) in her research entitled *An Analysis of Students' Strategies in Learning English Online*. From this research it was found that students used all language learning strategies including memory, cognitive, compensatory, metacognitive, affective and social strategies based on the SILL strategy from Oxford theory. However, memory, cognitive, compensatory, affective and

social are not strategies that are often used. The strategy that is often used by students is metacognitive strategy. Where the metacognitive strategy got the highest percentage with a percentage of 19.1% and the largest total score with an average score of 3.85.

The second research conducted by Wahyuni & Inayati (2022) in their research entitled *The Strategies in Learning English Listening Skills Used by The Eighth-Graders*. Research findings show that metacognitive ($x=3.77$), cognitive ($x=3.69$), and social-affective ($x=3.40$) strategies, the most frequently used strategies are metacognitive strategies. The main reason for using metacognitive strategies is because they understand the subject, consider the learning process, and evaluate evaluations that help them complete the task.

The third research was conducted by Lestari (2023) with her research entitled *Strategic Language Learning Used by Good Language Learners of SMP Muhammadiyah Cilongok Regency*. And then it shows that students often use metacognitive strategies in learning, such as focusing on lessons, paying attention and recording material, using applications, YouTube, and so on. Cognitive strategies are also often used by students, such as making lesson plans, making mind maps, writing several points to strengthen their

memorization, and writing small books with lots of information. In addition, socio-affective strategies used by students include guessing, rechecking, and collecting. Students say that home is their favorite place and time to study, which enhances their language learning.

This study differs from previous studies in that it focuses on analyzing students' learning strategies in English learning in general. Furthermore, in terms of subject scope, this study examined eighth-grade students with the highest and high grades. Furthermore, the research location is different, so the researchers hope this study can provide new perspectives and additional references on the same topic. Then, this study aims to describe the learning strategies applied by the highest and high eighth grade students in learning English at SMP Negeri 4 Kotabumi for the academic year 2025/2026 and to describe the dominant strategies applied by the highest and high eighth grade students in learning English at SMP Negeri 4 Kotabumi for the academic year 2025/2026.

In this research, eighth grade students were selected as the subjects for several reasons. Generally, eighth grade students have had experience learning English in previous classes, so they have mastered the basics of the material and appropriate learning strategies. Furthermore, they haven't faced the pressure of final exams

like ninth grade students, allowing for a more normal learning environment and less academic pressure. Then, the researcher chose class VIII d, the researcher chose 15 students with the highest and high categories because the researcher wanted to know what strategies were applied and which strategies were most dominantly applied by students with highest and high abilities, in addition, students in this category generally understand the subject matter better and tend to use certain learning strategies appropriately and effectively. By analyzing the learning strategies applied by students with these abilities, the researcher can find patterns of learning strategies which are expected to be imitated or used as a reference to improve the learning of students with low abilities and other abilities.

Based on the problems and conditions described above, it is clear that learning strategies are very important to help students improve their English learning. However, in reality, many students experience difficulties in choosing and using appropriate learning strategies, especially at the junior high school level. In addition, there are not many studies that specifically analyze the learning strategies used by students at the highest and high levels of ability, therefore the importance of this research is carried out, so that it is hoped that this research can provide

benefits for teachers, students and for further researchers. Therefore, the researcher is interested in conducting research with the title “Analysis of Students’ Learning Strategies in Learning English at the Eighth Grade Students of SMP Negeri 4 Kotabumi Academic Year 2025/2026”.

II. METHOD

This research was related to students' learning strategies in learning English, so this research uses qualitative methods with a descriptive approach. This method was chosen because it allows researcher to discover the meaning, views and study of research subjects naturally. Qualitative research techniques are usually referred to as naturalistic research methods because the research is carried out in natural settings (Sugiyono, 2021:24). According to Creswell in Kusumastuti & Khoiron (2019:2) qualitative research is research that aims to explore and understand the meaning of social or humanitarian problems. Therefore, this research aimed to provide in-depth information about the phenomena that occur in students' learning strategies in learning English.

