

**LANGUAGE LEARNING STRATEGIES USED BY GOOD
LANGUAGE LEARNERS OF SMP MUHAMMADIYAH
CILONGOK REGENCY**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H Saifuddin Zuhri Purwokerto as a Partial
Fulfillment of the Requirements for Sarjana Pendidikan (S.Pd) Degree**

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declare that this thesis, entirely my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

Purwokerto, January 09, 2023.

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LANGUAGE LEARNER OF SMP MUHAMMADIYAH
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Assalamu'alaikum Wr.Wb.

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MOTTO

“THE HIGHER A PERSON’S SUFFERING, THE HIGHER THE DEGREE”

Kyai. Isro Mustofa



DEDICATION

This thesis is dedicated to:

Myself, Thank you for always trying to do the best

My beloved parents (Masykuri and Rasinem) Thank you for all the support and prays my success I love you more than the universe My brother (Fajar Maulana Mukti) and My little sister (Shifa Alfira)

Thank you always being by my side and supports me

All of my beloved friends

The readers of this thesis



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In the name of Allah, the beneficent and the merciful

Alhamdulillah, all praise be to Allah SWT the lord of the words for the blessing, the strength and guidance do the researcher was able to finish this thesis entitled **LANGUAGE LEARNING STRATEGIES USED BY GOOD LANGUAGE LEARNERS OF SMP MUHAMMADIYA CILONGOK REGENCY**. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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Purwokerto, Desember 27th 2023

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Abstract

This research is descriptive qualitative. This study aims to find out the language learning strategies used by good language learners of SMP Muhammadiyah Cilongok. In the process learning, there is way of each individual in acquiring the learning. The way is more familiar with learning strategy. However, as foreign language, students should have strategies to improve their language in learning English. Language learning strategies is one of the main factor that help determine how the students learn, the good language learners has some different ways in learning. Data were collected through observation and interview. Interview was used 12 characteristics of good language learner by Lightbown and Spanda's resembles Rubin and Thimpson' and language learning strategies that used by on O'Malley and Chamot that defined the kind of learning strategies is divided into three types, metacognitive, cognitive, and socio-affective strategies. The result of the study reveals that good language learners utilize a wide range of strategies to learn listening, reading, speaking, writing pronunciation and vocabulary.

Keyword: *Good language learner, language learning strategies*

TABLE OF CONTENTS

COVER	i
STATEMENT OF ORIGINALITY	ii
APPROVAL SHEET	iii
OFFICIAL NOTE OF SUPERVISOR	iv
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
TABLE OF CONTENTS.....	x
LIST OF APPENDICES	xii
LIST OF TABLE	xiii
CHAPTER 1 INTRODUCTION.....	1
A. Research Problem.....	1
B. Conceptual Definition	4
C. Research Question.....	5
D. Objectives and Significances of the Research.....	5
E. Previous Study.....	6
F. Structure of The Research	8
CHAPTER II THEORITICAL REVIEW.....	8
A. LANGUAGE LEARNING STRATEGIES	8
1. Definition of language learning strategies.....	8
2. Characteristics of Language Learning Strategies ..	11
3. Kinds of Language Learning Strategies	12
4. Function of Language Learning Strategies	14
B. Good Language Learner	18
1. Definition of Good Language Learner	18
2. Characteristics of Good Language Learner.....	19
3. Learning Style of Good Language Learning	21
CHAPTER III RESEARCH METHOD.....	25
A. Type of The Research.....	25

	B. Sources of Data	26
	C. Technique of Data Collection.....	26
	D. Technique of Data Analysis	28
CHAPTER IV	RESEARCH FINDING AND DISCUSSION	33
	A. Research Findings	33
	1. Language Learning Strategies of GLL.....	33
	2. Strategies of Language Learning	38
	B. Discussion	47
CHAPTER V	CONCLUSION AND SUGGESTION.....	51
	A. Conclusion.....	51
	B. Suggest	52

REFERENCES

APPENDICES



LIST OF APPENDICES

Appendix 1 : Permission Research Letter

Appendix 2 :

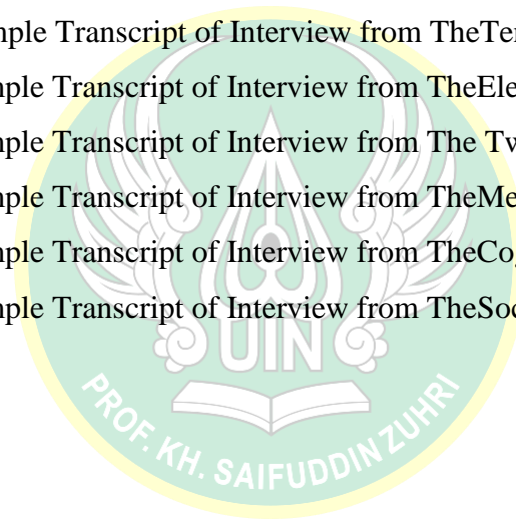
- **Interview guide with the student from eighth grade**
- **Interview guide with the student from ninth grade**

Appendix 3 : Research photos



LIST OF TABLE

Table 1	Example Transcript of Interview from The First Characteristics
Table 2	Example Transcript of Interview from TheSecond Characteristics
Table 3	Example Transcript of Interview from TheThird Characteristics
Table 4	Example Transcript of Interview from TheFourth Characteristics
Table 5	Example Transcript of Interview from TheFifth Characteristics
Table 6	Example Transcript of Interview from TheSixth Characteristics
Table 7	Example Transcript of Interview from TheSeventh Characteristics
Table 8	Example Transcript of Interview from TheEight Characteristics
Table 9	Example Transcript of Interview from TheNinth Characteristics
Table 10	Example Transcript of Interview from TheTen Characteristics
Table 11	Example Transcript of Interview from TheEleventh Characteristics
Table 12	Example Transcript of Interview from The Twelfth Characteristics
Table 13	Example Transcript of Interview from TheMetacognitive Aspect
Table 14	Example Transcript of Interview from TheCognitive Aspect
Table 15	Example Transcript of Interview from TheSocio-Affective Aspect



CHAPTER I

INTRODUCTION

A. Research Problem

Studies of good language learners have been developed since 1975. An epistemological reason for studying the phenomena of good language learners is that best practice can generate a good theory. An article entitled “*What can we learn from the good language learners?*” written by Rubin has inspired many researchers to conduct studies about good language learners. Joan Rubin herself has conducted at least two studies on successful foreign language learners.¹ The first research aims to explore the characteristics of successful learners; while the second research tries to investigate more deeply about the learning strategies that affect the success of foreign language learning. Then, in the second study, she was able to identify learning strategies that have a direct effect and learning strategies that have an indirect effect. Direct effects include guessing and thinking inductively, while the indirect effect is creating opportunities for practice.

It almost goes without saying that good language learners are motivated. Common sense and everyday experience suggest that the high achievers of this world have motivation, a word which derives from the Latin verb *movere* meaning to move. Thus, simply defined, we might say that motivation concerns what moves a person to make certain choices, to engage in action, and to persist in action. The need for personal motivation is a message that resonates across so many stories of major and minor human endeavor, whether in the singleminded dedication of an athlete pursuing an Olympic dream, the drive and ambition of a young executive aiming for the top of the corporate ladder, or the willpower and self-discipline of someone determined to lose weight or to give up smoking. Without motivation, success

¹ Haryanto Atmowardoyo, *Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar*, ELT Worldwide Vol. 8 No. 1, P. 28.

will be hard to come by, and the case of learning a second or foreign language is little different

Researches on learning styles and strategies have focused on a wide variety of questions and issues. These include the relationship between learning strategy preferences and of learner characteristics such as educational level, ethnic background and first language; the issue of whether effective learners share certain style and strategy preferences; whether strategies can be explicitly taught, and, if so, whether strategy training actually makes a difference to second language acquisition; and whether effective learners share attitudes towards, and patterns of language practice and use outside of the classroom.

Research have divided literature review into two sections. The first focuses on learning-how-to-learn, defining the key constructs 'learning styles' and 'learning strategies'. The second part of the review investigates the notion of the 'effective' language learner. The studies on defining the good language learner provide a basis for the understanding of what good language learners do in order to learn a second language. Finding and clarifying the strategies of successful language learners helps the teachers and researchers to teach these strategies to less successful learners.²

Researchers have asked language learners to describe their learning processes and strategies through retrospective interviews, stimulated recall interviews, questionnaires, written diaries and journals, and thinkaloud protocols concurrent with a learning task. Each of these methods has limitations, but each provides important insights into unobservable mental learning strategies. In retrospective interviews, learners are asked to describe what they were thinking or doing during a recently completed learning task.³The limitation is that students may forget some of the details of their

² Fateme Behabadi, *LEARNING STYLES AND CHARACTERISTICS OF GOOD LANGUAGE LEARNERS IN THE IRANIAN CONTEXT (A STUDY ON IELTS PARTICIPANTS)*, International Journal on New Trends in Education and Their Implications, April 2013, Volume: 4 Issue: 2 Article: 05 ISSN 1309-6249, P. 42.

³ O'Malley and Chamot, *Learning Strategies in Second Language Acquisition*, Cambridge University Press, 1990.

thought processes or may describe what they perceive as the “right” answer. A stimulated recall interview is more likely to accurately reveal students’ actual learning strategies during a task because students are videotaped while performing the task, and the interviewer then plays back the videotape, pausing as necessary, and asking students to describe their thoughts at specific moments during the task.

In SMP Muhammadiyah Cilongok, the school in which the researcher did the research, there some students who are said to include good language learner. In the process learning, there is a way of each individual in acquiring the learning. The way is more familiar with learning strategy. As foreign language, students should have strategies to improve their language in learning English. A good language learner are believed to take conscious steps or action to improve and regulate their language learning. It can do certain things because they have the prerequisite abilities to do so. Analyzing the type of learning strategies used by good language learner of SMP Muhammadiyah Cilongok.

