

**ENGLISH LEARNING STRATEGY OF GOOD ACHIEVERS
(A CASE STUDY AT SMA NEGERI 4 SURAKARTA IN ACADEMIC
YEAR 2015/2016)**



A THESIS

By:

ANGGRAINI WULAN PRASASTI

K2211010

**Submitted to the Teacher Training and Education Faculty of SebelasMaret
University to Fulfill One of the Requirements for Achieving Undergraduate
Degree of Education in English Education Department**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY**

2016

PRONOUNCEMENT

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I would like to pronounce that the thesis entitled "**ENGLISH LEARNING STRATEGY OF GOOD ACHIEVERS (A CASE STUDY AT SMA NEGERI 4 SURAKARTA IN ACADEMIC YEAR 2015/2016)**" is really my own work. It is not a product of plagiarism or made by others. Everything related to others' work is written in quotations, the sources of which are listed in the bibliography. If this thesis is proven to be a product of plagiarism, the researcher is ready to receive any academic punishment.

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Anggraini Wulan Prasasti

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2016

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ABSTRACT

AnggrainiWulanPrasasti. **ENGLISH LEARNING STRATEGY OF GOOD ACHIEVERS (A CASE STUDY AT SMA NEGERI 4 SURAKARTA IN ACADEMIC YEAR 2015/2016)**. Thesis, Teacher Training and Education Faculty of SebelasMaret University. March 2016.

This research is aimed at (1) investigating the English learning strategy used by the good achievers; and (2) finding out the good achievers' awareness of the benefits of English learning strategies.

This research uses qualitative case study method. The research was carried out in August to September 2015 in SMA Negeri 4 Surakarta which is located at Jln. AdiSucipto No.1 Surakarta. The sources of the data were events, informants, and documents. The data were collected through observation, interviews, questionnaires, and document analysis. The good achievers' learning activities were observed and noted. The data were analyzed using interactive model of qualitative data analysis technique, which includes data reduction, data display, and drawing conclusion.

Based on the observation, interviews, questionnaires, and document analysis, it can be concluded that: (1) English learning strategy used by the good achievers covers six Oxford's classification which shows that the most used strategy is metacognitive strategy; learning evaluation, planning, centering learning process, and setting goals and objectives. Their cognitive strategies are translating, practicing, and creating structure for input and output. Their social strategies are asking questions and cooperating with others. Their memory strategies are creating mental linkages and reviewing. Their compensation strategies are guessing intelligently and overcoming limitations in speaking. Their least used strategy is affective strategy such as encouraging themselves and taking their emotional temperature. (2) The good achievers are aware of the benefits of English learning strategies that they use. The benefits of using learning strategies are: understanding better, learning more effectively, improving vocabulary, decreasing nervousness, etc. Learning strategies help them to increase their scores and develop their English competence.

The awareness of the benefits of learning strategies is important because it stimulates the students to use learning strategies. Learning strategy is viewed beneficial and helpful for students' English learning and achievement. Learning strategies are considered as one of important factors determining the success of second language learning. Thus, in learning English, the learners should be aware, find and use the most appropriate learning strategies so they can be successful in their learning.

Keywords: Language learning strategies, good achievers, awareness of learning strategies' benefits

ABSTRAK

Anggraini Wulan Prasasti. **STRATEGI BELAJAR BAHASA INGGRIS DARI SISWA BERPRESTASI BAIK (STUDI KASUS DI SMA NEGERI 4 SURAKARTA TAHUN AJARAN 2015/2016)**. Skripsi, Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret. Maret 2016.

Tujuan penelitian ini adalah (1) menginvestigasi strategi belajar Bahasa Inggris yang digunakan oleh para siswa yang berprestasi baik; dan (2) mengidentifikasi seberapa jauh kesadaran para siswa berprestasi baik akan keuntungan menggunakan strategi belajar Bahasa Inggris.

Penelitian ini menggunakan metode kualitatif studi kasus. Penelitian ini dilaksanakan pada bulan Agustus sampai September 2015 di SMA Negeri 4 Surakarta yang terletak di Jln. Adi Sucipto No.1 Surakarta. Sumber data meliputi peristiwa, wawancara dan analisis dokumen. Data dikumpulkan melalui observasi, wawancara, kuisioner, dan analisis dokumen. Aktivitas belajar para siswa berprestasi baik diamati dan dicatat. Data dianalisis menggunakan teknik analisis kualitatif model interaktif yang meliputi reduksi data, tampilan data, dan penarikan kesimpulan.

Berdasarkan observasi, wawancara, kuisioner dan analisis dokumen, dapat disimpulkan bahwa: (1) Strategi belajar Bahasa Inggris yang digunakan para siswa berprestasi baik meliputi enam klasifikasi Oxford yang menunjukkan bahwa strategi yang paling sering digunakan adalah strategi metakognitif; mengevaluasi pembelajaran, mengatur pembelajaran, fokus dalam pembelajaran, dan membuat target dan tujuan belajar. Strategi kognitif mereka adalah menerjemahkan, berlatih, menyusun materi belajar. Strategi sosial mereka adalah bertanya, dan bekerjasama dengan orang lain. Strategi memori mereka adalah menghubungkan informasi yang berkaitan dan mengulang materi pelajaran. Strategi kompensasi mereka adalah menebak secara logis dan mengatasi keterbatasan dalam berbicara. Strategi yang paling jarang digunakan adalah strategi afektif seperti memotivasi diri sendiri dan menenangkan diri. (2) Para siswa berprestasi baik sadar akan manfaat strategi belajar Bahasa Inggris yang mereka gunakan. Manfaatnya adalah mereka dapat: memahami lebih baik, belajar lebih efektif, meningkatkan kosa kata, mengurangi kekhawatiran, dll. Strategi belajar membantu mereka untuk meningkatkan nilai dan mengembangkan kemampuan Bahasa Inggris mereka.

Penggunaan strategi belajar dipandang bermanfaat dan membantu dalam pembelajaran dan prestasi Bahasa Inggris siswa. Strategi belajar dianggap sebagai salah satu faktor yang menentukan kesuksesan dalam pembelajaran bahasa kedua. Oleh karena itu, pelajar sebaiknya menemukan dan menggunakan strategi belajar yang paling sesuai sehingga mereka bias sukses dalam pembelajaran mereka.

Kata kunci: Strategi belajar bahasa, siswa berprestasi baik, kesadaran akan manfaat strategi belajar

MOTTO

God won't give you troubles you cannot handle, so stay strong.

“I move, therefore I am.” — HarukiMurakami, 1Q84

DEDICATION

This thesis is dedicated to:

- ↪ My beloved parents
- ↪ My superb hits sister
- ↪ English Education Department

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I am the one who responsible of any errors that may remain in this work. Therefore, constructive feedback, comments, suggestions, and criticism are gratefully welcome for the betterment of this thesis. I hope this thesis will give some knowledge for the reader and can contribute for further research in the future.

Surakarta, March 2016

AnggrainiWulanPrasasti

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