View metadata, citation and similar papers at core.ac.uk
brought to you by CORE
provided by Sebelas Maret Institutional Repository

LEARNING STRATEGIES OF SUCCESSFUL EFL LANGUAGE LEARNER

(A Case Study of One EFL Student with Emotional Impairment at SMP Negeri 14 Surakarta)

THESIS

By:

WENEFRIDA GAYUH PRADUWIDYA

K2211091

ENGLISH EDUCATION DEPARTMENT OF
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA

2017

PRONOUNCEMENT

I would like to certify that the thesis entitled **"LEARNING STRATEGIES OF SUCCESSFUL EFL LANGUAGE LEARNER (A Case Study of One EFL Student with Emotional Impairment at SMP Negeri 14 Surakarta)"** is really my own work. It is not a product of plagiarism or made by others. Everything related to others' works is written in quotation; the sources of which are listed on the bibliography.

If then, this pronouncement proves wrong; I am ready to receive any academic punishment.

Surakarta, 29 Januari 2017

Wenefrida Gayuh Praduwidya

LEARNING STRATEGIES OF SUCCESSFUL EFL LANGUAGE LEARNER

(A Case Study of One EFL Student with Emotional Impairment at SMP Negeri 14 Surakarta)

By

WENEFRIDA GAYUH PRADUWIDYA

K2211091

THESIS

is written and submitted to the Teacher Training and Education Faculty of Sebelas Maret University as a Partial Fulfillment of the Requirements of Achieving the Undergraduate Degree of English Education Program, Department of Language and Art Education

TEACHER TRAINING AND EDUCATION FACULTY

SEBELAS MARET UNIVERSITY

SURAKARTA

2017

APPROVAL OF CONSULTANTS

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of the English Education Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

TITLE : LEARNING STRATEGIES OF SUCCESSFUL EFL LANGUAGE LEARNER (A Case Study of One EFL Student with Emotional Impairment at SMP Negeri 14 Surakarta)

NAME : WENEFRIDA GAYUH PRADUWIDYA

NIM : K2211091

On :

Approved by:

Consultant 1	Consultant 2
Drs. Gunarso Susilohadi, M.Ed. TESOL	Dewi Sri Wahyuni, S.Pd.,M.Pd
NIP 19540315 198503 1 002	NIP 19780818 200312 2 002

APPROVAL OF THE BOARD EXAMINERS

This thesis has been examined by the Board of the Examiners of Teacher Training and Education Faculty of Sebelas Maret University Surakarta and has been approved to fulfill one of the requirements for obtaining the Undergraduate Degree in English Education.

Day :
Date :

Board of Examiners:	Signatures:
1. Chairman Teguh Sarosa, S.S., M.Hum. NIP 19730205 200604 1 001	(.....)
2. Secretary Hefy Sulistyawati, S.S., M.Pd NIP 19781208 200112 2 002	(.....)
3. Examiner 1 Drs. Gunarso Susilohadi, M.Ed. TESOL NIP 19540315 198503 1 002	(.....)
4. Examiner 2 Dewi Sri Wahyuni, S.Pd.,M.Pd NIP 19780818 200312 2 002	(.....)

Teacher Training and Education Faculty

Sebelas Maret University

The Dean

Prof. Dr. Joko Nurkamto, M.Pd.

NIP. 19610124 198702 1 001

ABSTRACT

Wenefrida Gayuh Praduwidya. **LEARNING STRATEGIES OF SUCCESSFUL EFL LANGUAGE LEARNER(A Case Study of One EFL Student with Emotional Impairment at SMP Negeri 14 Surakarta)** Thesis, English Education Department of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta.

The objectives of this research are to find out problems faced by successful EFL learners with emotional impairment and to identify strategies they use.

This research belongs to qualitative research with the type of case study. The research subject is one successful EFL student with emotional impairment from SMP Negeri 14 Surakarta. The sources of data come from the informant, teacher, the informant's friends and sister. The techniques of data collecting are in-depth interview, observation and document analysis. Techniques used to reach the validity of the data are triangulation and member checking. The techniques of data analysis are data reduction, data display, conclusion drawing and verification.