To obtain the data, the researcher conducted preliminary research by an interview on 30th of Agust 2022 with Mr. Ragil, S. Pd.And Mrs. Rakhmawati N.F, S. Pd as an English teacher in SMP Muhammadiyah Cilongok. Based on the background above thus the researcher found a similar topic that happened in SMP Muhammadiyah Cilongok where there are students who could be called good language learners. They are different from other students both in class achievement and how they learn, therefore judging from the way they learn and their achievement, it can be concluded that they have good learning strategies to catch lesson easily. This can be a separate encouragement or motivation for other students.

Based on the about explanation, this research is necessary to be done for first the strategies that used by good language learners which become a model of successful language learning strategies.

B. Conceptual Definition

The Conceptual definitions in this research are:

1. Language Learning Strategies

Language Learning Strategy Focusing on the language learning strategies, research review some references related to language learning strategy. The first is Krashen. Professor Stephen Krashen introduces five hypotheses about language learning strategy. One hypothesis mentions that there are two kinds of language learning strategy. The first is conscious learning or formal learning. Conscious learning refers to the way the language learners in improving language skills by focusing on the language forms. Another strategy is popular as the subconscious learning or language acquisition. Subconscious learning refers the way language learners in improving language skills by communication practice with authentic media. The second is Malik and Asnur. They conducted a study entitled Using Social Media as a Learning Media of Foreign Language Students in Higher Education and find out that the YouTube and Instagram are the most popular media used as the media of foreign language students in higher education.⁴

Language learner strategies are the way a person do in their language study or learning by which their can more easily achive the goals of the language learning the determined. So, language learners use language learning strategies as a means to facilitate the acquisition of language and the use of information they receive, store, and recall.

2. Good Language Learners

Good language learners are either aware of how to record, remember and retrieve new information, or quickly learn the skills, and they readily seek opportunities to use it. They tend to become more involved with their host families and the community they are living in and they often want to get to know members of their community, practice English and build lasting relationships. Of course, not all of these 'good

⁴ Haryanto Atmowardoyo, *Learning Strategies*,...,P. 29.

language learners' have possessed all of these qualities simultaneously, but most developed them over time and put them to good use.⁵

C. Research Questions

This research is aimed to answer the following questions:

1. What language learning strategies used by good language learners of Smp Muhammadiyah Cilogok?
2. How do they language learners used the strategies in their language?

D. Objectives and Significances of The Research

1. The Objectives of This Research

The Objectives of this Research are:

- a. To find out the language learning strategies used by good language learners of SMP Muhammadiyah Cilogok.
- b. To explain how each strategies used by the good language learners of SMP Muhammadiyah Cilogok.

2. Significances of The Research

The study was expected to give contribution theoretical, pedagogical and also practical significances.

a. Theoretical Significances

The result of this study could give more additional knowledge and positive influence of “how language learning strategies by used good language learner”.

b. Pedagogical Significances

The result of this study could bring advances to the education world especially in English teaching.

c. Practical Significances

The result of this study certainly were useful for:

⁵ Sandee Thompson, *The 'Good Language Learner'*, TEFL/TESL Teaching Module 2, 2005, P. 3.

1) Teacher

The result of this study was beneficial for the teacher to implement language learning strategies by used good language learner, thus the teaching and learning process is not bored which make students low motivated for study.

2) Students

The result of this study can be used as material for efforts to improve their English skills to change the maximum rank acquisition.

3) For the Next Researcher

The result of this study was as secondary information to conduct other research about language learning strategies by used good language learner.

E. Previous Study

Based on several sources related to this research, the researcher shows several previous studies that have matched this research. Here is the result comparison between this research and the previous studies:

1. The research journal entitled “The Language Learning Strategies Used by Students of Merchant Marine Studies Polytechnics Makassar” This journal was written by Nilam Sari Rustam, Arifuddin Hamra arifhamra and Sukardi Weda, from university of Makassar. This journal declare that to investigate the kinds of language learning strategies the merchant marine polytechnics students use in learning English, how investigate the most dominant language learning strategies used by successful and unsuccessful students, and to find out whether or not the successful students employ different language learning strategies from the unsuccessful students. The similarity of this research that the kinds or some factors of language learning strategies. The different between the journal with the research are; The research journal used descriptive quantitative method, while the research are using qualitative method The

research journal used English skills test and a questionnaire survey, while my research using observation and interview

2. The research journal entitled “Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar” this journal written by Haryanto Atmowardoyo, Weda sukardi and Geminastiti Sakkir, from university Negri Makasar. This journal declare that results conducted with the aim of developing a theory of learning English as a foreign language. The other part has been reported in the article entitled Information Technology Used by Good Language Learners in Millennial Era in Solid State Technology. The similarity of this research that types of strategies in improving 4 skills, and used a descriptive research. The different between the journal with the research; Subjects were students of the 4th semester of English Department with 20% of the best academic achievement. The selected subjects were 40 students from the English Education Study Program and the English Literature Study Program, while the subject in the research just some students (in class 8 and 9) which can be said to be a good language learner.
3. The research journal entitled “Language Learning Strategies: A General Overview” this journal written by Abdal Maujod A Hardan, from university Anbar. The journal is mainly about the concept of language learning strategies discussing its definitions, types and classification, it will also discuss the use of language learning strategies among English language learner and the role of these strategies in promoting the process of language learning. The similarity of this research that was use qualitative approach. The different between the journal with the research; That research only discusses language learning strategies in general, and the subject also still general. While the subject of this research is good language learner in SMP Muhammadiyah Cilongok.

4. The fourth a Research Based Paper was written by Khairunnisa Dwilinda, with the title “Exploring a Good Language Learner’s Motivation”. The paper is mainly about the concept of language learning strategies discussing its motivations of good language learner. The similarity of this research that was how to reach success in language learning. The different between the paper with the research; That research only discuss the motivation’s of good language, and use quantitative data.

F. Structure of The Study

To make the readers of this research more easily follow the flow of this writing, this research is divides into five chapters and explained as follows:

Chapter I is the introduction. It consist of the background of the study, operational definition, research question, objective and significances of the research, review of relevant studies, literature review, research method, and structure of the research.

Chapter II explains the theories of the language learning strategies by used good language learner of SMP Muhammadiyah, which consist of explanations of those critical terms: Language learning strategies and Good language learner (GLL).

Chapter III describes the research method and deals with the research design, subject and object of the study, techniques of collecting data, and techniques of analyzing data

Chapter IV discusses about the result of the research, which consist of the language learning strategies by used good language learner of SMP Muhammadiyah, based interviews and observations.

Chapter V explains the conclusion and the suggestion of the research. In this chapter, the researcher concludes and give some advice related to the study.

CHAPTER II

THEORITICAL REVIEW

In this research, the researcher elaborates the theories correlated to the research that have been studied. The reviewed theories are about learning strategies by used good language learners.

A. LANGUAGE LEARNING STRATEGIES

1. Definition of language learning strategies

Before going to the language learning strategies, the writer would like to introduce the definition of it. According to Weinstein and Mayer in Macaro stated that language learning strategies are what learners engage during learning Involving behaviors and thoughts.⁹Meanwhile, Cohen stated that language learning strategies constituted the steps or actions consciously that selected by the learners.¹⁰

According to Oxford, a comprehensive about language learning strategies is specific actions, behaviors, steps, or techniques that student use to improve their own progress in developing skills in a second or foreign language.¹¹ These strategies can facilitate the student retrieving or using new language.

Based on some explanation by the experts above, it can be summarized that the definition of language learning strategies are all the actions involving behavior, steps, techniques and thoughts of the learners during the language learning in order to achieve better learning language. Language learning strategies' – referring to the conscious and semi-conscious thoughts and behaviours used by learners with the explicit goal of improving their knowledge and understanding of a target language.⁶ Oxford explained that the word 'strategy' comes from the term strategies. It is an ancient Greek term which is mostly used for war that means generalship or the art of war. The word strategies influences to any setting, including education. Oxford also drew learning strategies into two major

⁶ Andrew D. Cohen, *Focus on the Language Learner: Styles, Strategies and Motivation, An Introduction to Applied Linguistics*, HODDER EDUCATION, 2010, P 164.

divisions. They are direct and indirect learning strategy in which each of them has three parts. Furthermore, she mentioned that direct strategy is just like the performer in a stage while indirect strategy is the director of the play. Both performer and director have essential role to reach a successful performance. Performers (direct strategies) are the main actors that directly involved to the target language while the directors (indirect strategies) are indirectly involved to the target language, but they are important for general management in learning target language. Direct learning strategies consist of memory strategy, cognitive strategy and compensation strategy. Meanwhile, the indirect learning strategies consist of metacognitive strategy, affective strategy and social strategy.

A given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered. What makes a strategy positive and helpful for a given learner? A strategy is useful if the following conditions are present:

- a) The strategy relates well to the L2 task at hand.
- b) The strategy fits the particular student's learning style preferences to one degree or another, and
- c) The student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.⁷

Language learning strategies have received a considerable amount of significance since early the crucial role they are playing in language learning. Many scholars defined language learning strategies differently focusing on the way by learners to deal with the information they receive and what the kind of strategies they use. Language learning strategies are defined differently by many researchs. An early definition given by Rigeney who defines language learning strategies as the often-conscious

⁷ Rebecca Oxford, *Language Learning Styles and Strategies: An Overview*, University of Alabama at Birmingham, 2002, P. 8.

step or behaviours used by language learners to enhance the acquisition, storage, retention, recall, and use of new information. Lavine, and Crockall have the same idea as Rigeney about language learning strategies. They stated that language learning strategies are used to enhance and to facilitate language acquisitions. They referred to language learning strategies as “action, behavior, steps, or techniques such as seeking out target language conversation partners, or giving oneself encouragement to tackle a difficult language task used by learners to enhance learning. As further noted by these authors, such strategies facilitated the acquisition, storage, retrieval, and use of information.⁸

According to Wenden, language learning strategies can be defined from the aspect of language learning behaviours, such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learners’ strategic knowledge of language learning, and the effective view, such as learners’ motivation, attitude, ect. It is argued that three points of views can improve language learning.

