

**LEARNING STRATEGIES USED BY HIGH ACHIEVER STUDENTS OF
SMP N 1 DOLOPO IN DEVELOPING ENGLISH**

PUBLICATION MANUSCRIPT

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Post-graduate Program of Language Study
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Master Degree of Language Study of English



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**POST-GRADUATE PROGRAM OF LANGUAGE STUDY
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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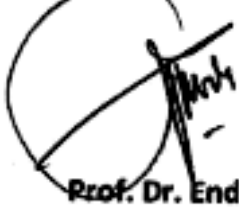
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HAS BEEN APPROVED BY:

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A handwritten signature in black ink, appearing to be 'Endang Fauziati', written over a circular stamp or mark.

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Dra. Siti Zuhriyah Ariyatmi, M. Hum

Agus Supriyanto. S200 120 011. LEARNING STRATEGIES USED BY HIGH ACHIEVER STUDENTS OF SMP N 1 DOLOPO IN DEVELOPING ENGLISH. Research Paper. School of Teacher Training and Education. Muhammadiyah University of Surakarta. 2014.

The research studies about learning strategies used to develop the four skills of English; Listening, Speaking, Reading, and Writing skills on high achiever students of SMPN 1 Dolopo. The type of this research is qualitative research which aims at describing the subjects' learning strategies in developing the four English skills. The subjects of this research are three students chosen based on the English class. The method of collecting the data are interview, observation and documentation.

The result of this research shows that the three of the subjects uses almost all of the learning strategies proposed by O'Malley and Chamot. However their action and attention in learning speaking are different. S1 uses 12 learning strategies which consists of 5 metacognitive strategies; advance organizer, directive attention, selective attention, self-management, self-evaluation, 5 cognitive strategies which consists of repetition, resourcing, imagery, elaboration, and note taking, and one socio-affective strategy that is question for clarification. S2 uses 11 learning strategies which consists of 5 metacognitive strategies which consists of repetition, resourcing, directed attention, selective attention, self-management, self monitoring, note taking, and self evaluation. S3 uses 9 learning strategies which consists of 3 metacognitive strategies; advance organizer, selective attention, self management, 4 cognitive strategies which consists of repetition, resourcing, imagery, elaboration, and two socio affective strategies which consists of repetition, resourcing, imagery, elaboration, and two socio affective strategies those are cooperation and question for clarification.

Based on the result of this research, the researcher concludes that all of the learning strategies used by the subjects are effective strategies which are important to improve the learners' the four English skills. Some learning strategies which are important to improve the learners' English skill are: advance organizer, selective attention, self management, repetition, resourcing, and elaboration.

Key Words: learning strategies, the four English skill, qualitative research.

Introduction

Language is a part of culture. It is human behavior. Language can be acquired habit of systematic vocal activity representing meanings coming from human experience. All people in the world need language as a means of communication, especially English. English can be very useful and important for a society. It can be more easier for people to conduct international relationship with all nations around the world, if they have a good mastery on English.

In the globalization era when people face a challenge in various fields, English becomes the most important language in the world. It is widely used for keeping up with the developing of modern technology and science of various countries.

Nowadays, English is taught and learned from elementary schools to universities. English learning cannot be separated from four skills, those are listening, writing, reading, and speaking. In Indonesia, English has been taught as an important foreign language in order to development of the science, technology and art.

As an international language, English has gained its popularity all over the world, including Indonesia. In the past English was only taught as secondary schools. In current years, however, the teaching English of is expanding into primary or elementary school setting.

The decree of the Ministry of Education and Culture number 0487/4/1992, chapter VIII states that English can be taught as an extra instruction if it is needed by the local community, and if the English teacher is available (Fauziati, 2010:89). The statement means that English can be taught as an extra instruction if there is English teacher in the school.

Another decree of Ministry of Education and Culture, No 060/U/1993 states that English maybe given to Elementary school students as a local content. (Fauziati, 2010: 89). The phenomena have caused many English educators charged with teaching teacher education curriculum and materials development to raise questions about how to best to teach English as a foreign language to the students.

In the complex education world, which aims a successful in its practice, it makes all of the education components try harder to gain the success. Teachers as facilitators have a big influence in order to reach the high quality of education. Besides that it makes the English learning process can run successfully.

Learning fully and usefully means that students are thinking about what is they learn, apply it in real situations or toward further learning, and it continues to learn independently (Marzano in Fauziati, 2001). It means that by learning the students can think about what they learn and apply it in real situation and continue to learn it independently.

