THE SELF-CONCEPT AND LEARNING STRATEGIES
OF A GOOD ACHIEVER IN ENGLISH:
A Case Study in SMK N 6 Surakarta

A THESIS
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I am Hanifah Nur Najibah Koman, student number K2211038, of English Education Department, Faculty of Teacher Training and Education, Sebelas Maret University.

I assure that the thesis entitled “THE SELF-CONCEPT AND LEARNING STRATEGIES OF A GOOD ACHIEVER IN ENGLISH: A Case Study in SMK N 6 Surakarta” is my own work. Everything related to others’ works are written in quotations, the sources of which are listed in the references. If this thesis is proven to be a product of plagiarism work, I am ready to accept any academic punishment.

Surakarta, March 2016
The researcher

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ABSTRACT


The objectives of the study are: (1) to find out the student’s self-concept, (2) to find out the student’s learning strategies; and (3) to identify the student’s perception about the teaching and learning process.

This research was conducted from August to September 2015 at SMK Negeri 6 Surakarta in Multimedia class. The subject of this research was a student of Multimedia class in SMK Negeri 6 Surakarta having different characteristics among his friends and high achievement in English. In this study, the researcher gained an in-depth understanding of the subject’s perspective using case study method. The sources of the data are informants, events, and documents. There were four techniques of data collection, namely interview, questionnaire, non-participant observation, and document analysis. The data were analyzed using interactive model involving data reduction, data display, and drawing conclusion and verification.

There are some characteristics of student E dealing with his self-concept and learning strategies. First, he is a person who will not give up when he fails. Second, he has particular time to learn English. In the morning, he usually writes something in English. He also usually reads a book after school, especially at home. Third, student E has a goal in learning English, which is he wants to be able to communicate in English. Fourth, student E has a good self-confidence. Besides some characteristics dealing with the self-concept and learning strategies, student E has several perceptions of teaching and learning process.

Overall, student E has a strong self-concept. He is a person who will not give up until he is able to do something. He has a goal especially in learning English. Moreover, he has a good self-confidence both physically and psychologically. Student E has two dominant learning strategies, which are, cognitive strategies and metacognitive strategies. Learners who have known the appropriate and effective way for their learning will get a good result. The learning strategies used by the student are affected by his self-concept. Moreover, he perceives that his English teacher in the school does not teach effectively. He sees that the way the teacher teaches is still one-way. He also thinks that the teaching and learning process in English class is not suitable for him. However, he thinks that the teacher has already used a good language to deliver the material.

Keywords: self-concept, learning strategy, good achiever
ABSTRAK


Tujuan dari penelitian ini ialah: (1) untuk mengetahui konsep diri siswa, (2) untuk mengetahui strategi belajar siswa; dan (3) untuk mengidentifikasi persepsi siswa terhadap proses belajar dan mengajar.


Secara keseluruhan, siswa E memiliki konsep diri yang kuat. Ia ialah seorang yang tidak mudah menyerah hingga mampu melakukan sesuatu yang dituju. Ia memiliki tujuan dalam belajar bahasa Inggris. Ia juga memiliki rasa percaya diri yang baik dalam ranah fisik maupun psikologis. Siswa E memiliki dua jenis strategi belajar yang menonjol yaitu strategi kognitif dan strategi metakognitif. Siswa yang mengetahui cara belajar yang tepat dan efektif, akan mendapatkan hasil belajar yang baik. Strategi belajar yang digunakan siswa dipengaruhi oleh konsep dirinya. Lebih lanjut, siswa E menganggap bahwa guru bahasa Inggris di sekolah belum mengajar dengan efektif. Dia memandang bahwa cara guru mengajar masih satu arah. Dia berpendapat bahwa proses belajar mengajar di dalam kelas belum sesuai untuk dia. Namun demikian, dia juga menganggap bahwa gurunya telah menggunakan bahasa pengantar yang baik dalam menyampaikan materi.

Kata kunci: konsep diri, strategi belajar, siswa berprestasi baik
MOTTO

There is no elevator to be success, you have to take the stairs.
(anonymous)

So which of the favors of your Lord would you deny?
(Ar-Rahman: 13)
DEDICATION

This thesis is dedicated to:

My beloved parents, Koman Wastito Edi Wibowo and Sri Suharni,
My sisters, Wening Aisyah F.K. and Amrina Athaanisa S.K.
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