Rubin defined language learning strategies as behaviours, steps, or techniques that language learners apply to facilitate language learning. Moreover, the definition by Oxford also included cognitive, emotional, and social aspects of language learning strategies that enhance learners’ language learning proficiency and self confidence. Next, Ghani defined language learning strategies as specific actions, behavior, steps or techniques that students frequently use to improve their progress in language learning developing skills; these can facilitate the internalization, storage, retrieval, or use of new language.⁹

Learning strategies are defined as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to

⁸ David Nunan, *The learning styles and strategies of effective language learners*, ACADEMIA Accelerating the world’s research, 39, May 2011, P. 147.

⁹ Abdalmajod A Hardan, *Language Learning Strategies: A general Overview*, Procedia Social and Behavioral Sciences, 2013, P. 1715.

enhance their own learning. When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful selfregulation of learning. Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social.¹⁰

Language learners use language learning strategies as a means to facilitate the acquisition of language and the use of information they receive, store, and recall. However many research accomplished many studies in the field of language learning strategies as it will be discussed in the next section.

2. Characteristic of Language Learning Strategies

In learning a new language, communicative competence becomes the main goal and strategies involve in the way to accomplish it. Oxford defined some basic features of learning strategies emphasizing in strategies that are not only focused on the development of communication competence in foreign language learning that can be seen on bellow:

- a. Contribute to the main goal, communicative competence
- b. Allow learners to become more self-directed
- c. Expand the role of teachers
- d. Are problem-oriented
- e. Are specific actions taken by the learner
- f. Involve many aspects of the learner, not just the cognitive
- g. Support learning both directly and indirectly
- h. Are not always observable
- i. Are often conscious
- j. Can be taught
- k. Are flexible
- l. Are influenced by a variety of factors.

¹⁰ Rebecca Oxford, *Language Learning Styles and Strategies: An Overview*, Oxford, GALA, 2003, P. 2.

Strategies influence students' habit in learning because it allows students to be independent student and learn responsibly. To make student learn independently and responsibly, teachers have the new roles to make it happens. Teacher is expected to be someone who can identify students' learning strategy and train them in learning strategies. In learning activities, many problems will occur where strategies, as a tool, contribute to solve them. Based on the problems that occur, students will also take specific actions or behavior in solving their problem to improve their learning. Language learning strategies are not only talking about cognitive aspect but also many aspects of learners, such as metacognitive, affective, and social. Those other aspects influence indirectly to students learning while a language itself affect directly and both have an equal position to support each other. Not all language learning strategies are visible. There are several strategies that cannot be seen even teachers observe them intensively, such as memorizing or some strategies are used outside the class. When strategies are used, it is usually used consciously. To use appropriate strategies consciously, training of strategies are need to learn and apply the suitable strategies in any situation. Many strategies are used as much as situations happen. In applying strategies, there is no guaranteed to follow the steps for every situation. It depend son students' flexibility in the way their learning activities. In addition, language learning strategies are affected by many factors, inside and outside the learners like motivation.

3. Kinds of Language Learning Strategies

There are many linguists differentiate on the categorization of learning strategies. They have different opinion on classifying it. The following discussion discusses about different beliefs of learning strategies classification.

In the journal of *Language Learning Strategies Among EFL/ESL Learners: A Review of Literature*, language learning strategies have been classified into five groups by Stern's, which are:

- a. Management and planning strategies which allow learners to connect with learner's purpose to control his own learning.
- b. Cognitive strategies which refer to procedures and activities which learners apply to learn or remember the materials and solve the problems.
- c. Communicative strategies which involve the use of verbal or nonverbal instrument for the useful transfer of knowledge.
- d. Interpretational strategies which monitor the learners "development and evaluates their performance.
- e. Affective strategies which make learners aware of emotions such as unfamiliarity or confusion, and try to build positive feelings towards the target language in the learning activities.¹¹

On the other hand, Rubin as the pioneer of learning strategy categorized learning strategies into three major. The first is learning strategies. Learning strategies have two main types; cognitive learning strategies and metacognitive learning strategies. In cognitive learning strategies, it refers to problem-solving that required deeper analysis about learning materials. While metacognitive learning strategies, it refers to self-direct language learning.¹² The communication understanding the meaning of the speakers.¹³ The last is social strategies which the objective is to expose target language and practice it.

Another opinions based on O'Malley and Chamot that defined the kind of learning strategies is divided into three types, metacognitive, cognitive, and socio-affective strategies.¹⁴

¹¹Pezhman Zare, Language Learning Strategies Among EFL/ESL Learners: A Review of Literature, *International Journal of Humanities and Social Science*, Vol.2, No.5, 2012,P. 166

¹²Murat Hismanoglu, Language Learning Strategies in Foreign Language Learning and Teaching, *The Internet TESL Journal*, Vol. VI, No.8, 2000.

¹³ Hismanoglu, Language Learning Strategies in Foreign Language Learning and Teaching,.... P. 87

¹⁴ Murat Hismanoglu, Language Learning,...

a. Metacognitive strategies

This strategy involves process such as planning for learning, thinking about their learning process, self-correctness, and evaluating learning after an activity is completed. The example of this strategy is planning and self-monitoring.

b. Cognitive strategies

This strategy involves direct learning process about the learning material itself and have limited specific learning task. The example of this strategy is repetition and making inference.

c. Socio-Affective strategies

This kind of strategy has close relationship with social activity and interacting with the other. The example of socio-affective strategies is cooperation and question for clarification.¹⁵

Another kind of language learning strategies came from Oxford. Based on her, language learning strategies are divided into two types; direct strategies and indirect strategies. In direct strategies, it divided into three which are memory strategies, cognitive strategies and compensation strategies. While in indirect strategies also divided into three, which are metacognitive strategies, affective strategies and social strategies.

4. Function of Language Learning Strategies

The scope in each of those strategies will be elaborated as follows:

a. Memory Strategies.

This is a kind of strategy which is claimed by Oxford as the strategy that has been used for thousands years, it is also sometimes called mnemonic. This strategy has four categories; creating mental linkages, applying images and sounds, reviewing well, and employing action. *Creating mental link ages* can be applied through) grouping or classifying language materials into meaningful units based on the topic, 2) associating or elaborating new language information to the concept that already in memory, or3) placing new words into a meaningful

¹⁵ J.MichaelO'MalleyandAnnaUhlChamot, *Op.Cit.*,P44—45.

context. In *applying images and sounds*, it can be applied by 1) using visual imagery to remember something, 2) making a semantic mapping, such as drawing a diagram of key concept at the center or the top, and then linked the key concept by lines or arrows, 3) remembering new words using key words, or 4) remembering new language information according to its sounds. In *reviewing well*, it can be done by structured reviewing. And the last is *employing action*, is achieved by 1) using physical response or action, or 2) using mechanical techniques in moving or changing something in order to remember the language.

b. Cognitive Strategies.

Different from the previous strategy, the cognitive strategy had been mentioned by several experts before Oxford did. Cognitive strategies described as the strategies that enable the learners to interact with the material by manipulating it mentally such as grouping the items or taking note on important information to be remembered. This strategy is a conscious way in processing the target language. It involves four categories as well; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. *Practicing* consists of 1) repeating, rehearsing, and imitating the language, 2) formally practicing sounds and writing system, 3) aware in recognizing and using formula or patterns, 4) recombining known elements in a new ways, and 5) practicing the new language in natural ways. In *receiving and sending messages* involves 1) getting the idea quickly by skimming and scanning, and 2) using print or non-print resource to understanding coming and producing messages. *Analyzing and reasoning* includes 1) using general rules and applying them to the target language in order to reasoning deductively, 2) analyzing expression in order to understand the meaning of the whole expression, 3) analyzing contrastively, such as comparing elements like sounds, vocabulary, or grammar to determine the similarities and differences, 4) translating as the basic for understanding and producing

the language, and 5) transferring the knowledge, concepts, or structure from one language to another. And the last is *creating structure for input and output* which requires 1) taking notes specific ideas or topics, 2) making, or 3) high light in important information in the passage.

c. Compensation Strategies.

This is valuable for the language learners to solve the knowledge limitation problems both to understand and to produce language. Compensation strategies enable learners to use the language either in speaking and writing even lack of the knowledge. In this strategy consists of guessing intelligently, and overcoming limitations in speaking and writing. *Guessing intelligently* can be achieved by 1) using linguistic clues such as seeking and using language-based clues for guess the meaning what is heard or read in the language, or 2) using other clues such as seeking and using clues that not language-based in order to guess the meaning of the language. Next is *overcoming limitations in speaking and writing* can be achieved by 1) switching to the mother tongue, 2) asking someone for help, 3) using mime or gesture, 4) avoiding communication partially or totally, 5) selecting the topic in order to direct communication, 6) adjusting or approximating the message, 7) coining the words to communicate the desire idea, and 8) using synonym.

d. Metacognitive Strategies

In which has function for general management of learning. The involved strategies concentrate to centering, arranging, planning and evaluating learning. It allows learners to control their cognitive in order to coordinate the learning process. This strategy consists of centering your learning, arranging and planning your learning, and evaluating your learning. In *centering your learning* includes 1) overviewing materials and link it with what already known, 2) paying attention, or 3) delaying speech to focus on listening. *Arranging and planning your*

learning steps can be achieved by 1) find out how language works, 2) organizing the condition of learning to becoming optimal learning, 3) setting aims for language learning, 4) identifying the purpose of language task, 5) planning for language task, or 6) seeking practice for opportunities. And in *evaluating your learning* involves self-monitoring and self-evaluating.

e. Affective Strategies

That the affective strategies are essential to control the language learners' learning in the sense of emotions, attitudes, motivations and values. It consists of lowering anxiety, encouraging yourself, and taking your emotional temperature. In *lowering anxiety* can be described as 1) using technique to alternate the tense by deep breathing or meditation, or 2) using music, or 3) using laughter. While *encouraging yourself* includes of 1) making positive statements, 2) taking risk wisely, or 3) give reward for yourself. Last is *taking emotional temperature* can be achieved by 1) understand the condition of yourself, 2) use checklist to discover feelings, attitudes and motivation, 3) writing a language learning diary, or 4) discuss your feeling with other.

f. Social Strategies

Language and social behavior are two things that cannot be separated, because the actualization of language is in communication. This strategy facilitates language learning through interaction with others. It consists of asking questions, cooperating with others, and empathizing with others. *Asking questions* can be described as 1) asking clarification or verification, or 2) asking for correction. Meanwhile, *cooperating with others* can be applied by 1) cooperating with peers, or 2) cooperating with proficient user or native speaker of the language. And last is *empathizing with others* involves 1) developing cultural understanding, and 2) becoming aware of others' thoughts and feelings.

