

ABSTRACT

INDAH NURHANIFAH. 2022. **Portraying A Student's Language Learning Strategies in EFL Context: A Narrative Inquiry**. English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya.

The objective of this research is to find out the student's Language Learning Strategies (hereafter LLS) in learning English. This research focuses on LLS in the EFL context. Language Learning Strategies used by the participant covered Metacognitive Strategies, Cognitive Strategies, and Socio affective Strategies (O'Malley *et.al.*, 1985). This research used narrative inquiry because it focused on a personal experience about his LLS. The data was gathered from a semi-structured interview with a student of Junior High Schools in Tasikmalaya, West Java, Indonesia. The interview questions focus on the student's language learning habits. The interview data was translated into English, rechecked, and thematically analyzed. The data showed that all types of LLS, to be exact: metacognitive strategies (e.g. planning, prioritizing, self-management, self-reinforcement, self-evaluation), cognitive strategies (e.g. auditory, note taking, remembering, contextualization, learning resources), and socio-affective strategies (e.g. cooperation, ask questions, practice) is found in the language learning strategies applied by the participant and described in detail in the findings section about the role of those strategies in the participant's learning patterns thus he obtains good English skills.

Keywords: *language learning strategies, metacognitive Strategies, cognitive strategies, socio-affective strategies, narrative inquiry*