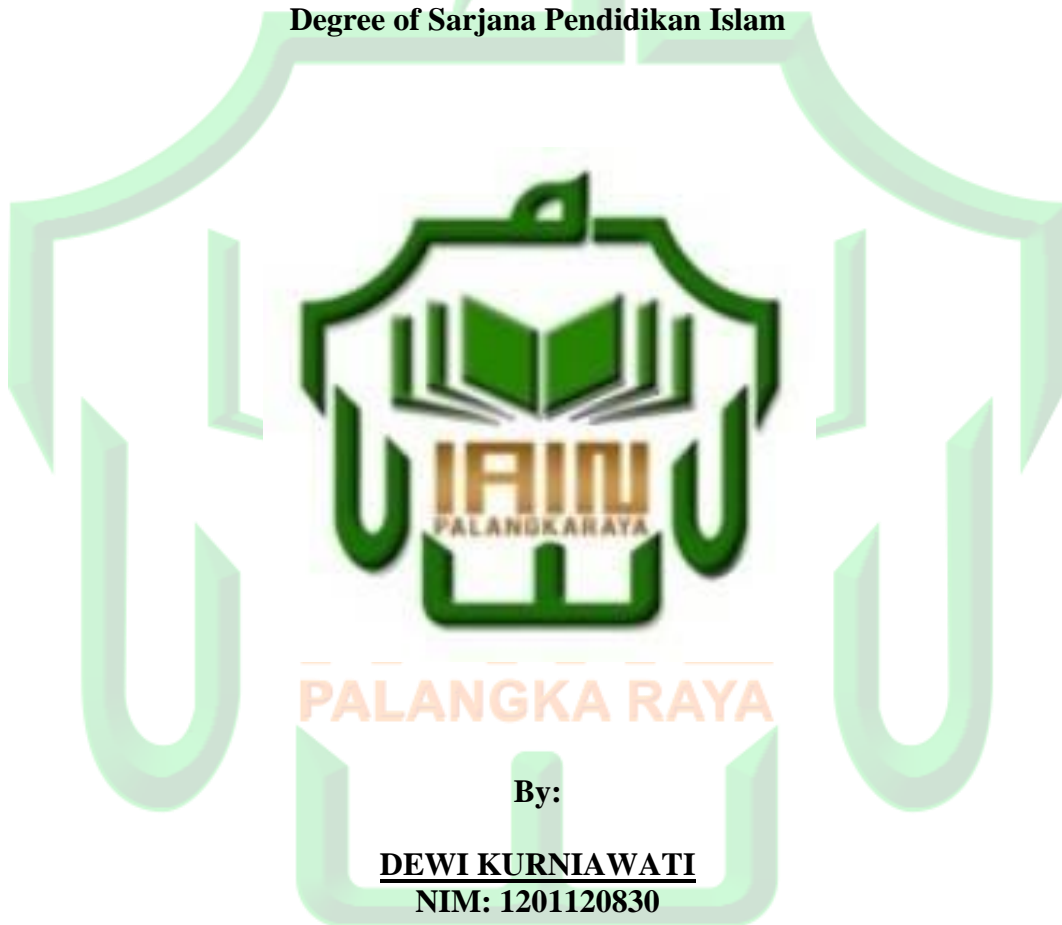


**THE LANGUAGE LEARNING STRATEGIES APPLIED BY  
THE ELEVENTH GRADE STUDENTS AT SMAN 4  
PALANGKA RAYA**

**THESIS**

**Presented to the Language Education Department of the Faculty of Teacher  
Training and Education of the State Islamic Institute of Palangka Raya  
Partial Fulfillments of the Requirements for the  
Degree of Sarjana Pendidikan Islam**



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*Assalamu'alaikum Wr.Wb*

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Thank you for your attention.

*Wassalamu'alaikum Wr.Wb*

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Demikian atas perhatiannya diucapkan terimakasih.

*Wassalamualaikum Wr.Wb.*

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**THE LANGUAGE LEARNING STRATEGIES APPLIED BY  
THE ELEVENTH GRADE STUDENTS AT SMAN 4  
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**ABSTRACT**

The principle purposes of this study were to describe language learning strategies applied by the eleventh grade students of SMAN 4 Palangka Raya. Because of that, the purposes of this study were to identify language learning strategies applied by successful text and language learning strategies applied by unsuccessful students.