There are three reasons proposed by Chang to delineate why language learning strategies are important. First, learners' language

learning may become more efficient and effective by using appropriate learning strategies. Learners take certain actions which have been referred to as learning strategies to help learning smoother, faster, and more effective. Second, the use of language learning strategies, according to Wenden's viewpoint, is to fulfill the goal of facilitating learner autonomy. Since language learning is a lifelong task and learning the language only through teacher' instruction in classroom is not enough. Hence, students should develop their autonomous ability for learning outside the college. Third, language learning strategies are supplementary means to solve the difficulties learners encountered in second language learning. In this way, the process of language learning will be facilitated and improved with the higher frequency of using appropriate learning strategies.¹⁶

B. Good Language Learner

1. Definition of good language learner

Good language learner are either aware of how to record, remember and retrieve new information, or quickly learn the skills, and they readily seek opportunities to use it. They tend to become more involved with their host families and the community they are living in and they often want to get to know members of their community, practice English and build lasting relationships. Of course, not all of these 'good language learners' have possessed all of these qualities simultaneously, but most developed them over time and put them to good use.

Early researchers tended to make lists of strategies and other features presumed to be essential for all "Good Language Learner" Rubin. The main goal in learning a language is how student can be a good language learner because there is an awareness of learners that learning English is very important thing for us, that's why language learners try to

¹⁶ Nilam Sari Rustam, *The Language Learning Strategies Used by Students of Merchant Marine Studies Polytechnics Makassar*, Makasar, Indonesia, P 79-80.

know how to learn a language, not just what to learn. By knowing the characteristics of good language learners can help students increase their language learning efficiency.¹⁷

2. Characteristics of GLL

Most of early the studies in the field of language learning strategies focused on identifying the characteristics of good language learner. Identifying and discussing the strategies used by good language learners are considered as a good way to make the learners aware of the notion of language learning strategies.

Rubin & Thompson mention the following characteristics for good language learners:

- a. Good language learners find their own and take charge of their meaning. They determine the methods that are best for them as individual learners. They learn from others and experiment with different methods.
- b. Good language learners organize their study of the language and they organize information about the language they study.
- c. Good language learners are creative. They understand that language is creative. They experiment with the language and play with grammar, words and sounds.
- d. Good language learners make their own opportunities for practicing the language inside and outside of the classroom.
- e. Good language learners learn to live with uncertainty by focusing on the meaning of what they can understand, by not getting flustered, and by continuing to talk or listen without necessarily understanding every word.
- f. Good language learners use mnemonics and other memory strategies to recall what they are learning.

¹⁷Claudia Finkbeiner, *Culture and good language learners*, Cambridge University Press, 2008, P. 3.

- g. Good language learners make errors work for them and not against them.
- h. Good language learners use linguistic knowledge, including knowledge of their first language, in learning a second language.
- i. Good language learners use contextual clues to aid their comprehension of the language. They maximize use of all potential contexts around the language attended to for enhancing comprehension.
- j. Good language learners learn to make intelligent guesses.
- k. Good language learners learn chunks of language as wholes and formalized routines to help them perform beyond their competence. For example, they may learn idioms, proverbs, or other phrases knowing what the whole phrase means without necessarily understanding each individual part.
- l. Good language learners learn certain tricks that keep conversation going.
- m. Good language learners learn certain production techniques that also fill in the gaps in their own competence.
- n. Good language learners learn different styles of speech or writing to learn to vary their language according to the formality of the situation.

Wenden stated that there are nine characteristics of a good language learner, they are:

- a. Good language learners find a style of learning that suits them.
- b. Good language learners are actively involved in the language learning process.
- c. Good language learners try to figure out how the language works.
- d. Good language learners know that language is used to communicate.
- e. Good language learners learn to think in the language.
- f. Good language learners realize that language learning is not easy.
- g. Good language learners have a long term commitment to language learning.

Lightbown and Spada's list resembles Rubin and Thompson's but they thought learners should also have a high intelligence, good academic skills and enjoy the process of learning. They implied that if a learner had good skills and was able to learn other subjects, they could then apply those same skills (ex. looking for patterns etc.) to learning a language. The researcher use theory from Lightbown and Spada's Characteristics of a 'Good Language Learners'

1. Good learners are willing and accurate guessers.
2. Good learners are willing to make mistakes.
3. Good learners try to communicate even without language.
4. Good learners look for patterns.
5. Good learners practice whenever possible.
6. Good learners analyse their own speech.
7. Good learners pay attention to their own standards.
8. Good learners enjoy grammar.
9. Good learners begin learning in childhood.
10. Good learners have above average IQs.
11. Good learners have good academic skills.
12. Good learners have good self image and self confidence.¹⁸

3. Learning Style of GLL

In the present era one of the most important issues in the learner centered pedagogical setting is the learning approach of the students which includes the varied learning style preference of the individuals in any language learning. In the process of learning a language particularly a second language, there are many factors including age, gender, motivation, intelligence, anxiety level, learning strategies and language learning styles that determine the academic success of learners. Students learn in different ways - by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing etc. The

¹⁸ Ovie kholillatus shofia, *The 'Good Language Learner'*, ACADEMIA Accelerating the world's research, P 4-5.

ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual's learning style. Since the learning style is one of the predominant factors which influence the students' success play a crucial role in the learning process, teachers and educators should not ignore the identification of their students learning styles. Awareness of the students' preferred learning styles can help teachers implement effective teaching strategies that promote student engagement and learning.¹⁹

Learning styles are not dichotomous (black or white, present or absent). Learning styles generally operate on a continuum or on multiple, intersecting continua. For example, a person might be more extraverted than introverted, or more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. Few if any people could be classified as having all or nothing in any of these categories.²⁰

By considering the student learning styles, instructors can design effective learning activities and create a positive learning environment that increases student engagement. When students engage in the lessons or classroom activities, it is likely that they can process and retain information better. Furthermore, engagement in the classroom has been shown to be associated with desired outcomes such as greater student satisfaction, better attendance, higher grade point averages and test scores, and perseverance.

Learning styles are the general approaches –for example, global or analytic, auditory or visual –that students use in acquiring a new language or in learning any other subject. These styles are the overall patterns that give general direction to learning behavior. Learning style is the

¹⁹ Sudarat Payaprom, *Identifying learning styles of language learners: A useful step in moving towards the learner-centred approach*, JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES, 2020, page 61.

²⁰ Medeline Ehrman, *Adult Language Learning Styles and Strategies in an Intensive Training Setting*, The Modern Language Journal, Vol 74, No. 3, Jan 2008, P 312.

biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others.

Language learning styles and strategies are among the main factors that help determine how –and how well –our students learn a second or foreign language. A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted. Following the tradition in our field, the term “L2” is used in this chapter to refer to either a second or a foreign language.

a. Perceptual Learning Style Preference Model

Reid has developed learning style model and instrument called Perceptual Learning Style Preference Questionnaire (PLSPQ) particularly for learners of foreign language based on how students learn best using their perceptions: visual, auditory and kinesthetic preferences and also two social aspects of learning: group and individual preferences.

1. Visual: Visual students like to read and obtain information from visual stimulation. These learners prefer using pictures, imageries, and spatial perceptions.
2. Auditory: Auditory students are comfortable without visual input and learn from unembellished lectures, conversations, and oral directions.
3. Kinesthetic: Kinesthetic students like lots of hands on movement and enjoy working. They favor using body, hands, and tactile sense.

b. Social Learning Styles

1. Group (interpersonal): They favor learning in groups or with other people.

2. Individual (intrapersonal): They prefer to work alone and to be a self reader.²¹



²¹ K. Karthigeyan, *Learning Style Preference of English Language Learners*, EDUCATIONAL CONFAB, Vol. 2, No. 1, Jan 2013, P 135.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describe the research methodology. It provided the method of research design, data, and data source, the technique of data collection, the technique of data verification, and data analysis.

A. Type of The Research

The type of research conducted by the researcher was a field research. It meant the researcher collected data and observed information procured from the respondent directly by visiting the location of the research. As Rangarajan and Shields elaborate that descriptive research is a tool to describe data and characteristics of the population or phenomenon being studied²². Descriptive qualitative data collection methods play an important role in the impact of evaluation by providing useful information to understand the processes behind observed results and assess changes in people's perceptions of their well-being. Furthermore, qualitative methods can be used to improve the quality of survey-based quantitative evaluations by helping generate evaluation hypothesis; strengthening the design of survey questionnaires, and expanding or clarifying quantitative evaluation findings

This research conducted in the first and second grade in SMP Muhammadiyah Cilongok Regency in the academic year 2022/2023. This research was a descriptive qualitative method to categorize Language Learning Strategies Used By Good Language Learners of SMP Muhammadiyah Cilongok Regency. The qualitative methodology means that all knowledge was qualified and has holistic following the studies are justifiable.²³ Therefore, the descriptive was not to inspect the hypothesis. However, it represented the data on the research field.

²²Patricia M. Shields and Nandhini Rangarajan, *A Playbook for Research Methods: Integrating Conceptual Frameworks and Project Management*, (USA: New Forums Press, 2013), pp. 109—158.

²³ David Nunan, *Research...*, P. 24

B. Sources of Data

a. Location of The Research

The research took place in SMP Muhammadiyah Cilongok Regency which was located in Jl. Pernasidi Mosque, Pernasidi, Kec. Cilongok, Kab, Banyumas, Central Java.

b. Subject of The Research

The researcher involved the subjects of the research as an English teacher, two students of eighth and ninth grade and their parents. The reason of the researcher chooses two students is they were chosen by asking first to their English teachers. Researcher inspect two student which use language learning strategies to help learned or more easily learn English subject.

c. Object of The Research

The object of the research means the data source that indirectly provides to the researcher. This data source in this research is to know the students' learning strategies.