Research instruments are measuring tools used to obtain and collect research data in order to determine the results or conclusion of the research without

abandoning the criteria for selecting the best instrument. According to Husna & Suryana (2017:126) a research instrument is a tool that researchers use to collect the data and information they require. In fact, there are numerous types of research instruments that can be used as data or information collection tools due to the variety of methods for gathering information. However, in this research, to describe what are the learning strategies applied by the highest and high eighth grade students in learning English at SMP Negeri 4 Kotabumi for the academic year 2025/2026 and to describe which strategy dominantly applied by the highest and high eighth grade students in learning English at SMP Negeri 4 Kotabumi for the academic year 2025/2026, researcher used interview instruments.

In this research, researcher used an interview instrument to process data results and obtain more in-depth information. Researcher conducted interviews with eighth grade students at SMP Negeri 4 Kotabumi as informants to obtain information about the learning strategies used by students in learning English. To obtain data, researcher used semi-structured interviews with open-ended questions. With open-ended questions, respondents can express their opinions freely, so that the information obtained will be more detailed.

In this research, to ensure the feasibility and accuracy of the research instrument, namely the interview questions, and that they were truly capable of eliciting accurate information or data, the researcher requested validity from experts judgment, namely English language education lecturers at Muhammadiyah University Kotabumi. Mrs Elis Susanti, S.Pd., M.Pd., and Mrs Rulik Setiani, S.S., M.Pd., were selected as validators because the researcher considered these English language lecturers at Muhammadiyah University Kotabumi to be experts with experience in exploring research instruments.

Data analysis is the process of organizing and sorting data into patterns, categories and basic descriptive units so that themes can be found and information can be formulated (Siyoto & Sodik, 2015:90). In analyzing this data, researcher used the Miles & Huberman model which states that data analysis is divided into four series of activities, namely data collection, data reduction, data display, and conclusion drawing/verification (Sugiyono, 2021:438).

III.RESULTS AND DISCUSSION

Results

Based on the results of interviews with eighth grade students with the highest

and high abilities at SMP Negeri 4 Kotabumi, students applied metacognitive, cognitive, and social/affective learning strategies. Metacognitive strategy: students make plans or organize the words or ideas they want to convey, students evaluate the material to check their understanding after learning English, students only focus on certain words or phrases when listening to conversations in English, students monitor their level of focus to ensure their concentration when learning English. This shows that This shows that students more often apply planning before writing or speaking, while they less often apply monitor.

Then cognitive strategy: students repeat the vocabulary they hear to remember, students summarize by noting important points to make it easier to understand, students imagine the meaning or content of a story from the picture they see, students group words based on similar meanings or concepts, students guess the meaning or content of a story even though they don't understand all the words, students use the knowledge or information they have to help them do new tasks, students combine or connect the current lesson with lessons they have learned before, students use rules or formulas to try to understand sentence. This shows that students more often apply repetition, summarization and imagery strategies,

while they less often apply deduction strategies.

Then social/affective strategy: students interacting with peers, both working together and ask each other when they experience difficulties, students ask for further explanation from the teacher or friends when they still don't understand, students talk to themselves to calm down or increase their enthusiasm when they feel nervous or afraid. These results indicate that students not only learn individually, but also utilize social and emotional support when learning English. Therefore, it can be concluded that eighth grade students with the highest and high ability apply various learning strategies, including meta-cognitive, cognitive and social/affective. However, each respondent showed varying intensity of apply of learning strategies. From the variety of strategies applied, it was found that the dominant strategies applied by students highest ability were social/affective and the dominant strategies applied by students high ability were metacognitive strategy.

Discussion

In this section, the researcher will discuss the results of interviews conducted with 15 respondents, comprising the highest and high ability criteria, regarding the strategies applied by students and the dominant strategies applied by students,

which consist of three types of strategies: metacognitive, cognitive, and social/affective. The purpose of this study is to describe the learning strategies applied by the highest and high eighth grade students in learning English at SMP Negeri 4 Kotabumi for the academic year 2025/2026 and to describe the dominant strategies applied by the highest and high eighth grade students in learning English at SMP Negeri 4 Kotabumi for the academic year 2025/2026.