In this study, the writer used mixed research. In collecting the data, it used some techniques such as test, questionnaire, interview and documentation. In analyzing the data, it used some techniques such as data collection, data reduction, data display, and conclusion drawing/verification. The subjects of this study were 84 students (16 successful student and 66 unsuccessful student) of the eleventh grade in SMAN 4 Palangka Raya. They chosen based on highest and lowest score in comprehending report text. To take the subject, it used purposive sampling.

The main research findings for the first, The language learning strategies applied by successful students in comprehending report text were memory strategy are reading English newspaper and English magazine and repeat reading. Cognitive strategy are made a summary and made a word in the form of sentence. Compensation strategy is asked using English. Metacognitive strategy is tried using English in dialogue with friends. Affective strategy is comparing the ability in English with others. Social strategy is asking friends to correct the English comprehension.

The second, The language learning strategies applied by unsuccessful students in comprehending report text were memory strategy are reading English magazine and English newspaper, repeat readings if he did not understand the contents of the text and could understand the reading quickly if there is an image. Cognitive strategy are for remembering new words, tried to made it in a sentence and made a summary for easy reading in understanding the content of the English language. Compensation strategy is asked using English. Metacognitive strategies are dialogue with friends using the English language and making its own schedule for studying English. Affective strategy is comparing the ability with others. Social strategy is asked a friend or someone else to proofread the English language comprehension.

*Key words: language learning strateg, successful and unsuccessful student.*



# STRATEGI PEMBELAJARAN BAHASA YANG DIGUNAKAN OLEH SISWA KELAS SEBELAS SMAN 4 PALANGKA RAYA

## ABSTRAK

Penelitian ini bertujuan memberikan gambaran bagaimana strategi pembelajaran bahasa yang digunakan oleh siswa kelas sebelas SMAN 4 Palangka Raya. Tujuan utama penelitian ini adalah untuk mengidentifikasi strategi pembelajaran bahasa yang digunakan oleh siswa yang sukses dan strategi pembelajaran bahasa yang digunakan oleh siswa yang tidak sukses.

Penelitian ini menggunakan metode mixing. Dalam pengumpulan data, penelitian ini menggunakan teknik tes, kuesioner, wawancara dan dokumentasi. Dalam menganalisa data, penulis menggunakan teknik pengumpulan data, penyeleksian data, pemaparan data, dan penarikan kesimpulan atau verifikasi. Subjek pada penelitian ini yaitu 84 yang terbagi menjadi dua yaitu 16 orang sukses dan 66 siswa tidak sukses, siswa kelas sebelas SMAN 4 of Palangka Raya. Mereka dipilih berdasarkan nilai tertinggi dan terendah. Untuk pengambilan subjek ini digunakan sampel bertujuan.

Temuan penelitian ini yang pertama adalah Strategi pembelajaran bahasa yang digunakan oleh siswa sukses dalam memahami teks report adalah dengan menggunakan strategi memori yaitu membaca Koran dan majalah berbahasa inggris. Strategi kognitif yaitu membuat sebuah rangkuman, membuat sebuah kata bahasa inggris kedalam kalimat. Strategi kompensasi yaitu bertanya menggunakan bahasa inggris. Strategi metakognitif yaitu mencoba menggunakan bahasa inggris ketika bercakap-cakap dengan teman. Strategi affektiv yaitu membandingkan kemampuan bahasa inggris dengan yang lain. Strategi sosial yaitu meminta teman untuk mengoreksi pemahaman bahasa inggrisnya.

Yang kedua adalah Strategi pembelajaran bahasa yang digunakan oleh siswa tidak sukses dalam memahami teks report adalah strategi memori yaitu membaca majalah dan Koran berbahasa inggris, mengulang bacaan jika belum memahami isi bacaan, dan cepat memahami bacaan berbahasa inggris jika terdapat gambar. Strategi kognitif yaitu untuk mengingat sebuah kata, mencoba membuat kata tersebut kedalam sebuah kalimat, membuat rangkuman untuk mempermudah memahami isi bacaan berbahasa inggris. Strategi kompensasi yaitu bertanya menggunakan bahasa inggris. Strategi metakognitive adalah bercakap-cakap dengan teman menggunakan bahasa inggris, membuat jadwal tersendiri untuk belajar bahasa inggris. Strategi affective yaitu membandingkan kemampuan bahasa inggris dengan yang lain. Strategi social yaitu meminta teman atau orang lain untuk mengoreksi pemahaman bahasa inggrisnya.

