

**LEARNING STRATEGIES USED BY A HIGH, A MIDDLE,
AND A LOW ENGLISH ACHIEVERS: A CASE STUDY
AT SMP N 2 WONOSARI KLATEN**



RESEARCH PAPER

**Submitted as Partial Fulfillment of Requirements
For Getting Bachelor Degree of Education
in English Department**

by

DANIAR SETIATI SADONO

A 320070031

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2011**

APPROVAL

**LEARNING STRATEGIES USED BY A HIGH, A MIDDLE,
AND A LOW ENGLISH ACHIEVERS: A CASE STUDY
AT SMP N 2 WONOSARI KLATEN**

RESEARCH PAPER

by

DANIAR SETIATI SADONO

A 320 070 031

Approved to be Examined by:

Consultant I

Consultant II

Prof. Dr. Endang Fauziati

Koesoema Ratih, S.Pd., M.Hum.

ACCEPTANCE

**LEARNING STRATEGIES USED BY A HIGH, A MIDDLE,
AND A LOW ENGLISH ACHIEVERS: A CASE STUDY
AT SMP N 2 WONOSARI KLATEN**

by

DANIAR SETIATI SADONO
A 320 070 031

Accepted and Approved by the Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta

Team of Examiner:

1. **Prof. Dr. Endang Fauziati** (.....)
(Chair Person)
2. **Koesoema Ratih, S.Pd., M.Hum.** (.....)
(Member I)
3. **Drs. Maryadi, M.A.** (.....)
(Member II)

Dean,

Drs. H. Sofyan Anif, M.Si
NIK. 547

TESTIMONY

Herewith, I testify that in this research paper, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published or others, except those which are referred in the manuscript and mentioned in the literary review and bibliography.

Hence, later, if it happens that there are some future statements in this testimony, I will hold fully responsible.

Surakarta, 08 June 2011

Daniar Setiati Sadono

A 320 070 031

MOTTO

Life is a choice

Never give up to getting better life

Don't hope to be the best but do the best

Never ever talk about the truth if you

don't know what the truth is

"Knowledge without religion is blind.

Religion without knowledge is lame"

(Albert Einstein)

DEDICATION

This research paper is dedicated to:

Allah SWT for showing me the right religion and thanks for everything

that is given to me. I am sure that You always give me the best

My beloved mother and father thank for your motivation and love

Lovely Brother (Noang)

Someone out of there (Kangmas Quw)

ACKNOWLEDGEMENT



Assalamualaikum Wr. Wb.

All praises just for Allah SWT, The lord of the universe, the One who sent the Messenger Muhammad SAW to guide human to the safest religion, Islam. Thanks for blessing her in finishing her research paper entitled **”Learning Strategies Used by A High, A Middle, and A Low English Achievers: A Case Study at SMP N 2 Wonosari Klaten”**. She also would like to say thank for my beloved person in the world, Muhammad SAW for his guidance to the human kind in the earth and for bringing them into His light. She hopes that she can be with him in the heaven. Furthermore, she would like to express her thanks and appreciation to the people who have contributed so many things for her in finishing her research paper.

1. **Drs. H. Sofyan Anif, M.Si.** as the Dean of Teacher Training and Education Faculty of Muhammadiyah University of Surakarta,
2. **Titis Setyabudi, S.S., M.A.** as the head of English Department who gave me the agreement for the writer’s title, for the research paper in addition to give suggestion,
3. **Prof. Dr. Endang Fauziati** as the first consultant, for her support, guidance, valuable advices during the process of writing this research paper,
4. **Koesoema Ratih, S.Pd., M.Hum.** as the second consultant who patiently gave her guidance and motivation,

5. All of English Departement lecturers for the knowledge and guidance,
6. **Sugiyanto, S.Pd., MACE.** as the headmaster of SMP N 2 Wonosari Klaten, for giving permission to carry out the research at second year of the school,
7. **Sarwanto, S.Pd.** as the English teacher of SMP N 2 Wonosari Klaten who helped her to carry out the research in the class,
8. All the teachers in SMP N 2 Wonosari Klaten for her hospitality during the observation,
9. Her beloved father and mother (**Mr. and Mrs. SADONO**) who give her love, pray, and support in her study,
10. Her lovely brothers, **Kangmas Agung and Thole Danang** who always give motivation and support to her,
11. Her lovely friends, **Muhan, Nenong, Triyus, Janna (NJ), Vitul** who always her support to finish this research paper and do everything,
12. Her beloved family in **Wisma KHASANA**H, Mbak Dewdew, Mbak Nia, Mbak Yesi, Mbak Neni, Mbak Beki, Mbak Ti2n, Nduk Rietha, Anna, Nduk Dwix, and Nduk Anies thank for everything given to her,
13. Her best friends at English Department class A (**Elfaith Blezzida**) thank for their best friendship, Mugi, Asri, Lina, Ayux, Endah, Ita, Khikmah, Novi, Anita, Lia, Imut, Sigit, Nurrohman, Hanung, Ali, Ahmatika, etc.,
14. Her best friends in SEGA 2009/2010, **Atik, Arwan, Nita, Arumi, Afifah, Yunisa, Siti, Wastu, Rita, Mina, etc.** thank for new experience, motivation, and joy,

15. Her friends **in English Dept' 07, PPL SMK MUH 2 SKA and Mangkunegaran OJT** who cannot be mentioned one by one thank for the solidarity and togetherness,
16. Finally, all of the family members of the writer and friends who have helped and supported to finish this research paper directly and indirectly.