C. Technique of Data Collection

Techniques of data collection could use the interview, observations and the combination of those. The researcher conducted the interview, observation, and documentation to collect data. Here are the data collection techniques used by the researcher:

1. Observation

In this research, the researcher observed the situation of the learning process at the classroom. This observation refers to some students who are good language learner. It aimed to answer to the first research question that proposed to analyze the good language learners at SMP Muhammadiyah Cilongok. According to Frankel and Wallen, there were two kinds of observation. They were participant observation and non-participant observation. Participant observation was the participation of the researcher in the situation when they did an observation. On the other

hand, Non-participant did not give participation in the observation activity. Adopted from Abiq Zaqia, the researcher chooses non-participant observation. The researcher was looking at the learning and teaching activities in a classroom. It was in the classroom and taking field notes to advance the data.

2. Interview

Interviewing is a way to collect data through a questioning and verbal response procedure conducted in one direction, with the interview providing the data. An interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer, who ask question and is interviewed, that provides the answer to that question. The main future of the interview is direct contact face-to-face between information seekers and information sources. In the interview, a variety of questions have been prepared, but various other questions arise when researching. Through this interview, the researcher explores data, information, and framework of information from research subject. The interview technique conducted is a guided free interview, meaning that the questions uttered not glued to the interview gued with the guide and can deepened or developed according to the situation and conditions field. In this research, the researcher conducted interviews with language learning strategies that used two good language learning of eighth and ninth in SMP Muhammadiyah Cilongok. To strengthen the researcher interviewed English teacher in each class.

3. Documentation

The use of documentation has long been used in research as a source of data because in many cases documents are sources data is used to test, interpret, and even predict. There is documentation for support data. Documentation is about record or note of activities shaped picture, file, written text, and others that are used to research evidence from the researcher. It is important to note here that qualitative research requires robust data collection techniques and the documentation of the research

procedure. Detailed information about how the study was designed and conducted should be provided in the research report. Documents that maybe used for systematic evaluation as part of a study take a variety of forms. They include advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters and memoranda; maps and charts; newspapers (clippings/articles); press releases; program proposals, application forms, and summaries; radio and television program scripts; organizational or institutional reports; survey data; and various public records. Scrapbooks and photo albums can also furnish documentary material for research purposes. These types of documents are found in libraries, newspaper archives, historical society offices, and organizational or institutional files.

D. Technique of Data Analysis

According to Bodgan as cited in Sugiyono, data analysis is the process of searching and arranging the interview sheets or interview transcript, and other materials that accumulated to increase the understanding to enable in present the data to others.²⁴ In this research, the researcher used the steps proposed by Creswell to analyze the data, which are divided into some steps. Those are:

1. Collecting the data

In collecting the data, the researcher uses interview and observation with the teachers and students, the sources of the language learning strategies by used good language learners. In this research, the research use unstructured interview by asking questions to the teachers as an English teacher by asking who is classified as good language learners. Thereafter, observing these students while participating the learning

²⁴ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif dan R&D*, P 334

inclass the following week the researchers began interviewing the main sources, two students from eighth and ninth grade

2. Preparing the data for analysis

The second step in analyzing data is preparing data for analysis. In analyzing the data, there some things that should be prepared such as the notes during the interview with Mrs. Rakhmawati N.F, S. Pd and Mr. Ragil, S. Pd as an English teachers. It was needed to choose which data that appropriated to be used in research.

3. Reading through the data

After preparing the data for analysis, the researcher should read the data and understanding it. Reading the data will ease the researcher in analyzing the data and separate each data that has been found during the process of collecting the data. After reading the data, the researcher should be coding the data to make it easy to prepare the data analysis.

4. Coding the subjects of the data

The next step is coding the subjects of data. Coding means the process of sorting data that have been collected. So, the process of coding data used a similar code to the similar data so it can replace the original data contiguity-based ordering.²⁵ Moreover, coding defines as a method to this cover the sections of data.

The functions of coding the data are as a way to patterning, classifying, and recognizing the data into the emergent categories for futher analysis. It is often a word or short phrase that can give the symbol or assigns a summative, essence-capturing, salient, and /or avocative attribute for visual data.²⁶ This research is used code for coding the subject of the research. The first teacher of eighth grade is as T1, teacher of ninth

²⁵ Joseph A. Maxwell, and Margaret Chmiel, "Notes Toward a Theory of Qualitative Data Analysis", in *"The Sage Handbook of Qualitative Data Analysis"* by Uwe Flick, United Kingdom: SAGE Publications, 2014, P 23

²⁶ Jhony Saldana, "Coding ans Analysis Strategies" in *"The Oxford Handbook of Qualitative Research"* by Patricia Leavy, USA: Oxford University Press, 2014, P 284

grade is as T2. The last, for code student of eighth is as S1 and student of ninth grade is as S2.

5. Coding the next to be describe

After coding the text, then the data makes into descriptive. The first data got by the researcher should be discussed in the form of descriptive text. This research uses several techniques based on Miles and Huberman model to carry out the steps in analyzing the data. Those are:

1. Data reduction

Data reduction was the process of input and picking the data that seem in written-up field notes or recorded allowing needing ordinary criteria. Data reduction followed when the researcher selected a conceptual outline, research question, research drawback, and instrument for this research. Besides, during the process of collecting data, it should continue working together actively thru the respite of gears until the process of writing. The process included observation, research report, interview, data summaries, coding, and other data that must be designated and reduced.²⁷ From the description above, the researcher prepared them in brief, as the concentration essential findings and the principle of all the experiences that have been studied.

In collecting the data, the researcher interviewed with Mrs. Rakhmawati N.F, S. Pd and Mr. Ragil, S. Pd as an English teachers and interviewed two students in eighth and ninth grade as good language learners. It was needed to choose which data that appropriated to be used in research. Focus on data that was related to the research was important to avoided the things that out of the research. To reduced the data, the researcher collected the data, chose the appropriate data related with the indicators, such as: usability, contents, and learning output then remove unnecessary data that does not related with those indicators.

²⁷ Mathew B. Miles and A. Michael Huberman,,,,,P 432.

2. Drawing Conclusion and Verification

Reducing and displaying data had a purpose to backing in concluding; this was the aim for reduction and displaying data. The Representation of conclusions must followed reduction and displaying data. Conclusions would be the form of proposals that have to pull and need to be verified.²⁸ The third part of the analysis was also conclusions drawing and verifying data. It contained emerging propositions and is theoretically distinct from the other parts.²⁹ Verification is the process deciding the validity and accuracy of the data research. Likewise, validity is the process of making accuracy meaningfulness of the data that has been collected during the researcher. To get the valid data, the ways that should be done is the process of triangulation data, number checking, and collaboration.³⁰ Triangulation is a process of checking the truth (verification) by incorporating three different viewpoints and kinds of informants. Triangulation help to improve the quality of the research finding. Triangulation also can be defined as the use of at least three independent techniques of collecting data to observe a phenomenon or problem so that it can help to ensure the quality of data research.³¹ So in other words, triangulation is the process of collecting the data to improve the quality of the findings. Moreover, triangulation has many benefits such as imperfection of the data, increase confidence in the result of the research, and it can raise follow-up questions. It is needed to check whether the supporting data of this research is valid. The conclusion of this research will depend on the data found in the field. In this research, the researcher will conclude and verify the data

²⁸ Diah Kusumaningrum, "Teachers Problem,,,,,P. 79.

²⁹ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill Companies, 2009), P. 40.

³⁰ Glenda Nugent, Sakil Malik, and Sandra Holingsworth. A Pratical Guide to Action Research for Literacy, USA: International Reading Association, Nokia Corporation, and Pearson Foundation, 2012, p 36

³¹ Glenda Nugent, Sakil Malik, and Sandra Holingsworth. A Pratical Guide,,,,,P. 37

after the process of rechecking, reducing, and serving the data. So, the credible data conclusion can be found after all that process is done.

In this section, the researcher makes the accuracy and validity through the data of interview, observation, and documentation. The researcher determines whether the result of interview match up with the result of observation and documentation through reading the data, check the data, and serving the valid data.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the research presented about detailed findings and discussion. This research discussed about *language learning strategies by used good language learners in SMP Muhammadiyah Cilongok Regency*. This research was obtained by observation and interview with the student of eight grade and nine grade, and they teacher of each class. This chapter was divided into several explanations as below.

A. Research Findings

The outcome of this study is described in language learning strategies by used good language learners. How do they language learners use the strategies in their language? Furthermore, these data findings are connected to the student's strategies to more easily in English learning.

1. Language Learning Strategies of Good Language Learners

a. The Profile of Good Language Learners

In this research, the researcher found two subject of eighth and ninth grade, students who were include in the category of good language learners. In eight grade the researcher found one student, namely Andara Edji Nazwarani (S1). She is students in SMP Muhammadiyah Cilongok, she was born on the date 08th of June 2009. She lived in Jatisaba RT. 03/02, and then she has hobby of reading, sport and listen the music. From ninth grade Rishfiana Aulia Putri (S2), she is also student in SMP Muhammadiyah Colongok. She was born on the date 08th January 2008. She lived in Jatisaba RT. 02/02 Cilongok. She has hobby of reading and listen the music, and have dream of becoming an English teacher.

As in the previous discussion these students are good language learner who are included in category of characteristics of a good language learner by Lightbown and Spanda's resembles Rubin and Thimpson'.

1) Interview from students

The interview was done to 2 students of SMP Muhammadiyah Cilongok on Friday, August 30 until 21 October 2022. The interview for students each 12 questions in characteristic of GLL.

- a) Good learners are willing and accurate guessers.

Table 1: example transcript of interview from The First Characteristics

Excerptofinterview:
S1: "One thing that encourages me to be able to understand correctly is more curiosity, so that when there are questions or quizzes from the teacher I don't just answer, I read again or memorize the material that has been taught so that the answers I gives will be correct and precies".
S2: "if I can't understand every important word in a spoken or written sentence, I attempt to guess the word from context, when doing this, I will ask my speaking partner to repeat the sentence or rephrase it, so that another educated guess can be made"

- b) Good learners are willing to make mistakes.