Kata Kunci: *language learning strategy, successful and unsuccessful student.*

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The writer realizes that the study is still far to be perfect, therefore some constructive critical and suggestion are warmly welcome. Hopefully, may Allah keep us on the straight path and reward us for what we have done and this can be useful for all of us.

Palangka Raya, 25 Mei 2016

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## **DECLARATION OF AUTHENTICATION**

In the name of God

I myself make declaration that this thesis entitles “**THE LANGUAGE LEARNING STRATEGIES APPLIED BY THE ELEVENTH GRADE STUDENTS AT SMAN 4 PALANGKA RAYA**” is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis in one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

**Palangka Raya, 25 Mei 2016**  
**My own declaration**

**IAINI**  
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## “DEDICATION”

### THIS THESIS IS DEDICATED TO:

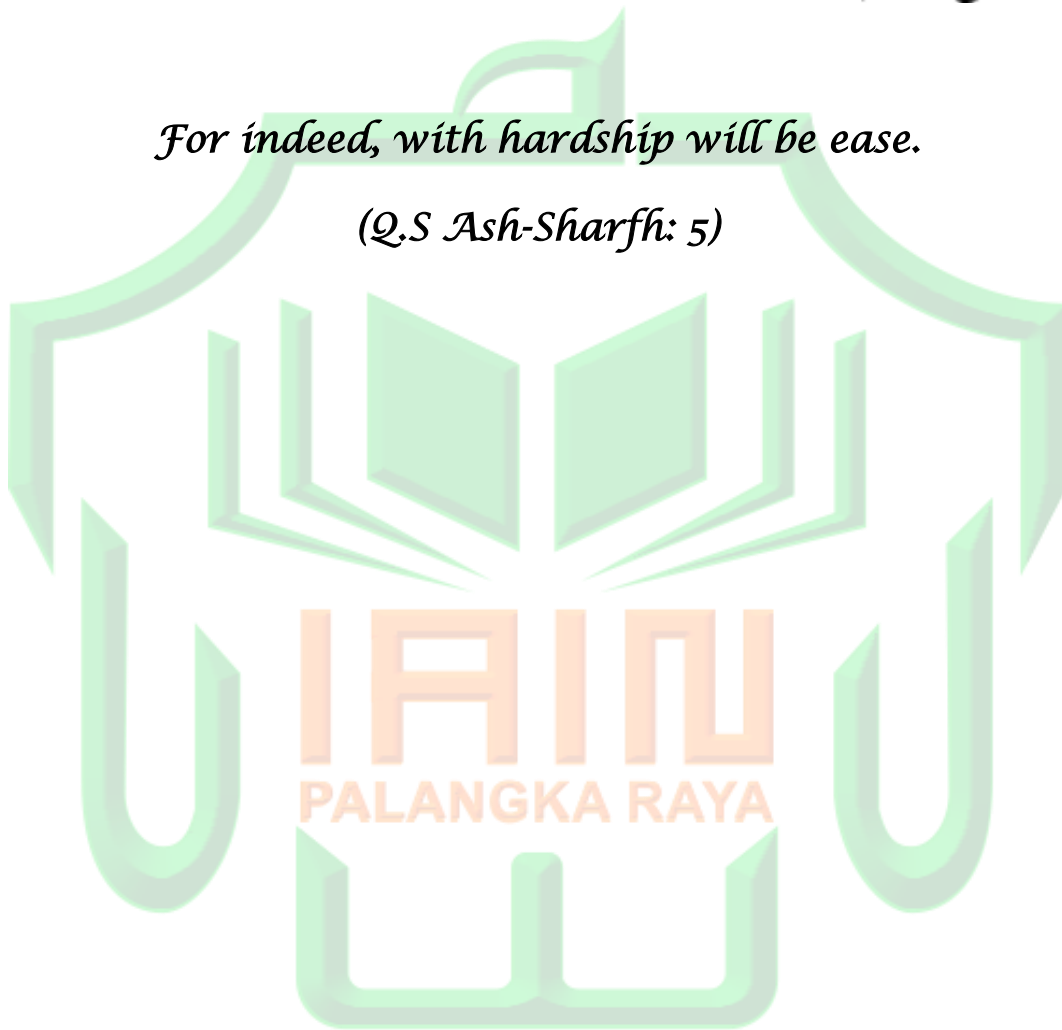
- *My beloved parents Solar & Kumai, thanks for your support and pray, for every pray you sent up for me in your every prayer you cried to pray me.*
- *My beloved brother and sister Subandi, Suprianto, Slamet, Sujiah, Kuswati and all my family, thanks for your love, pray, guidance and support.*
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## MOTTO