Based on the interview results it was found that that eighth-grade students with the highest and high abilities applied a variety of learning strategies, including metacognitive, cognitive, and social/affective strategies. However, these strategies were applied at varying intensities. First, in metacognitive strategies, most students apply planning strategies such as making plans or composing words in advance that they want to convey before writing or speaking, then selective focus such as students only focus on important words when listening to English conversations to understand the content of the conversation, sometimes students evaluate such as evaluating or checking their level of understanding after learning English, but students rarely apply monitoring such as monitoring focus when learning English to find out their level of focus. Students' awareness of how they

learn in the English learning process significantly influences their success in understanding the material. Students can be more independent and directed in managing their learning strategies, with the ability to plan steps, choose a focus, and evaluate results. Such strategies allow students not only to be recipients of information but also to control how they acquire knowledge. This opinion aligns with Rahimi & Katal (2012:78) statement that metacognitive strategies allow students to selective focus, plan and evaluate how they learn, implementing these strategies can help students achieve better learning outcomes in both in-person and virtual learning environments. The infrequent use of monitoring and control indicates that most students have not yet developed reflective awareness of their learning process. This logically occurs because monitoring requires high levels of metacognitive skills and concentration. This phenomenon aligns with the findings of Lin & Zabrocky (2023:385) who explain that monitoring is the most complex stage and often fails to occur without explicitly instructed reflective strategies.

Secondly, in cognitive strategies, most students apply repetition, such as repeating words over and over again to make them easier to remember, and summarization, such as summarizing by noting down important points to make them

easier to understand. Cognitive strategies are crucial in the English language learning process. When students review text or summarize information they've learned, they not only briefly recall the text's content but also reinforce their understanding and strengthen their long-term memory. Strategies like these help students connect key concepts and supporting details in the text, making the reading process more meaningful and effective. This opinion aligns with Zhang (2017:87) statement that cognitive strategies such as repeating and summarizing can improve reading comprehension and enhance long-term memory.

Apart from that, students also apply imagery, such as imagining the images they see. Imagery strategies are an effective way to improve students' memory. Learning isn't just verbal; it also involves visual elements, which can accelerate the memory process and strengthen the connection between words and their meanings when students imagine shapes, situations, or images associated with new words. This process helps students connect vocabulary with memorable visual contexts. This opinion aligns with Teng (2019:142) statement that imagery strategies can help students remember more quickly and strengthen vocabulary associations. Then students apply grouping such as grouping words according to similar meanings or

concepts. The ability to group information into meaningful units significantly aids students in retaining material during language learning, particularly when memorizing vocabulary or grammatical structures. Students can process information more efficiently by grouping words or sentence patterns into groups based on function, meaning, or form. Because information is stored as related groups rather than separately. This opinion aligns with the chunking theory proposed by Gobet et al., (2021:87), which states that grouping information units improves memory.

Then students apply inferencing, such as guessing the meaning of a story even though they don't understand all the words, is used. Inference skills are crucial for improving reading comprehension. This process helps students grasp literal meaning and interpret implied information in a text. They can do this by using linguistic clues, such as vocabulary and sentence structure, as well as non-linguistic clues, such as context or situation. This strategy improves their ability to think critically and understand the text more deeply. This opinion aligns with Nation (2013:115) states that applying inference can help students learn to read critically by filling in incomplete information from linguistic and non-linguistic clues. Some students apply transfer, such as using previously learned

lessons or information to help them completely new assignments. Students demonstrate deeper and more reflective thinking when they can connect previously learned material to new material. This process helps them build meaningful connections between new and old ideas, resulting in stronger and more lasting understanding. This opinion aligns with Pham et al., (2018:210), who emphasized that the relationship between previous linguistic knowledge and new language input can help improve vocabulary comprehension and retention. Then students apply elaboration, such as combining or connecting previously learned lessons when learning English, is used. Elaboration helps students memorize basic words and understand their meaning in a broader context. Students create more meaningful connections between old and new information by linking new vocabulary to experiences, knowledge, or language structures they already understand. This strengthens memory and makes vocabulary easier to retain long-term. This opinion aligns with Pressley et al., (2020:102) statement that elaboration can help strengthen memory retention through deeper meaningful connections. As a result, students have a better ability to understand and remember vocabulary.

However, few students apply deduction strategies, such as using rules or

formulas to understand sentences. Because they learn through the application of clear and directed rules, students who use deductive strategies tend to be able to understand grammar more systematically. This opinion aligns with Handoyo et al., (2023:3205) statement that deductive strategies help students understand language rules systematically and logically. Thus, the application of a deductive approach, combined with awareness-raising activities and translation practice, has shown improvements in students' grammar mastery. Most students are not yet accustomed to analytical thinking about language structures, as indicated by their lack of use of deduction strategies. This is believed to be due to a tendency to use rote strategies and limited language skills. This opinion is in line with Ellis (2015:315-316) who stated that second language learners use various strategies based on their thinking styles. Students with analytical and reflective learning styles tend to understand and apply language rules consciously, they more often use deductive reasoning strategies. Students with intuitive or communicative learning styles more often use rote or inductive strategies than deduction.