As we know that there any factors in learning English. Success in learning in foreign language, according to Cohen and Dornyei in Fauziati (2004: 170) depends on variety of factors such as duration and intensity of the course, the characteristics and abilities of the teacher, the appropriateness of the teaching methodology, the quality of the textbook, the size and composition of the learner group, the amount of the natural target language practice opportunities, and the characteristic of the language learner. The factors above particularly focus to the learners' characteristics which influence their language learning achievement. Besides the factors mentioned above, learning strategy that is applied by the students in the English class. There are two kinds of students of English class, the low achievers and high achievers. In this research, the researcher researches the learning strategy that is used by the high achiever students of the English class.

Language learning strategy is simply refers to an individual's approach to complete a task. This is "an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings" (Schumaker and Deshler in Fauziati, 1992: 56). The quotation means that language learning strategy is someone's way in organizing and using a certain skill and ability approach to complete a task in school as well as in non academic settings.

Skilled teachers, therefore, can teach the students how to learn, making them aware of language learning strategy and able to use them to enhance their own learning. Since the amount

of the information processed by the students is high in language classroom, the students use different language learning strategy in performing the tasks and processing the new input, that have a good indicators of how the students approach tasks or problems encountered during the teaching learning process.

Thus, the students give teachers valuable clues about how the students assess the situation, plan, select appropriate skills to so as to understand, learn or remember new input presented in the language classroom.

The teachers who intend to train their students in using language learning strategy should learn about the students, their interests, motivations, and learning styles. The teacher can learn the language learning strategy already use by the students by observing their behavior in class. Besides, the teachers can also use a short questionnaire to fill in at the beginning of a course to describe themselves and their language learning. The teacher also can have adequate information about the students, their goals, motivations, language learning strategy, and their understanding of the course to be taught.

In this research, the researcher take 3 (three) of the high achiever students of the 32 students in the English class. The name of the students are: Agam syah fadila, Nawang wahyu wulandari, and Rifdah ikbaar dzakkiyah. The three students mentioned above are more able in mastering English because they applied some strategies in the English class. Learning strategies are mostly unobservable, though some associated with an observable behavior. Thus, the researcher wants to research the students of the English class from their behavior in learning English as their learning strategies in mastering the four skills of English.

Research methodology

The type of this study is case study. Case study is concerns with an in depth investigation into individual, group or collection of individuals which have similar attributes. It

can be undertaken using a variety of data collection methodologies, but is generally concerned with developing a detailed understanding of particular institution, individual or phenomenon (Grosvenor and Rose, 2001:70). A case study is a kind of ethnographic research or it is a limited type of ethnography, it is similar in its philosophy, its method, and its concern for studying the phenomena in context (Fauziati, 2000:256)

In this research, the writer tries to describe the learning strategies used by the students of SMPN I DOLOPO in developing English. This research concern with situation of the subjects in improving the four English skills; listening, speaking, reading, and writing skills ability. Subject of the study is the second year students of SMPN I DOLOPO in the school year 2012 / 2013. which consist of 3 students and considers have accepted the same treatment on English lesson. Considering the number of students the writer decides to take all of the population as the sample of the study as what suggested by Arikunto (1998: 107) that if population is less than 100 it is better to take all the population as the subject of the study, but if the population is more than one hundred, it allows the writer takes only 15-20% or 25-30% to be investigated as the sample of population. In this research uses all of the students. So, the sample is 3 students. According to Hornly (1995) "data are information of facts to be analyzed, while source means a place where something comes". So, the data of this research are information about learning strategies take from the students at SMPN I DOLOPO. These data take from observation, interviews and documentation to the subject of this research. The data source is place where the data is analyzed. In this research the data sources are the students seven grade at SMPN I DOLOPO. The method is used to solve the problem because of this research uses case study as an approach, the researcher uses some method to collect the data, such as interview, observation and documentation, In this research, the researcher does the qualitative

analysis. By conducting this technique, the researcher will provide an answer to the questions of how something happened and which was involved. The data in this research are analyzed by using case study. The writer provides description of phenomena that occurs natural without the intervention of an experiment and artificially contrived treatment. According to Miles and Huberman (1994) describe the major phases of data analysis: data reduction, data display, and conclusion drawing and verification.

Result and discussion

Based on the analysis of the data findings, the researcher concludes that the students apply almost all of those strategies proposed by the O'Malley and Chamot; metacognitive strategies, cognitive strategies and socio-affective strategies to develop their four English skills.

