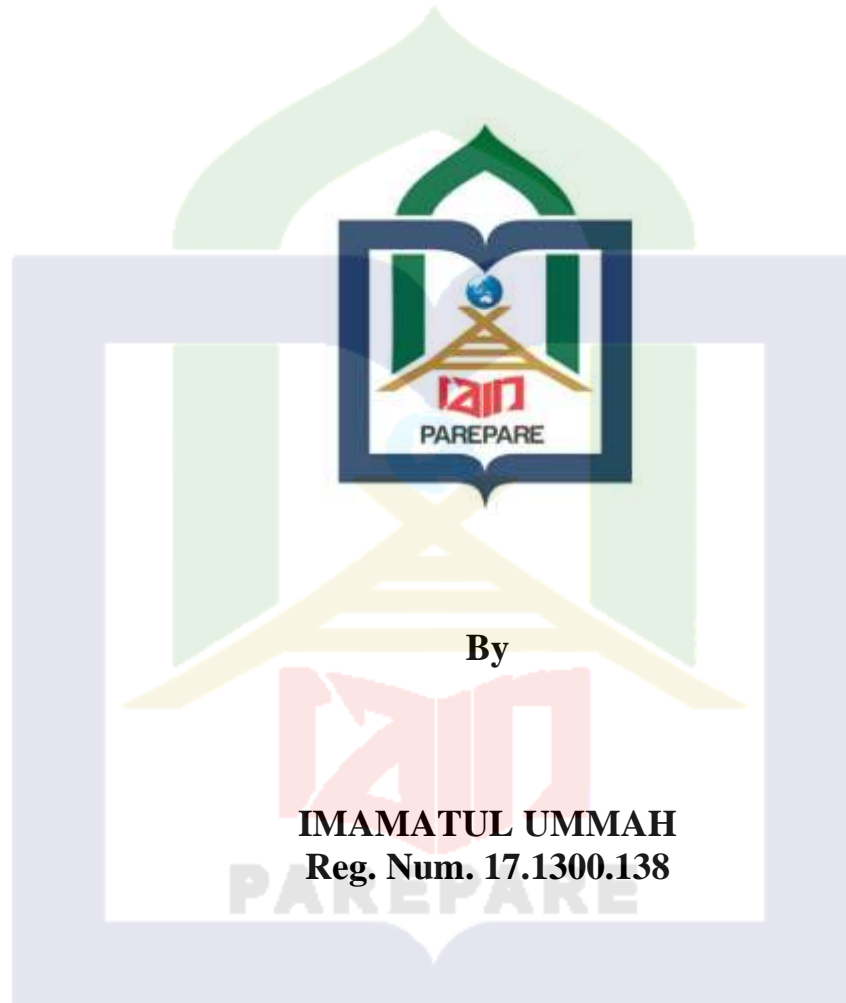


A THESIS

**STUDENTS' INITIATIVE AT THE SECOND GRADE
OF MADRASAH ALIYAH RAHMATUL ASRI TO
BE A GOOD LANGUAGE LEARNERS (GLL)**



By

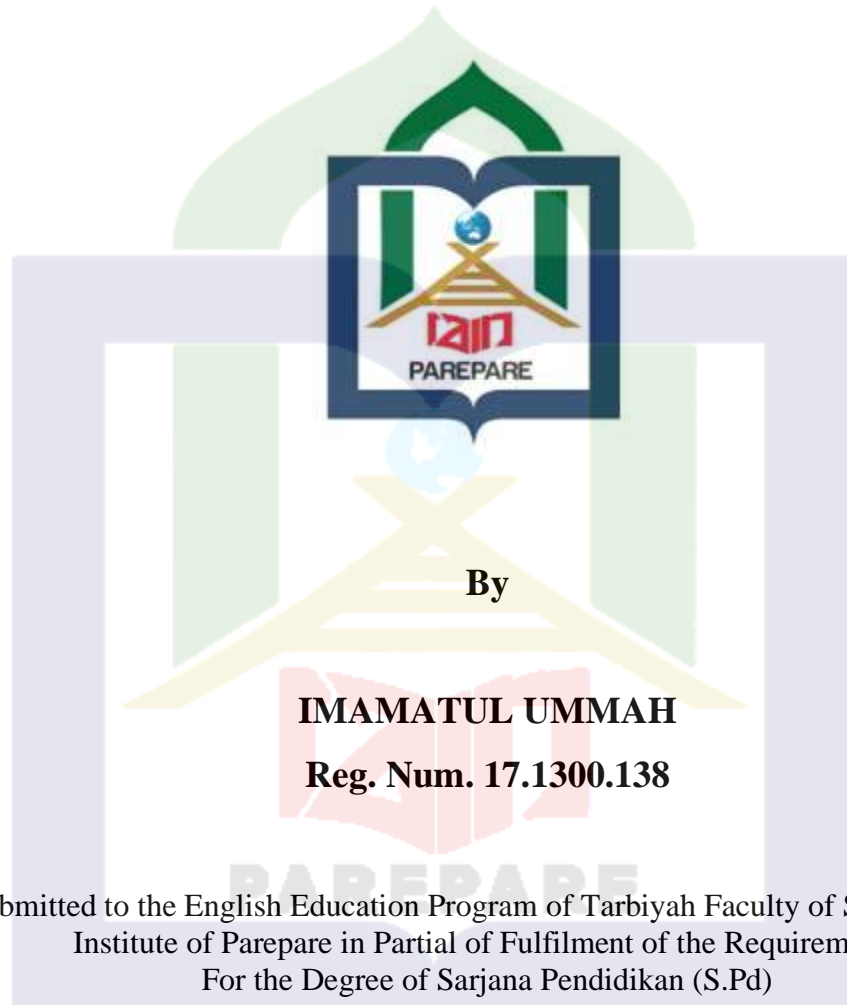
**IMAMATUL UMMAH
Reg. Num. 17.1300.138**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

