LEARNING STRATEGY USED BY HIGH, MID AND LOW ACHIEVERS
OF ENGLISH TO DEVELOP READING SKILL: A CASE STUDY AT
MUHAMMADIYAH UNIVERSITY OF SURAKARTA

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education in English Department

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SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2014
APPROVAL

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TESTIMONY

Here I declare the absence of the element of cheating or plagiarism from a previous thesis from other universities as well as other sources unless the ideas or opinions that have been published by others written in a reference in a review of literature and bibliography which aiming to obtain a college degree.

If there is evidence to suggest this thesis is not original, I am willing to be responsible.

Surakarta, December 2014

The writer

Nur Khasanah
MOTTO

“The ink of a scholar is holier than the blood of a martyr.” (Muhammad SAW)

“Live as you were to die tomorrow. Learn as if you were to live forever.”
(Mahatma Gandhi)

“I’ve never played for a draw in my life.” (Sir Alex Ferguson)
I dedicate this paper to:

My beloved father and mother (Bapak Jauhari and Ibu Titik Pujiyati)

My beloved sister and brother (Ifa and Heru)

My little niece, Hanin Aulia Zulfa

My special one, Ari Nugraha

My big family

My all beloved friends
ACKNOWLEDGEMENT

Alhamdulillahirabbil’alamin, first and foremost, my gratitude goes to Allah SWT for the blessing and inspiration leading the research paper entitled “Comparative Analysis of Learning Strategy Used by High, Mid and Low Achievers of English to Develop Reading Skill: A Case Study at Muhammadiyah University of Surakarta”.

However, there are many forms of help gratefully received from particular individual. On this good opportunity, the writer wishes to reveal his special gratitude to:

1. Prof. Dr. Harun Joko Prayitno, M. Hum, as Dean of School of Teacher Training and Education of Muhammadiyah University of Surakarta who have given permission to the writer in writing this paper,
2. Mauly Halwat H., Ph. D., as Head of English Department Muhammadiyah University of Surakarta and as the examiner who has given much correction and suggestion of the research,
3. Prof. Dr. Endang Fauziati, M.Hum, as first consultant. Thank you so much for her time and guidance,
4. Dr. Dwi Haryanti, M. Hum, as second consultant. Thank you so much for her advice and help,
5. Dra. Siti Zuhriyah Ariatmi, M.Hum, as academic consultant who has given guidance during the study,
6. My beloved father Jahuri and my beloved mother Titik Pujiyati who always give massive support and motivation to the writer,

7. My beloved sister, brother and niece who always support me during the study,

8. My beloved Ari Nugraha, thanks for support, motivation and helping during finishing this research,

9. My beloved Batalion 8 (Aya, Wheny, Nindy, Nurul, Feryza, Widya and Mey) for being a very great friend, for all the quality of time and warm togetherness,

10. My new little sister at boarding House (Chasanah) for the room and support,

11. My all beloved friends at Tahapan5 (Cupih, Myta, Tika, Dek Sinta, Hastin, Dek Adhe, Mbak Winfai, Hyung, Jojo and Nisa) for the rest area and support,

12. My beloved little family at Kidnap (Dek Yun, Mifa, Rindu, Lul, Tiwul Mbak Rina and Mbak Hani) for warm togetherness,

13. My beloved friends of class F 2010 and Gendhing Theater for your best friendship,

14. The subjects of this subject (Ariyani, Listyo, and Wheny), thanks for your time, and

15. Finally all of my family, friends and teachers that cannot be mentioned one by one, who support me.
The writer realizes that this research paper is far from being perfect. Therefore, she would be very pleasant to accept comments and criticism from the readers to make this research paper better.

The writer
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SUMMARY

The aims of this research are to analyze learning strategies used by high, middle and low achiever students in reading to develop reading skill. The subjects of this case study are students who have high, mid and low achiever in reading subject. There are two sources of data namely event and informants. Methods of collecting data are observation and interview. Methods of analyzing data are data reduction, data display and conclusion drawing/verification. And the object is focused on the learning strategies used by students to develop reading skill. There are three results, they are: 1) The learning strategies used by high achiever student to develop vocabulary skill are 7 meta-cognitive and 10 cognitive strategies. Then, the learning strategies used by mid achiever student to increase vocabulary skill are 4 meta-cognitive, 7 cognitive, and 2 socio-affective strategies. And the learning strategies used by low achiever student to enrich vocabulary skill are 4 meta-cognitive, 4 cognitive, and 1 socio-affective strategy. 2) The learning strategies used by high achiever student to develop pronunciation skill are 6 meta-cognitive and 7 cognitive strategies. Then, the learning strategies used by mid achiever student to advance pronunciation skill are 4 meta-cognitive, 4 cognitive and, 2 socio-affective strategies. And the learning strategies used by low achiever student to arise pronunciation skill are 3 meta-cognitive, 4 cognitive, and 1 socio-affective strategy. 3) The learning strategies used by high achiever student to develop understanding implicit information are 6 meta-cognitive and 6 cognitive strategies. Then, the learning strategies used by mid achiever student to develop understanding implicit information are 3 meta-cognitive, 3 cognitive, and 2 socio-affective strategies. And the learning strategies used by low achiever student to develop understanding implicit information are 3 meta-cognitive, 2 cognitive, and 1 socio-affective strategy.

Keyword: learning strategy, reading skill

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