*For indeed, with hardship will be ease.*

*(Q.S Ash-Sharfh: 5)*



## TABLE OF CONTENTS

|  |      |
|--|------|
| <b>COVER PAGE</b> .....                          | i    |
| <b>LIST OF THE APPROVAL</b> .....                | ii   |
| <b>OFFICIAL NOTE</b> .....                       | iv   |
| <b>LIST OF LEGALIZATION</b> .....                | vi   |
| <b>ABSTRACT</b> .....                            | viii |
| <b>ACKNOWLEDGMENTS</b> .....                     | x    |
| <b>DECLARATION OF AUTHENTICATION</b> .....       | xii  |
| <b>DEDICATION</b> .....                          | xiii |
| <b>MOTTO</b> .....                               | xiv  |
| <b>TABLE OF CONTENTS</b> .....                   | xv   |
| <b>LIST OF TABLES</b> .....                      | xv   |
| <b>LIST OF FIGURES</b> .....                     | xvi  |
| <b>LIST OF APPENDICES</b> .....                  | xvii |
| <b>LIST OF ABBREVIATION</b> .....                | xx   |
| <br>   |      |
| <b>CHAPTER I INTRODUCTION</b>                    |      |
| A. Background of the Study .....                 | 1    |
| B. Problem of the Study .....                    | 3    |
| C. Objective of the study .....                  | 3    |
| D. Significance of the Study .....               | 3    |
| E. Limitation of Study .....                     | 4    |
| F. Definition of Concept .....                   | 4    |
| G. Frame of Discussion .....                     | 6    |
| H. Framework of Thinking.....                    | 6    |
| <br>   |      |
| <b>CHAPTER II REVIEW OF RELATED LITERATURE</b>   |      |
| A. The Nature of Reading Comprehension .....     | 8    |
| 1. Reading .....                                 | 8    |
| 2. Reading Comprehension.....                    | 9    |
| 3. Type of Reading Comprehension .....           | 10   |
| 4. Problems in Reading Comprehension .....       | 13   |
| 5. Reading Test .....                            | 14   |
| B. Teaching English at SMAN 4 Palangka Raya..... | 16   |
| C. Language Learning Strategy .....              | 17   |
| 1. The nature of language learning strategy..... | 17   |

|                    |  |     |
|--------------------|--|-----|
|                    | 2. Kinds of Learning Strategies in Reading ..... | 20  |
|                    | D. Previous of related study .....               | 41  |
| <b>CHAPTER III</b> | <b>RESEARCH METHODOLOGY</b>                      |     |
|                    | A. Time and Place of The Study.....              | 46  |
|                    | B. Approach and Type of The Study.....           | 46  |
|                    | C. Subject and Object of The Study .....         | 47  |
|                    | D. Data Collecting Techniques.....               | 48  |
|                    | E. Endorsement of Data .....                     | 78  |
|                    | F. Data Analysis Procedures .....                | 80  |
| <b>CHAPTER IV</b>  | <b>THE RESULT OF THE RESERCH</b>                 |     |
|                    | A. Result of The Study .....                     | 82  |
|                    | 1. Result of the Test .....                      | 82  |
|                    | 2. Result of the Questionnaire .....             | 87  |
|                    | 3. Result of the Interview.....                  | 101 |
|                    | B. Discussion .....                              | 141 |
| <b>CHAPTER V</b>   | <b>CLOSING</b>                                   |     |
|                    | A. Conclusion .....                              | 144 |
|                    | B. Suggestion .....                              | 145 |
| <b>REFERENCES</b>  |  |     |
| <b>APPENDICES</b>  |  |     |