Nevertheless, the writer consciously realizes that this research paper is far from being perfect even though she has entirely explored her knowledge. In order to make this research paper better, the writer welcomes the positive criticism.

Finally, the writer still hopes that this research paper can contribute to useful reading for the esteemed readers.

Wassalamu'alaikum Wr. Wb.

Surakarta, 08 June 2011

Daniar Setiati Sadono
A 320 070 031

TABLE OF CONTENT

TITLE	i
APPROVAL	ii
ACCEPTENCE	iii
TESTIMONY	iv
MOTTO	v
DEDICATION.	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	x
SUMMARY	xiv
 CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Problem Statement	4
C. Limitation of the Study	5
D. Objective of the Study	6
E. Benefit of the Study	7
F. Research Paper Organization	7
 CHAPTER II UNDERLYING THEORY	
A. Previous Study	8
B. Theoretical Review	10
1. Language Learning Strategy	10
2. Classification of Learning Strategies	13
a. Notion of Metacognitive Strategy	13
b. Notion of Cognitive Strategy	15
c. Notion of Social-affective Strategy	17
3. Language Skill	18

a. Speaking Skill	18
b. Listening Skill	20
c. Reading Skill	21
d. Writing Skill	22

CHAPTER III RESEARCH METHOD

A. Type of Research	24
B. Subject of Research	25
C. Object of Research	25
D. Data and Data Source	25
E. Method of Collecting Date	26
F. Technique for Analyzing Data	27

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Research Finding	
1. Learning Strategies Used by A High English Achiever to Improve English Ability	29
a. Learning Strategies Used by A High English Achiever to Improve Listening Skill	30
b. Learning Strategies Used by A High English Achiever to Improve Speaking Skill	33
c. Learning Strategies Used by A High English Achiever to Improve Reading Skill	43
d. Learning Strategies Used by A High English Achiever to Improve Writing Skill	45
e. Learning Strategies Used by A High English Achiever to Improve Language Skill	47
2. Learning Strategies Used by A Middle English Achiever to Improve English Ability	53

a. Learning Strategies Used by A Middle English Achiever to Improve Listening Skill	53
b. Learning Strategies Used by A Middle English Achiever to Improve Speaking Skill	56
c. Learning Strategies Used by A Middle English Achiever to Improve Reading Skill	59
d. Learning Strategies Used by A Middle English Achiever to Improve Writing Skill	61
e. Learning Strategies Used by A Middle English Achiever to Improve Language Skill	64
3. Learning Strategies Used by A Low English Achiever to Improve English Ability	69
a. Learning Strategies Used by A Low English Achiever to Improve Speaking Skill	69
b. Learning Strategies Used by A Low English Achiever to Improve Reading Skill	72
c. Learning Strategies Used by A Low English Achiever to Improve Language Skill	73
4. The Similarities and Differences of Learning Strategies Used by the Three Subjects	77
5. The Effect of Various Learning Strategies Used on the English Achievement	84
B. Discussion of Research Finding	87

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	92
B. Suggestion	94

BIBLIOGRAPHY

APPENDIX

LIST OF APPENDIX

Appendix

1. The Interview Scripts
2. *Daftar Nilai Siswa*
3. *Hasil Ulangan Siswa*
4. *Pengajuan Judul Skripsi*
5. *Persetujuan Judul Skripsi*
6. *Mohon Pengantar Ijin Riset*
7. *Surat Keterangan Observasi*
8. Pictures of the Subjects
9. *Pengesahan Revisi Skripsi*
10. *Berita Acara Bimbingan Skripsi*
11. *Berita Acara Bimbingan Skripsi*

SUMMARY

DANIAR SETIATI SADONO. A 320070031. LEARNING STRATEGIES USED BY A HIGH, A MIDDLE, A LOW ENGLISH ACHIEVERS: A CASE

**STUDY AT SMP N 2 WONOSARI KLATEN. Research Paper.
Muhammadiyah University of Surakarta. 2011.**

This research aims at (1) describing the learning strategies used by a high, a middle, and a low English achievers at SMP N 2 Wonosari Klaten to improve their English ability, and (2) knowing the effects of various learning strategies used on the English achievement. The writer applies case study as the type of this research. She uses interview and observation for collecting the data. The data are taken from the subjects of the research in the form of field notes and interview scrip. The result of her research shows that the three subjects of this research use three kinds of learning strategy based on O'Malley and Chamot; metacognitive, cognitive, and social-affective in improving their English ability. The high achiever applies 17 learning strategies that consist of 7 metacognitive strategies, 8 cognitive strategies, and 2 social-affective strategies. The middle achiever employs 14 learning strategies that consist of 6 metacognitive strategies, 6 cognitive strategies, and 2 social-affective strategies. The low achiever uses 7 learning strategies that consist of 3metacognitive strategies, 2 cognitive strategies, and 2 social-affective strategies. The writer also shows that by using various learning strategies, the learners get some effects like getting the best score, being an effective student, and mastering English materials easily. The number of various learning strategies used by the English learner influences his/her achievement in improving English ability.

Keywords: Learning strategies, English ability

Surakarta, 08 June 2011

Consultant I

Consultant II

(Prof. Dr. Endang Fauziati)

(Koesoema Ratih, S.Pd., M.Hum.)

**Dean of Teacher Training
and Education Faculty**

(Drs. H. Sofyan Anif, M.Si.)