

**LANGUAGE LEARNING STRATEGIES AND STUDENTS THINKING STYLE A
CASE STUDY OF MARGINAL CHILDREN AT *RELAWAN ANAK SUMATERA
SELATAN (RASS)***



THESIS

Submitted to the Faculty of Teacher Training and Education in Fulfillment of the
Requirement for the Degree of Sarjana Pendidikan (S.Pd)

By:

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2020.71.0017**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF INDO GLOBAL MANDIRI PALEMBANG
2024**

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Language Learning Strategies and Student Thinking Style : A Case Study of Marginal Children at *Relawan Anak Sumatera Selatan (RASS)*

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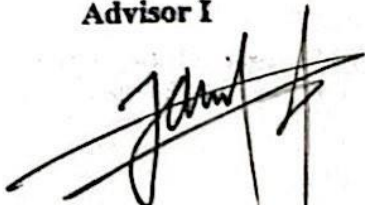
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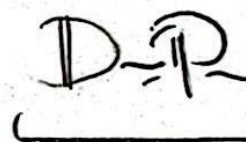
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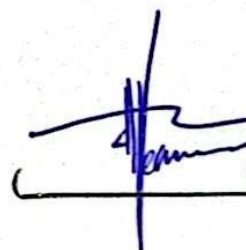
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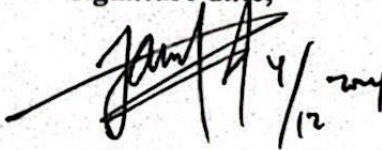
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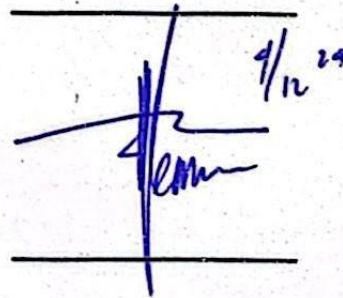
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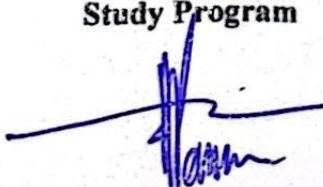
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STATEMENT PAGE

I hereby,

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State that;

1. Except for those mentioned by sources, all of the data, information, interpretations, and conclusions given in this thesis are the result of my observations, process, and thought with the direction of my advisors.
2. The thesis that the writer wrote is original and has never been handed in another academic degree neither at Indo Global Mandiri University nor other Universities.

This statement is made truly, and if there is ever evidence of forgery in the above statement the writer is willing to accept the academic consequence of the cancellation of my Sarjana Degree that I got through this thesis.

Palembang, November 29th, 2024


Diana Fridayanti
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DEDICATION

This thesis is dedicated to :

- My beloved self who always endures and is strong until this moment
- My Heaven's gate, Mom (Dewi Kartini) and Dad (Mujiono), thank you very much you accompanied me with prayers endlessly until now
- My beloved brother Dimas Eko Saputra, thanks for caring of me
- My best friends, Isa and Azizah, thanks for completed my life
- Penting nian's Family who always cheers me up
- Meizarraf thanks for being my safe place to fill up my energy
- My beloved participant in this thesis
- Everyone who can not the writer mention one by one

May Allah bless both of them.

MOTTO

“Semua yang tlah di berikan olehnya pasti ada rencana yang indah, dan tak perlu merasa gelisah, bersyukurlah dan berserah”

(Apa yang tak bisa – Rumah Sakit)

“ IF YOU CAN'T SURVIVE JUST TRY ! ”

(I always wanna die - 1975)

Awali setiap Langkah dengan bismillah, maka semuanya akan tersa mudah.

-Ibu-

Dimana ada kesulitan pasti ada kemudahan

- QS. Al- Insyirah 5-6 –

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Palembang, November 29th, 2024



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ABSTRACT

This research explores the relationship between language learning strategies and the thinking styles of marginalized children under the care of the Relawan Anak Sumatera Selatan (RASS) community. The research aims to identify how these students, who face various socio-economic challenges, adopt specific language learning strategies and how their unique thinking styles influence these choices. Through qualitative methods using field Observations and in-depth interviews, the research uncovers the dominant language learning strategies used by the children and how these strategies align with their cognitive preferences. Findings show that marginalized students often use social and memory strategies due to resource constraints and external support, and their thinking styles, which are largely concrete and practical, significantly shape their approach to learning. The implications of these findings suggest that educational interventions for marginalized children should be tailored to their specific cognitive styles and resource limitations to enhance language acquisition effectiveness. This research contributes to the broader discourse on inclusive education by highlighting the importance of adaptive teaching methods that address the diverse cognitive and socio-economic backgrounds of students.

Keyword: Language Learning Strategy, Thinking Style, Marginalized Children, South Sumatra Child Volunteers, Inclusive Education, Cognitive Preferences.

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