Keywords: Learning strategies, bilingual class

Abstract

The present study is intended to know the kinds of learning strategies used by students in bilingual classes at SMP Muhammadiyah 12 Gresik, to find out the most dominant strategies used by students in bilingual classes at SMP Muhammadiyah 12 Gresik, and to know the reasons to use the most dominant strategies used by students in bilingual classes at SMP Muhammadiyah 12 Gresik. This study used a descriptive quantitative. The subjects of the study were the second year students of bilingual classes at SMP Muhammadiyah 12 Gresik in the academic year of 2007-2008 and the total number of the second year students in bilingual classes were 25 students. To collect the data of this study, the researcher used a Likert scale and questionnaire. Likert scales and questionnaires were given to 25 students who learn English in bilingual classes. Likert scales were used to get the data on kinds of learning strategies used in learning English in bilingual classes and the most dominant strategies used by students in bilingual classes. Meanwhile, questionnaires were used to obtain the data on the reason to use the most dominant strategies used by students in bilingual classes. The data of this study were analyzed by using descriptive statistics. The data from the Likert scales were analyzed by using numerical data description. Besides, the questionnaires were analyzed by using non-numerical description. Based on the results of the data analysis, the writer found that the bilingual students used all the strategies to support and improve their learning process especially in learning English. Furthermore, the most dominant learning strategies among six strategies used by bilingual students in learning English were metacognitive strategies which accounted for 17.67 %, and the reasons to use metacognitive strategies in learning English are; it is easy to understand and comprehend English, it is appropriate with their characters, and it makes the students use English fluently and creatively. Meanwhile, the second strategy used was compensation strategies (17.51 %), the third strategy was cognitive strategies (17.26 %), the fourth dominant strategy used by students was social strategy (16.31 %), the fifth strategy used was memory strategies (15.85 %), the last strategy employed by the students in learning English in bilingual classes was affective strategy (15.4 %).