The last, in terms of social/affective strategies, all students with the highest and high abilities apply cooperation strategies, such as working with friends when learning

English. Almost all students apply asking for clarification, such as asking for further explanation from the teacher or friends when they don't understand the material. Through social interactions, students have the opportunity to practice using language in real-life situations, exchange ideas, and receive direct feedback from teachers and peers. These activities not only enhance students' understanding of language structure and usage but also boost their self-confidence because they feel emotionally supported throughout the learning process. This opinion aligns with Mahmud & Wong (2021:117) which states that social interaction in the classroom can improve language comprehension and reduce anxiety about learning. Only a few students apply self-talk, such as talking to themselves to boost their spirits or motivate themselves when they are nervous or afraid.

Emotional management and motivational reinforcement: Students experiencing excessive anxiety often struggle to express ideas and process language information optimally. Therefore, emotional management is crucial for creating a sustainable and effective language learning process. This opinion aligns with Dornyei & Ryan (2015:145) statement that affective strategies such as motivation, self-confidence, and anxiety control greatly influence the success of language learning, therefore, emotional

support and a positive classroom atmosphere are very important to encourage students to be active.

However, the dominant strategies applied by students with the highest abilities in learning English were social/affective strategies. This indicates that students apply social interactions and emotional management more frequently to increase their confidence and understand English material. Social strategies include cooperating with peers to complete assignments, asking for clarification from teachers and peers, and self-talk to boost enthusiasm or motivate themselves when feeling nervous or afraid. Students can get emotional support and better learning outcomes if they use social/affective strategies. The results are in line with research by Siregar et al., (2024:260-261) who found that metacognitive strategies are crucial for helping students learn independently, especially in EFL. The results showed that students with high metacognitive awareness are more likely to achieve better language achievement because they have the ability to adapt their learning strategies to their needs. Furthermore, research conducted by Zhang et al., (2021:5-6) found that metacognitive strategies, such as planning and self-evaluation, have a significant impact on EFL students' listening skills. These results support the theory that using metacognitive

strategies is a characteristic of students who excel in learning English.

Then, the dominant strategies applied by students with the high abilities in learning English were metacognitive strategies, such as students focusing on certain words to help them understand the content of the conversation, students making plans before writing, students monitoring their level of focus when learning English and students evaluating the material that has been studied to check their learning comprehension. This proves that high-ability students with good use of metacognitive strategies can help students to achieve more optimal academic achievement. The results align with research conducted by Zakaria et al., (2019:3087) which found that social and affective strategies increase students' motivation, reduce anxiety, and improve their foreign language communication skills. Furthermore, according to research conducted by Hakim (2022:12-13) in *Frontiers in Psychology*, self-confidence, social support, and positive affective elements increase engagement and satisfaction in language learning. Therefore, social-affective strategies not only help students understand the lesson but also help them maintain emotional balance, which helps them learn in the long run.

Based on the explanation above, the researcher concluded that the findings

indicate that students with the highest and high ability levels in English learning apply variety of learning strategies, including metacognitive, cognitive, and social/affective learning strategies. However, each student exhibits varying levels of application. From the variety of strategies applied, it was found that the dominant strategies applied by students highest ability were social/affective and the dominant strategies applied by students high ability were metacognitive strategy.

IV. CONCLUSION

Based on the results of research related the learning strategies applied and dominant strategies applied by the highest and high eight grade students in learning English, it was found that students with the highest and high abilities apply various learning strategies which include

metacognitive, cognitive and social/affective strategies. Metacognitive strategy including selective focus, planning, monitoring and evaluating. Then, cognitive strategy including repetition, grouping, inferencing, summarize, deduction, imagery, transfer and elaboration. Then social/affective strategy including cooperation, asking for clarification and self-talk but each respondent showed varying intensity of apply of learning strategies.

However, the dominant learning strategies applied by the highest eight grade students were social/affective strategies including cooperation, asking for clarification and self-talk and the dominant learning strategies applied by the high eight grade students were metacognitive strategies including selective focus, planning, monitoring and evaluating.

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