Table 2: example transcript of interview from the second characteristics

Excerptofinterview:
S1: "I think learning is about daring to try make mistakes, not about answering perfectly. Because when we don't know and we dare to try and maybe it turns out the answer is still wrong, the teacher will definitely correct it with the correct answer precisely because we try we will know and understand better. Of course, some of the guessing will lead to mistakes and maybe even some embrrasement, but learn from mistakes it be better".
S2: (the answer similarity)

- c) Good learners try to communicate even without language.

Table 3: example transcript of interview from the third characteristics

<p>Excerptofinterview:</p> <p><i>S1: "I rarely use non-verbal communication in learning English, maybe for normal communication or casual conversation not for learning or improving my speaking skill".</i></p> <p><i>S2: "I have never communicated without language"</i></p>

- d) Good learners look for patterns.

Table 4: example transcript of interview from the fourth characteristics

<p>Excerptofinterview:</p> <p><i>S1: "When communicating or honing these 4 skills, I pay attention to patterns as much as I can because a good language learner will use the patterns that should be".</i></p> <p><i>S2:(the answer similarity)</i></p>

- e) Good learners practice whenever possible.

Table 5: example transcript of interview from the fifth characteristics

<p>Excerptofinterview:</p> <p><i>S1: "Yes, I always to try practice, I told myself that if I wanted to get good my skills I needed constant practice. Practice makes perfect, and it's the same for learning a language. The more I practice, the better I get in English language learning. For example, in speaking skill, I often communicating in English. Usually I try communicatewith myself, and to practice pronunciation, I watch the movie. In listening skill, I often to listen the music and soon. In</i></p>

reading skill I like to read the comics or novel, and complete the assignments/exercises”.

S2:(the answer similarity)

- f) Good learners analyze their own speech.

Table 6: example transcript of interview from the sixth characteristics

Excerptofinterview:

S1:”In my opinion analyze the own speech should pay attention, and will attempt to match the speech and smoothness of his fluency with that of my speaking partner”

S2:”the more often I listen and have conversation in English and also hone other skills, the more fluent I will be in speaking, listening, reading and writing, I will get used to it and know little by little and can analyze what I speech

- g) Good learners pay attention to their own standards.

Table 7: example transcript of interview from the seventh characteristics

Excerptofinterview:

S1: “As a student, I should change the knowledge to tear down what’s poorly constructed.

S2: (the answer similarity)

- h) Good learners enjoy grammar.

Table 8: example transcript of interview from the eight characteristics

Excerptofinterview:

S1: “Because my stage is stilllearning. So, I pay less attention to grammar, I enjoy it more without using

grammar. Maybe in the future I will try to practice by paying attention to grammar properly and correctly”

S2: “I stay focused on speaking English and not worry too much about grammar first, I do this so that I feel comfortable when speaking, but that doesn’t mean I always ignore grammar, I will learn”

- i) Good learners begin learning in childhood.

Table 9: example transcript of interview from the nine characteristics

Excerpt of interview:

S1: “Yes, I studied English since elementary school, because in elementary school I started to like English lessons. Initially I was interested because the teacher’s delivery was very interesting and easy to understand. The learning process was also fun. Then I started to learn English little by little to increase knowledge in English lessons, my parents are also very supporting”.

S1: “I like English lessons since 4th grade, because at the time I got good grade and from that moment the urge to learn English began to increase, beside that a also got encouragement from my parents”

- j) Good learners have above average IQs.

Table 10: example transcript of interview from the ten characteristics

Excerpt of interview:

S1: “117”

S2: “”120”

- k) Good learners have good academic skills.

Table 11: example transcript of interview from the eleventh characteristics

Excerptofinterview:

S1: "Alhamduillah, since elementary school in English lesson I got good grades. I always in the top 3, I also won 3rd place in an English speech contest"

S2: "I'm proud for myself so far, the value I got never disappoint and in the top 3 to"

- l) Good learners have good self image and self confidence.

Table 12: example transcript of interview from the twelfth characteristics

Excerptofinterview:

S1: "In my opinion, self confidence is obtained from myself, encouragement from others, taking risk, and scaffolding or support provided by teachers or friends of the target language. With self confidence, motivation and constant practice, most people can be successful at language learning."

S2: "I increase my self-confidence to Mastery of language learning will then be of great benefit as it will open doors for new ideas and acquaintance with new people and others"

2. Strategies of Language Learning

In the observation that the researcher conducted on 30th of August with the English teacher of eight grade, that student was one of the more active students in class compared to other students. The students gets the highest score in English class. Then on 18th of October the researcher made a second observation in the classroom to get more information. The researcher observed carefully during the learning process, and can be concluded that these students are really active and not to be shy and

afraid to ask question that do not understand. These students also very enthusiastic when the teacher gives quiz and when the teacher ask about last material the student not hesitate to review in front of the class.

Moreover, Rishfiana from ninth grade have also participated in an English speaking competition and won 3rd place in fourth grade of elementary school. So, that also makes the student interested in learning English. There are many reasons that make the students interested in learning English. According to the students English is pleasant, the language is easy to understand if study hard. Others motivations that the students like to be listen and watching movie in English language, then the students write the vocabulary and imitated the pronunciation to improve English skills.

The result is based on interview and observation methods, to know the good language learner use learning strategies

a) Inside the class

Based on observations and interview in class, the students are usually more active. The students don't hesitate to ask the teacher and dare to answer the questions that teacher gives. Have a sense of courage and criticality to ask questions and ask for explanations from the teacher if there is material or questions that are difficult to understand and solve. While, before start the English class the students read the material first. Besides the student's vocabulary limitations will have an impact in their comprehension ability. Students with a limited vocabulary will have a harder time understanding the content of the book, making it more difficult for them to get the information contained the rein.

b) Outside the class

Students outside the class also have a way to more improve English skills. There are many ways can do to improve their English skills at home, including the students really like listening to music and watching movies in English. The students usually choose their

favorite music and movies with subtitle. Then listen to the video multiple times and read the subtitles to get a good understanding of the content and general flow. Play it back to listen clearly how the native speaker speak and pronounces each word. Next, it's time for the students to imitate the narrator sentence by sentence, play video to listen again pause and then imitate way of speaking. Then record if necessary to evaluate differences or similarities and repeat the step until the end of the movie or music. The students also have certain times which are usually their favorite time to study. Including students who are used to studying in the afternoon after coming home from school, at night, in the morning after subuh and also before start the lesson.

As in the previous discussion these students have language learning strategies based on O'Malley and Chamot that defined the kind of learning strategies is divided into three types, metacognitive, cognitive, and socio-affective strategies

a. Metacognitive strategies

This strategy involves process such as planning for learning, thinking about their learning process, self-correctness, and evaluating learning after an activity is completed. The example of this strategy is planning and self-monitoring. Metacognitive strategies are techniques to help students develop an awareness of their thinking processes as they learn. These techniques help students focus with greater intention, reflect on their existing knowledge versus information they still need to learn. Recognize errors in their thinking and develop practices for effective learning.

Metacognition is thinking about how you think and learn. The key to metacognition is asking yourself self-reflective questions, which are powerful because they allow us to take inventory of where we currently are (thinking about what we already know), how we learn (what is working and what is not),

and where we want to be (accurately gauging if we've mastered the material). Metacognition helps you to be a self-aware problem solver and take control of your learning.

Below are some ideas for how to engage in metacognition when the students learning usually are; use syllabus as a roadmap, summon your prior knowledge, think aloud, ask self questions, use writing, organize thoughts, take notes from memory, review the exams, take a timeout, test to themselves, figure out how they learn.

Table 13: example transcript of interview from metacognitive aspect

<p>Question: when you don't know the point of grammar, what do you do?</p> <p>S1: I will ask to the teacher and see the some example about the grammar material</p> <p>S2: if teacher's explanation is not clear, I will watch the explanation via YouTube.</p> <p>Question: how do you practice skills in English learning?</p> <p>S1: in listening skill I'm practice with listen to the my favorite music, and watch the movie, and for speaking skill, I imitate words or sentences in the movie, to improve my reading skill I'm like to read the apps online story and writing I rewrite material point and the vocabularies</p> <p>S2: I try to practice with myself in front of the mirror and recording and then memorizing(speaking skill), from the apps there is a matter of listening to native speaker and then I imitate(listening skill), I try to reply message with English language with my friend(writing and reading skills)</p>

b. Cognitive strategies

This strategy involves direct learning process about the learning material itself and have limited specific learning task. The

example of this strategy is repetition and making inference. Cognitive strategies are one type of learning strategy that learners use in order more successfully. These include repetition, organising new language, summarising meaning, guessing meaning from context, using imagery for memorisation. All of these strategies involve deliberate manipulation of language to improve learning. Classifications of learning strategies distinguish between cognitive strategies and two other types, metacognitive strategies (organising learning), and social/ affective strategies (which enable interaction).

A learner remembers new words by visualising them represented in a memorable or ridiculous situation. This makes it easier and faster to recall these words. Activities which can be described as cognitive strategies include making mind maps, visualisation, association, mnemonics, using clues in reading comprehension, underlining key words, scanning and self-testing and monitoring.

Table 14: example transcript of interview from cognitive aspect

Question: how your learning strategies that you use to make it easier to understand the material?

S1: usually I make a mind mapping which I stick on the study table or write some points beside paragraph in my book, in my opinion it's very tidy to look, so learning will be even more spirit

S2: I listen to the teacher' explain, then write vocabularies and some points that has produced a lot of information in small book to strength memorization, some time I get more information by reading book and internet

c. Socio-Affective strategies

This kind of strategy has a closer relationship with social activity and interacting with the other. The example of socio-affective strategies is cooperation and question for clarification. The results of this study are that almost all students use social-affective strategies.

Table 15: example transcript of interview from socio-affective aspect

Question: what do you do when you want to know the task you are doing true or false?