Actually some strategies they applied in their learning were good ways in learning. All of them have different action and the attention in their learning activity. The first subject used the learning strategy consciously, prepared the materials before the class began, confidence and had full concentration with high attention. The second subject used the learning strategy curiously, full concentration and high attention, whereas the third subject used the learning strategy with low attention and full concentration in learning. Although they use the same learning strategies, but they have different in the action and concentration in using the learning strategies.

In developing listening skill, the students use various types of metacognitive strategies, they are: Directed attention, self monitoring, delayed production and the last is self evaluation. The students also use various type of cognitive learning strategies. The most of affective learning strategies that are used by the students in the English class is repetition. In here, the students can imitate a language model, including overt practice and silent rehearsal. From imitating the native speakers, the students can follow them and they are as the model language for the students. The

student's practices like the native speakers. So, the students use some learning strategies to facilitate their learning in the four English skills, in order to be an active mental process that should exist. Another hand, the students used of social affective strategy: cooperation and question for clarification in order to get fluent in developing the four skills of English.

The Social affective strategies that are used by the student during the English class are: cooperation and question for clarification. Self-talk items being next in suggestive of the anxiety experienced by the students about performing the English tasks which could be related to their being at the stage of adolescence. By doing this kind of strategies can encourage the students ability and braveness in presenting the four English skills in front of the class.

In developing speaking skill, the students use various types of metacognitive strategies, they are: selective attention, functional planning, and self monitoring. The students also use various type of cognitive learning strategies. The most of cognitive strategy, the students use repetition, resourcing, note taking, and deduction in developing their English skills. While in the social affective strategy, the students use cooperation and question for clarification. They apply those kinds of strategy in order to enhance and developing their four English skills ability during the English class.

In developing reading skill, the students use various types of metacognitive strategies, they are: selective attention, self management, self monitoring, and self evaluation. The students also use various type of cognitive learning strategies, repetition and deduction. The students only apply one social affective strategy, that is question for clarification.

In developing writing skill, the students use various types of metacognitive strategies, they are: selective attention, self monitoring, and self evaluation. In the cognitive strategy the

students apply some strategies, they are: repetition, resourcing, imagery, and elaboration. The student only apply cooperation for the social affective strategy.

The dominant learning strategy used by high achiever students are: cognitive strategy, meta cognitive strategy, and socio-affective strategy. By applying those strategies, the students become easier to understand and mastering the English four skills. In listening skill, the students apply metacognitive strategy, the students dominant in applying directive attention, self monitoring, delayed production, and self evaluation. Cognitive strategy: repetition, resourcing, note taking, and deduction. While in social affective strategy, they apply cooperation and question for clarification.

In speaking skill, the students apply selective attention, functional planning, and self monitoring for the metacognitive strategy. For the cognitive strategy, the students apply repetition, resourcing, note taking, and deduction. In social affective strategy the students apply cooperation and question for clarification.

In reading skills, the students apply metacognitive strategy: selective attention, self management, self monitoring, and self evaluation. Cognitive strategy: repetition and deduction. While in social affective strategy, the students only use the question for clarification.

In developing writing skill, the students use selective attention, self monitoring, and self evaluation for the metacognitive strategy. They also use repetition, resourcing, imagery, and elaboration in cognitive strategy. While for the social affective strategy, the students only use cooperation. The finding derived from the current study may suggest some Pedagogical Implications. Since it is very crucial for the students, to understand the importance of using language learning strategies in the language learning. Hence, the teacher should deliver this

message to their students and also recommend increasing students communicative awareness about the factors that determine appropriate strategy selection through certain doing the tasks, such as audio or video tape, in order to train the learners 'not for perfection but for communication.

According to the result of this study, some students showed that they do not really use these strategies for their English learning even though they know the strategies are available. But, some students report that they even do not know there are strategies for developing the four English skills. Consequently, teachers should help students cultivate and raise their awareness of language learning strategies. Once, students are aware of advantages of using strategies in learning the four English skills. They will be willing to and appropriately employ these strategies to facilitate their listening, speaking, reading and writing skills. Obtaining a valuable experience from this research, the researcher would like to propose some suggestion that can be used as a reference for other dealing with the research done.

The findings of this study suggested some implications for the teaching of the four English skills; listening, speaking, reading, and writing skills for the 8th graders. It is clear from the results of the two hypotheses that the experimental group subjects' English ability has improved. Therefore, this study will suggest the following with regard to the developing of the four English skills; listening, speaking, reading, and writing skills.

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