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.

Surakarta, March 2016
The researcher

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ABSTRACT


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. Adi Sucipto 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


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.


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.” — Haruki Murakami, 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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