S1: I will guess, check it again I collect it

S2: (the response student similarities)

Based on the explanation that has been stated above, the researcher divides various strategies in term of English skills:

a. Strategies for Improving Speaking Ability in English

The results from the interview indicate that Andara and Rishfiana both use effective strategies for practicing speaking.

Making mistakes, as Rishfiana indicated, is very normal in speaking, and one has to learn how to conquer the feeling of being not afraid to make mistakes. She reasoned that if one is unable to overcome such a feeling, the learning process will be slow as making mistakes is part of that process. Rishfiana added that she does not mind if she speaks incorrectly.

Andara seems more comfortable talking herself with many ways. She did try to speak when learning English. Whenever she has to give a presentation in English, she practices speaking in front of the mirror, although she admitted that such a way of practice seems very funny. She also reported practicing speaking in her mind, and she sometimes intentionally practices speaking words that she does not use very often. If she cannot say something, she

uses another word such as an antonym or a synonym. She tries to find a chance to talk to others in English to improve fluency, which she believes more important than accuracy.

b. Strategies for Improving Listening Ability in English

The results from the interview show that Andara and Rishfiana uses effective strategies to improve her listening comprehension. However, both learners have generally used relatively effective strategies for improving their listening.

Rishfiana listens carefully to listen the English song to improve her listening ability in English. She also watching the movies as a way to learn speaking because she finds that the topics are daily issues which can easily be understood, the actors often speak slowly, and things are often repeated. Finally, she believes that the more one listens to English song and watching the movies, the better one's listening ability will be.

Like Rishfiana, Andara also reported employing a large number of strategies to improve her listening comprehension. To Andara, watching YouTube is one way for her to improve her listening, because the information is authentic and up-to-date. If she cannot understand something on YouTube, she ignores it. Andara added that watching YouTube or movie with subtitles is one way for her to improve her listening. Moreover, Andara revealed that she often reads the news in her native language first, and then listens to the same topic again in English to help her understand the message more easily. Another strategy uses Andara is listening to the her favorite English song. She also pays attention to the teacher talking in English to improve her listening skills. When she had to take a listening test, she would read the questions first to try to figure out what the listening text would be before listening to it. For Andara,

pressure helps her to learn more effectively, as she believes that pleasure listening outside class is just like a supplement. Andara believes that if students do not have to do anything, they will not learn much. While listening, she always tries to understand the meaning first. In addition, Andara does not attempt to understand every word.

c. Strategies for Improving Reading Ability in English

Andara and Rishfiana uses textbooks or novels as the main source of materials to improve her reading. Change their smartphone language setting to English language as another source for improving reading and enlarging their vocabulary. If an unfamiliar word is encountered while reading, their uses the same methods as she does for vocabulary learning such as ignoring the word if the sentence is generally understood, or looking it up in a bilingual dictionary if it is a “critical” word that affects their understanding of the whole text. In addition, to deal with reading texts during tests, they reads the text from the beginning to the end first before reading the test questions. Andara and Rishfiana believes that to read well, one needs to read more. Practice is the key to reading effectively, they noted.

d. Strategies for Improving Writing Ability in English

Whereas both think that writing is definitely the most difficult skill for them, and they identify this skill as the one they both need to work on more. The data from the interview seem to confirm the self-evaluation of their listening skills. Andara and Rishfiana tries to improve her writing by practice writing as frequently as they can, even though they haven’t used gammar properly when practicing writing. They admitted that writing is the most difficult skill for her. In order to write better, they believes they has to keep practice writing every day. To write well, they one has to write and rewrite. It takes time, effort, and energy to learn to write.

e. **Strategies for Improving Pronunciation Ability in English**

Andara and Rishfiana clearly stated that pronunciation is not a big problem for their, and they does not care much about pronunciation. They thinks that pronunciation is not very important, because even though they does not pronounce a word correctly, native speakers can still understand their, and if their cannot pronounce a word, they will use another one instead. They try to pronounce as well as native speakers. Andara and Rishfiana employ some strategies to improve their pronunciation. They imitates native speakers to pronounce commonly used words correctly. Watching the movie on YouTube is a way for their to learn pronunciation. In addition, they also listens to her favorite musics and repeats the sounds and words they wants to improve their pronunciation.

Currently, they believes that compared to some people. They thinks that one has to be sensitive to the pronunciation of native speakers in order to improve their pronunciation. They pays attention to how native speakers pronounce words, and then practices the words the way they has observed. They also pays close attention to intonation as used by native speakers to imitate it. Besides, she listens carefully to what native speakers talk as a way to improve their pronunciation. Whenever mispronounces a word and recognizes that native speakers have to ask her again to confirm if that was what they wanted to say, they knew then that she did not pronounce the word very well. They would intentionally work more to pronounce such words correctly by imitating the way native speakers pronounce. Moreover, She also learns to pronounce well through communication with the English teacher. watching movies and listen the music facilitate pronunciation learning, but they are passive learning. Andara and Rishfiana believes that learning must be interactive, so that she can get feedback quickly, and she can improve her pronunciation more quickly.

f. Strategies for Improving Vocabulary Ability in English

Additionally, the data from the interviews also supported the results obtained from the interview. In fact, both participants provided a much greater number of strategies for learning vocabulary than for learning any other language skills and areas investigated in this study. The results from the interview show that Andara uses more effective strategies to improve her vocabulary learning. To improve vocabulary learning she use vocabulary lists and memorization rote memorization, memorize the sound of the word, produce a sentence with the new word, repeat the word many times(verbal repetition), try to spell the word, find the meaning of the new word first, ignore a new word if it does not affect comprehension of the text, memorize the sound of the unfamiliar word heard in class and look it up it a dictionary later, watching movie with subtitles in English, write down unknown words seen in the subtitles and look the mupin an electronic dictionary, use monolingual dictionary to learn the way words are defined and paraphrased in English, keep a vocabulary notebook. Than the result from the interview show that Rishfiana improve her vocabulary listening that use textbook as a source of vocabulary learning, use a dictionary to look up a new word, ignore unfamiliar words if they do not affect comprehension of the who sentence., use a dictionary for critical words that she does not understand, ask native speakers to tell the meaning of new words, use a dictionary to learn the meaning and pronunciation of a word, write down the phonetic transcription of the new word together with the meaning, leafing through the dictionary to learn new words, always keep a dictionary on her desk, check the dictionary to see if a word has more than one meaning, memorize word as a whole, use association to memorize words, connect new words with known words, associate new words with other words that have something in common.

B. Discussion

In the sub-chapter above, the researcher describe the research findings. In the research findings, the research explained in detail. According to the first chapter, there are two objective on this research; to find out the language learning strategies used by good language learner; and to explain how each strategies used by the good language learners of SMP Muhammadiyah Cilogok. The researcher discussed the data findings of this research in this sub-chapter. The explained was presented below.

a. Language learning strategies of GLL

As describe in chapter II that language learning strategies According to Weinstein and Mayer in Macaro stated that language learning strategies are what learners engaged during learning involving behaviors and thoughts. Based on some explanation by the experts above, it can be summarized that the definition of language learning strategies are all the actions involving behavior, steps, techniques and thoughts of the learners during the language learning in order to achieve better learning language. The good language learner use several point like metacognitive strategies, cognitive strategies, and socio-affective strategies. Metacognitive strategies is a terms used in information processing theory to indicate an “executive” function strategies that involve pranning or learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension and evaluating learning after an activity is completed. Cognitive strategies are more limited to specific learning task and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elarobation, transfer, inferencing are among the most important cognitive strategies. Socio-affective strategies it can be stated that they are related with social-mediating activity and transacting with others. In this study to know the students’ learning strategies in English

foreign language, the researcher apply observation and unstructured interview for the students.

b. The analysis of interview

1. Metacognitive strategies

Metacognitive strategies is a terms used in information processing theory to indicate an “executive” function strategies that involve pranning or learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension and evaluating learning after an activity is completed. Further, metacognitive strategies investigated through interview. The research finding show that the students have strong strategies in interview with the result in metacognitive aspect. Based on the result of the two students stated learning learning English that make easy with watch the explanation via YouTube. One student stated by improve their reading skill like to read the apps online story and writing rewrite material point and the vocabularies try to practice in front of the mirror and recording and then memorizing.

2. Cognitive strategies

Cognitive strategy often used by the students in learning English. This strategy can get many vocabulary. Cognitive strategies are more limited to specific learning task and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elarobation, transfer, inferencing are among the most important cognitive strategies.

Further the result of interview from cognitive aspect show that the students have strong strategies in learning English. For the interview question of the student make a mind mapping which stick on the study table or write some points beside paragraph in their book, in their opinion it’s very tidy to look, so learning will be even

more spirit. Then for one's students listen to the teacher' explain, then write vocabularies and some points that has produced a lot of information in small book to strength memorization, sometime get more information by reading book and internet.

3. Socio-affective strategies

The kind of strategies has close relationship with social activity interacting with the other. The example of socio-affective is cooperating and question for clarification. As to the socio-affective strategies, it can be stated that they are related with social-mediating activity and trasacting with others. Cooperation and question for clarification are the main socio-affective strategies. Further the result of interview from cognitive aspect show that the students have strong strategies in learning English. For the interview question of the students check it again collect it

It seems that there are some similarities between the participants. One marked similarity is that they are both successful learners of English who have been able to use the language in various communicative situations. In addition, they both reported using a wide range of strategies to improve their English, and the majority of their reported strategies tend to involve conscious effort and selective attention. They also tend to have clear criteria for choosing what to focus on learning and what to ignore.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is a qualitative descriptive research. This research was conducted on eighth and ninth grade students of SMP Muhammadiyah Cilongok. As mentioned in the objectives of this research, there are two objectives of this research: 1) to find out the language learning strategies used by good language learners of SMP Muhammadiyah Cilongok; 2) to explain how each strategies used by the good language learners of SMP Muhammadiyah Cilongok. The following explanation is the conclusion of the result according to the findings and discussion.

