GRAMMAR LEARNING STRATEGIES USED BY ENGLISH GOOD ACHIEVERS: A CASE STUDY AT SEVENTH GRADE STUDENTS OF SMP N 4 SURAKARTA

RESEARCH PAPER

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

by:

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UNIVERSITAS MUHAMMADIYAH SURAKARTA
2019

APPROVAL

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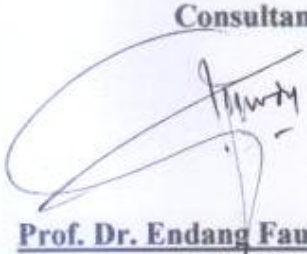

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On July, 2019

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On this occasion, the researcher states that in this research paper there is no plagiarism of the previous literary work which have been made to get bachelor degree of a university, nor there are opinions that has ever been composed or published by others, except those in which the writing are referred or written in this research paper and mentioned in the bibliography.

If it is proved that there are mistakes in this writer's statement, I will hold fully responsible.

Surakarta, July 15th 2019

The Researcher

Eri Dwi Haryani

MOTTO

Wa wajadaka ḍ āllan fa hadā

Dan Dia mendapatimu sebagai seorang yang bingung, lalu Dia memberikan petunjuk. – (Q.S Ad-Duha: 7)

And he found you lost and guided you. – (Q.S Ad-Duha: 7)

You are always a student, never a master. You have to keep moving forward. (Conrad Hall)

DEDICATION

This research paper is dedicated to:

My beloved mother,

My beloved father,

My beloved brother,

My beloved family,

My beloved lecturer,

My beloved friends,

Eri Dwi Haryani / A320150223. **GRAMMAR LEARNING STRATEGIES USED BY ENGLISH GOOD ACHIEVERS: A CASE STUDY AT SEVENTH GRADE STUDENTS OF SMP N 4 SURAKARTA.** Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Surakarta. Juli, 2019.

ABSTRAK

Tujuan dari penelitian ini adalah untuk menggambarkan strategi pembelajaran tata bahasa metakognitif, strategi pembelajaran tata bahasa kognitif, dan strategi pembelajaran tata bahasa sosioafektif yang digunakan oleh siswa berprestasi di sekolah menengah pertama. Penelitian ini mencoba mengeksplorasi bagaimana realisasi strategi yang digunakan dalam praktik. Penelitian ini merupakan studi kasus dengan metode kualitatif. Data dalam penelitian ini berupa informasi tentang strategi pembelajaran yang diperoleh dari enam siswa berprestasi di kelas tujuh SMP N 4 Surakarta. Penelitian ini menggunakan kuesioner terbuka dan wawancara mendalam untuk mengumpulkan data. Untuk menganalisis data, peneliti menggunakan beberapa teknik yaitu reduksi data, tampilan data, penarikan kesimpulan, dan verifikasi. Hasil penelitian ini menunjukkan bahwa hampir semua strategi oleh O'Malley digunakan oleh subjek. Lebih jauh, strategi metakognitif adalah yang paling sering digunakan oleh orang yang berprestasi. Ini menunjukkan bahwa orang yang berprestasi baik cenderung menggunakan berbagai strategi saat belajar.

Kata kunci: strategi pembelajaran, pencapai Bahasa Inggris yang baik, metakognitif, kognitif, sosial-afektif

Eri Dwi Haryani / A320150223. **GRAMMAR LEARNING STRATEGIES USED BY ENGLISH GOOD ACHIEVERS: A CASE STUDY AT SEVENTH GRADE STUDENTS OF SMP N 4 SURAKARTA.** School of Teacher Training and Education, Universitas Muhammadiyah Surakarta. July, 2019.

ABSTRACT

The aim of this research was to describe the metacognitive grammar learning strategies, cognitive grammar learning strategies, and socioaffective grammar learning strategies used by good achievers of junior high school. This research tried to explore how the realization of the strategies used in practice. This study was a case study with a qualitative method. The data in this study were in the form of information about learning strategies obtained from six good achievers at the seventh grade of SMP N 4 Surakarta. This research used the open ended questionnaire and in-depth interview to collect the data. To analyze the data, the researcher used some techiques i.e. data reduction, data display, drawing conclusion and verification. The results of this study designated that almost all strategies by O'Malley were used by the subjects. Furthermore, metacognitive strategy is the most frequently used by the good achevers. It showed that good achievers tend to use various strategies when learning.

Keywords: learning strategy, good English achievers, metacognitive, cognitive, socioaffective

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The researcher realized that this research paper is far from being perfect, so the researcher welcomes any criticism and suggestion from anyone. Hopefully, this research paper would help to other researchers and useful for the readers and prospective researchers.

Wassalamu'alaikum Wr.Wb

Surakarta, July 15th 2019

The Writer

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