The result of the research shows that 3 main problems of the learner are on grammar, vocabulary and self confidence. The others are problems on pronunciation, speaker's speaking rate, focusing when listening, spelling and learning facilities. The learner uses some effective strategies in order to overcome these problems and improve his skills. The types of the strategy are ***creating mental linkages, employing action, practicing, analyzing and reasoning, creating structure for input and output, guessing intelligently, overcoming limitations in speaking and writing, centering your learning, arranging and planning your learning, evaluating your learning, taking your emotional temperature, encouraging yourself, lowering your anxiety, asking questions, cooperating with others and empathizing with others.***

The conclusion of the research is although the learner has some emotional impairment that may impede him to attain learning achievements in the EFL context, he shows that he is able to overcome his problems through strategy uses and become a successful EFL learner.

Keywords*: case study, learning problem, learning strategy, language learning strategies,successful EFL learner, emotional impairment*

MOTTO

"They can because they think they can"

(Virgil)

"Success is not final. Failure is not fatal: it is the courage to continue that counts."

(Winston Churchill)

"Don't let the noise of other's opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition"

(Steve Jobs)

DEDICATION

My beloved Parent, Mom and Dad

My beloved Grandmother

My lovely Brother and Sister

All my Big Family

All my Best friends

ACKNOWLEDGEMENT

Praise and thanks to God the Almighty for His blessing and guidance so that the writer can accomplish in writing this thesis as one of the requirements on obtaining undergraduate degree of the English Department of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta. In this occasion, the writer would like to express the deepest gratitude and appreciation to the following:

1. Prof. Dr. Joko Nurkamto, M.Pd., as the Dean of Teacher Training and Education Faculty of Sebelas Maret University who approved this thesis.
2. Teguh Sarosa, S.S., M.Hum., as the head of English Education Department of Teacher Training and Education Faculty who has given the writer permission to write the thesis and guidance during the writer's study.
3. Drs. Gunarso Susilohadi, M.Ed. TESOL., as the first consultant, for the advice, patience, motivation, correction and encouragement during the writing process of the thesis
4. Dewi Sri Wahyuni, S.Pd.,M.Pd., as the second consultant, for the advice, patience, motivation, and correction and encouragement during the writing process of the thesis.
5. Hefy Sulistyawati, S.S., M.Pd., as the academic consultant, for the motivation, kindness, and advice.
6. All lecturers in English Education Department, for the valuable knowledge.
7. Mrs. Tri Keksi Handayani, S.Pd., as the English teacher for being a good partner and patiently helping the writer to do the research.
8. Teachers and staffs of SMP Negeri 14 Surakarta for helping and supporting writer in doing research.
9. All the students of VIIIA SMP Negeri 14 Surakarta who have sincerely helped me to do the research.
10. Ms. Febrina as the learner's sister for her willingness to be informant.

11. Adi Setya Pamungkas for his willingness to be the research subject, cooperation in giving the writer much meaningful information and support.
12. Anandito Oxa Putra and Irfan Maulana as Adi's friends for their willingness to be informant.
13. My father; Gregorius Widjanarko Djati Seputro, my mother; Gerardine Sri Rahayu Mariyani, and my grandmother; Sri Sarsini as the greatest part of writer's life, thank you for great love, support, motivation, and advice.
14. My brother; Leonardus Bagas Widyantoro, sister; Dionysia Akasa Widyapalasta, and my little brother; Johannes Rheo Widyanugerah for their great love, special support, prayer and advice in many difficult situation.
15. My elementary sister; Luciana Marchella and Gisela Fajar, also my junior sister ; Anggretha Puspa Hati and Elizabeth Julia for the time, love and advice.
16. My unbiological sister; Annisa Qurbaini, Windha Riescha, Athiyya Hawa, Nandina Gita, and Elvira Ayu for their love, care, and support.
17. My college best-friends; Meinas Esti, Nafi Handa, Emanuella, Finda Ayu, Yohana Nawangsasih, Agnestia Mayangi, Rera Dwi, Rizka Putri, Chrisna Haryoputro, Ferusta Nova, Adit Ristianang, Andre Kurniawan, Mubarok, Muhaimin Abdillah, for their love, happiness, brotherhood and long-lasting friendship.
18. All my friends of B, A, and SBI-class of 2011 for their inspiration, care and support during learning together.
19. All my friends of EED UNS for cheering and support during learning together in

The writer realize that this thesis is not perfect, so the witer accept gratefully every comment and suggestions. However, the writer hopes that this thesis will be useful for the improvement of teaching English.