## LIST OF TABLES

| <b>Tables</b>   | <b>Page</b> |
|---|-------------|
| 2.1 Direct Strategies.....<br>(memory, Cognitive and Compensation Strategies)   | 29          |
| 2.2 Indirect Strategies.....<br>(Metacognitive, Affective, and Social strategies)                                     | 40          |
| 3.1 Number of the Eleventh grade students.....<br>at SMAN 4 Palangka Raya   | 47          |
| 3.2 Number of Sample .....  | 48          |
| 3.3 Evaluation Standard of English Subject.....   | 49          |
| 3.4 Test Item Specification.....  | 50          |
| 3.5 The Result of Test .....  | 71          |
| 3.6 The Result of Instrument Try Out Test.....  | 73          |
| 3.7 Content validity of items Research Instrument.....  | 74          |
| 4.1 Test Items Specification Questionare .....  | 76          |
| 4.2 The description of score class XI-IPS 4.....  | 83          |
| 4.3 The description of score class XI-IPS 2.....  | 85          |
| 4.4 The Result of Presents Questionnaire.....   | 87          |
| 4.5 The successful Students by their Language Learning Strategies.....  | 120         |
| 4.6 The Language learning strategies applied by successful students<br>and the number of students applied its .....   | 121         |
| 4.7 The unsuccessful Students by their Language Learning Strategies...  | 139         |
| 4.8 The Language learning strategies applied by unsuccessful students<br>and the number of students applied its ..... | 140         |

## LIST OF FIGURE

| Table  | Page |
|--|------|
| 2.1 Diagram of the strategy.....                                 | 20   |
| 2.2 Diagram of memory strategy, four groups.....                 | 21   |
| 2.3 Diagram of cognitive strategy, four groups.....              | 25   |
| 2.4 Diagram of compensation strategies, one group, two sets..... | 28   |
| 2.5 Diagram of metacognitive strategies.....                     | 31   |
| 2.6 Diagram of Affective strategies, three group .....           | 35   |
| 2.7 Diagram of social strategies, three groups.....              | 37   |



IAIN  
PALANGKA RAYA

## **LIST OF APPENDIX**

- I.** The Students Name of Eleventh grade Students at SMAN 4 Palangka Raya
- II.** Instrument Try Out
- III.** Key Answer
- IV.** The Description of Try out score of the Data Achieved the Students In Try Out
- V.** The Result of Instrument Try Out
- VI.** The students Score of Test Item of eleventh grade students at SMAN 4 Palangka Raya
- VII.** Interview Guidelines
- VIII.** Interview Data Transcription
- IX.** Syllabus
- X.** The Result of Questionare
- XI.** The Result of Test
- XII.** Documentation
- XIII.** Permission letters
- XIV.** Curriculum Vitae

## LIST OF ABBREVIATION

|      |                                       |
|------|---------------------------------------|
| KTSP | : Kurikulum Tingkat Satuan Pendidikan |
| SMA  | : Sekolah Menengah Atas               |
| MA   | : Madrasah Aliyah                     |
| MAN  | : Madrasah Aliyah Negeri              |



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### **CURRICULUM VITAE**

*Dewi Kurniawati was born in*

*Demak Central Java on December 09<sup>th</sup>, 1992. She is the last child from six childrens. Her father's name is Mr. Solar and her mother's name is Mrs. Kumai. Then she has three brothers and two sisters.*

*She graduated from elementary school SDN Geneng 2*

*at 2005 and continued her study in Madrasah Tsanawiyah Nurul Huda Geneng, Central Java at 2005 up to 2008. And then she continued her study in SMAN 1 Kuala Kurun (Gunung Mas) Central Kalimantan at 2009 up to 2012, and then continued her study in State Islamic Institute of Palangka Raya at 2012 up to 2016.*

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