Based on the analysis of the interview and observation in the characteristics from good language learners, the students fall into 10 categories of 12 characteristics. And then shows that generally students using metacognitive strategies in their learning such as focusing on the lesson, paying attention and recording the material and vocabularies, using YouTube, apps and soon. The next strategy that is often used by students is cognitive strategy, the students have a lesson plan, make a mind mapping, write some points that has produced a lot of information in small book to strength memorization, and get more information by reading book and internet. And the socio-affective strategy that used by students tend to guess, check it again and collect it. Although from that, according to students that at home is the favorite time and place to study, and improve the students language learning.

Therefore, it can be concluded that language learning strategy is the foundation of every learner to become an ultimate success in language learning. To enhancing students' learning strategy, it required to practice more about howto use the learning strategy itself. Moreover, students also need to acknowledge their learning strategy so the learning process may be effective.

B. Suggestion

Based on the research that has been done, the suggestions that can be given are as follows:

- a. English language learning conducted in the classroom and outside the class is expected to be more innovative media learning media
- b. Teacher in the classroom should take on new roles as facilitators, be mentors, and direct students to be learning participants themselves
- c. Further is needed especially in external and internal factors in using the language learning strategies

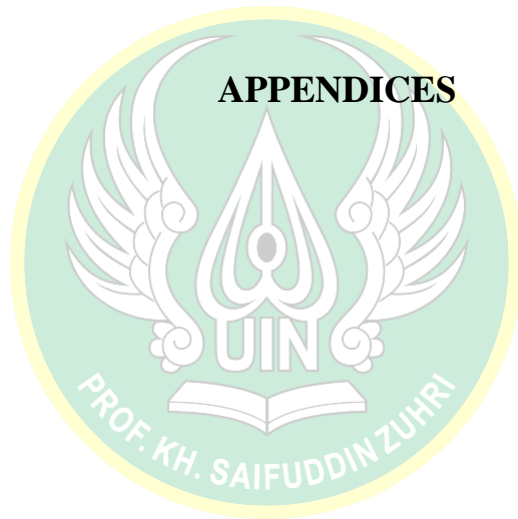


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APPENDICES



Appendix 1: Permission Research Letter


MAJELIS PENDIDIKAN DASAR DAN MENENGAH
DAERAH MUHAMMADIYAH BANYUMAS
SMP MUHAMMADIYAH CILONGOK
TERAKREDITASI A
Alamat : Jl. Masjid Pernasidi Kecamatan Cilongok Kab.Banyumas. Telp. (0281) 655181

SURAT KETERANGAN
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Adalah benar-benar telah melaksanakan Kegiatan Observasi yang dilaksanakan pada tanggal 19 Agustus 2022 di SMP Muhammadiyah Cilongok Kabupaten Banyumas.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Cilongok, 19 Agustus 2022

Kepala
SMP Muhammadiyah Cilongok,

A. Taufik Fauzi, S. Ag



Appendix 2

-Interview guide with the student from eight grade

A: Sudah berapa lama anda tertarik belajar bahasa inggris?

B: Awal saya mulai suka bahasa inggris itu seak kelas 4 SD

A: Apa yang membuat anda tertarik untuk belajar bahasa inggris?

B: Yang membuat saya tertarik belajar bahasa inggris adalah karena bahasanya asyik untuk dipelajari, gurunya juga sangat menyenangkan, beliau punya cara tersendiri untuk meningkatkan semangat dalam belajar dikelas maupun dirumah dan tidak monoton. Selain itu juga cita-cita saya ingin menjadi guru bahasa inggris.

A: Bagaimana cara belajar yang anda lakukan agar mudah dipahami?

B: Kalau dari saya sendiri dibawa enjoy aja si, jadi sesulit apapun pelajarannya akan terasa mudah.

A: Apa saja kendala yang anda rasakan saat belajar bahasa inggris?

B: Kadang yang saya rasakan pada saat pembelajaran dikelas itu materinya sulit dipahami, kurang asyik dan menjelaskan materinya kurang rinci

A: Bagaimana anda mengatasinya?

B: Saya lebih suka belajar mandiri dirumah dengan membuka, membaca, dan memahami lebih mendalam lagi agar saya benar-benar paham, saya suka suasana yang menenangkan, karena kalau disekolah lebih ramai dan berisik jadi materi yang saya tangkap biasanya kurang

A: Cara belajar seperti apakah yang cocok untuk anda?

B: Mungkin sama saja seperti teman-teman yang lain, hanya saja saya memang suka membaca ulang baik disekolah waktu jam istirahat atau sebelum masuk jam pelajaran dan dirumah. Saya paling suka waktu malam dan sehabis subuh, Selain itu untuk meningkatkan pemahaman biasanya saya menonton video pembelajaran di YouTube dan aplikasi yang lainnya

A: Apakah anda dikelas aktif dalam mengikuti pelajaran berlangsung?

B: Ya, saya rasa saya cukup aktif dikelas

A: Apakah anda sering mencoba berkomunikasi dengan bahasa inggris?

B: Kalau berkomunikasi dengan bahasa inggris sejauh ini saya belum pernah

karena saya memang belum menemukan lawan komunikasi yang bisa diajak berkomunikasi dengan bahasa inggris. Tapi lain waktu akan saya coba

A: Apakah anda sering berlatih 4 skills dalam bahasa inggris? Bagaimana anda berlatih?

B: Kalau speaking saya suka menonton film jadi yang diucapkan atau dialognya saya tiru cara pengucapannya, juga ada banyak kosa kata bahasa biasanya saya tulis, untuk writing saya biasa menulis acak atau yang sedang saya inginkan saja (Free writing), saya juga tertarik membaca cerita-cerita bahasa inggris, dan mendengarkan music (reading & listening)

A: Apakah dalam meningkatkan 4 skills tersebut anda memperhatikan grammar/ tata bahasa dengan baik dan benar?

B: Tidak, karna saya masih tahap belajar, biasanya saya asal langsung ceplos, yang penting saya sudah membiasakan speaking

A: Apakah nilai bahasa inggris anda memuaskan?

B: Alhamdulillah sejauh ini nilai saya selalu memuaskan

A: Apakah anda memiliki rasa percaya diri pada saat mencoba speaking didepan umum?

B: Speaking didepan umum memang saya belum pernah, paling pernah dikelas untuk tugas story telling tapi saya merasa sangat percaya diri

A: Bagaimana cara anda meningkatkan percaya diri untuk bisa speaking didepan umum?

B: Ya PD aja, anggap hanya saya yang mampu dan menurut saya kalau mau mencoba pasti bisa

A: Apakah anda pernah mendapatkan juara/ penghargaan dari lomba?

B: untuk saat ini belum, mungkin untuk kedepannya saya akan mencoba mengikuti kompetisi.

-Interview guide with the student from ninth grade

A: Sudah berapa lama anda tertarik belajar bahasa inggris?

B: Sebenarnya saya baru menyukai pelajaran bahasa inggris itu awal masuk SMP

A: Apa yang membuat anda tertarik untuk belajar bahasa inggris?

B: Yang membuat saya tertarik belajar bahasa inggris adalah karena penyampaian dari gurunya itu seru dan asyik juga ternyata bahasanya, dan materinya mudah dipahami dari pada pelajaran lain

A: Bagaimana cara belajar yang anda lakukan agar mudah dipahami?

B: Saya punya waktu favorit agar materi yang saya pelajari mudah dipahami yaitu pada saat sehabis subuh, menurut saya waktu subuh pikiran masih jernih dan fresh. Kalau sedang ada ulangan juga pada saat sehabis ashar, ulangan itu pulang cepet karena saya pikir itu lumayan banyak waktu senggang

A: Apa saja kendala yang anda rasakan saat belajar bahasa inggris?

B: Paling kendalanya pada saat mengikuti proses belajar dikelas, karena biasanya temen-temen dikelas sangat berisik

A: Bagaimana anda mengatasinya?

B: Ya pinter-piternya saya untuk cari tempat nyaman

A: Cara belajar seperti apakah yang cocok untuk anda?

B: Saya suka keheningan dan mencari tempat nyaman untuk belajar

A: Apakah anda dikelas aktif dalam mengikuti pelajaran berlangsung?

B: Saya cukup aktif dikelas

A: Apakah anda sering mencoba berkomunikasi dengan bahasa inggris?

B: Pernah sama teman, sama guru dikelas juga pernah

A: Apakah anda sering berlatih 4 skills dalam bahasa inggris? Bagaimana anda berlatih?

B: Alternative bagi saya adalah menonton Youtube dan mendengarkan music bahasa inggris, saya memanfaatkan aplikasi dihandphone untuk meningkatkan skills.

A: Apakah dalam meningkatkan 4 skills tersebut anda memperhatikan

grammar/ tata bahasa dengan baik dan benar?

B: Biasanya saya langsung asal bicara

A: Apakah nilai bahasa inggris anda memuaskan?

B: Cukup memuaskan sejauh ini

A: Apakah anda memiliki rasa percaya diri pada saat mencoba speaking didepan umum?

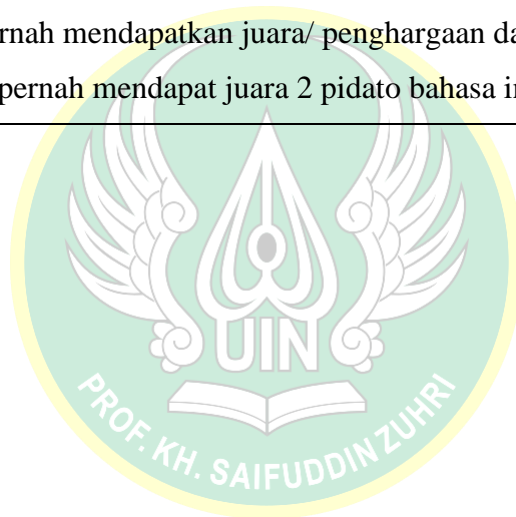
B: Kalau speaking didepan umum saya belum memiliki rasa percaya diri sampai saat ini, karena saya takut kalau pronounciation dan grammarnya salah

A: Bagaimana cara anda meningkatkan percaya diri untuk bisa speaking didepan umum?

B: -

A: Apakah anda pernah mendapatkan juara/ penghargaan dari lomba?

B: Waktu SD dulu pernah mendapat juara 2 pidato bahasa inggris



Appendix 3: Research photos