Surakarta, 29 Januari 2017

Wenefrida Gayuh Praduwidya

TABLE OF CONTENTS

TITLE i

PRONOUNCEMENT ii

SUBBMISION iii

APPROVAL OF CONSULTANTS iv

APPROVAL OF THE BOARD EXAMINERS v

ABSTRACT vi

MOTTO vii

DEDICATION viii

ACKNOWLEDGEMENT ix

TABLE OF CONTENTS xi

LIST OF ABBREVIATIONS xiv

LIST OF TABLES xv

LIST OF APPENDICES xvi

CHAPTER I : INTRODUCTION

A. Background of the Study 1

B. Problem Statement 6

C. Objectives of the Study 6

D. Benefits of the Study 6

CHAPTER II : THEORETICAL REVIEW

A. Language Learning Strategies 8

1. Theories of Language Learning Strategies 8

2. Features of Language Learning Strategies 10

3. Classifications of Language Learning Strategies 11
B. Successful EFL Learners 20
1. Theories of Successful EFL Learners 20
2. Features of Successful EFL Learners 22
C. Successful EFL Learners with Emotional Impairment 25
1. Theories of Emotional Impairment 25
2. Theories of Successful EFL Learners with Emotional Impairment 26

CHAPTER III : RESEARCH METHODOLOGY

A. Research Method 29
B. Description of Setting 30
C. Sources of Data 30
D. Techniques of Data Collecting 32
E. Trustworthiness 34
F. Techniques of Data Analysis 35

CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION

A. Research Findings 37
1. Learning Problems of the Successful EFL Learner 37
2. Learning Strategies of the Successful EFL Learner 40
B. Discussion 45
1. Learning Problems of the Successful EFL Learner 45
2. Learning Strategies of the Successful EFL Learner 46

CHAPTER V : CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion 52
B. Implication 53
C. Suggestion 54

BIBLIOGRAPHY 56

APPENDICES 59

LIST OF ABBREVIATIONS

AP	: Arranging and planning learning
AR	: Analyzing and reasoning
Ask	: Asking questions
Cen	: Centering your learning
Coo	: Cooperating with others
Cre1	: Creating structure for input and output
Cre2	: Creating mental linkages
Emp1	: Empathizing with others
Emp2	: Employing action
Enc	: Encouraging yourself
Ev	: Evaluating your learning
Gu	: Guessing intelligently
Low	: Lowering your anxiety
Ov	: Overcoming limitations in speaking and writing
Pr	: Practicing
Ta	: Taking your emotional temperature

LIST OF TABLES

Table

1.1 Learner's Table..... 130

1.2 Teacher's Table..... 134

1.3 Friend's Table..... 136

1.4 Observation's Table..... 140

2 Learner's Problems..... 39

3 Learner's Strategies..... 44

LIST OF APPENDICES

Appendix

1 Strategy Inventory for Language Learning (SILL) 60

2 APPENDIX I

a. a Interview Protocol with Learner 63

b. b Interview Protocol with English Teachers 70

c. c Interview Protocol with Learner's Friends 71

d. d Interview Protocol with Learner's Sister..... 72

3 APPENDIX II

a Field Note of Interview with Learner 74

b Field Note of Interview with Teachers 91

c Field Note of Interview with Learner's Friends 94

d Field Note of Interview with Learner's Parent..... 100

4 APPENDIX III

a Field Note of Observation 1 105

b Field Note of Observation 2 109

c Field Note of Observation 3 113

d Field Note of Observation 4 118

5 APPENDIX IV

a Data Reduction of Learner 122

b Data Reduction of Teachers 130

c Data Reduction of Learner's Friends 132

d Data Reduction of Classroom Observations 134

6 Document Analysis of Learner's Achievements
in Junior High School 140

7 Validity of Data through Member Checking
a Validity of Data of Learner 143

b Validity of Data of Teachers 145

c Validity of Data of Learner's Friends 146

d Validity of Data of Learner's Parent 148

8 Letters of Permission.....152