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OF MADRASAH ALIYAH RAHMATUL ASRI TO
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IMAMATUL UMMAH

Reg. Num. 17.1300.138

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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2022

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BE A GOOD LANGUAGE LEARNERS (GLLs)**

Thesis

**As Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by:

**IMAMATUL UMMAH
Reg. Num. 17.1300.138**

To

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TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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2022

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Imamatul Ummah
The Title of Skripsi : Students' Initiative At The Second Grade Of
Madrasah Aliyah Rahmatul Asri To Be A
Good Language Learners-(GLLs)
Student Reg. Number : 17.1300.138
Faculty : Tarbiyah
Study Program : English Program
By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty
No. B.44288/In.39.5/PP.00.9/10/2020

Approved by Examiner Commissions

Consultant : Drs. Abd. Rauf Ibrahim, M.Si
NIP : 195812121994031002
Co- Consultant : Dra. Hj. Nanning, M.Pd.
NIP : 196805232000032005

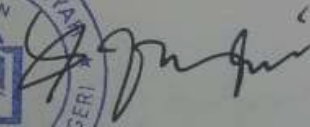


Cognizant of.

Tarbiyah Faculty

Dean




Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

A THESIS

STUDENTS' INITIATIVE AT THE SECOND GRADE
OF MADRASAH ALIYAH RAHMATUL ASRI TO
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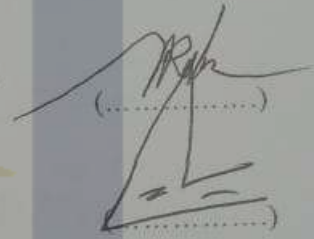
Submitted by

IMAMATUL UMMAH
Reg Num. 17.1300.138

Had been examined of 17 February 2022 and had been declared
that it fulfilled the requirements

Approved by
Consultant Commissions

Consultant : Drs. Abd. Rauf Ibrahim, M.Si
NIP : 195812121994031002
Co- Consultant : Dra. Hj. Nanning, M.Pd.
NIP : 196805232000032005



Cognizant of.

Tarbiyah Faculty Dean,




Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

ENDORSEMENT OF EXAMINER COMMISSION

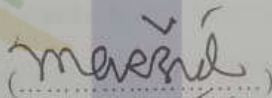
Name of the Student : Imamatul Ummah
Student Reg. Number : 17.138.138
The Tittle of Thesis : Students' Initiative At The Second Grade Of
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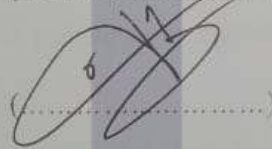
Date of Graduation : -

Approved by Examiner Commissions

Drs. Abd. Rauf Ibrahim, M.Si (Chairman) 

Dra. Hj. Nanning, M.Pd (Secretary) 

Dr. Arqam, M.Pd (Member) 

Mujahidah, M.Pd (Member) 

Approved by
Tarbiyah Faculty Dean,



Dr. H. Saepudin, S.Ag., M.Pd

NIP. 19721216 199903 1 001

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillah Rabbil Alamin. First of all, the writer would like to express her grateful to the lord Allah.SWT. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy so she can finish this thesis. Salawat and salam always be sent to the prophet Muhammad saw. Peace be upon him, who has guided us from uneducated person to be educated person.

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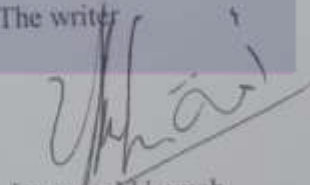
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Parepare, July 7th 2021

The writer



Imamatul Ummah
Reg Num. 17.1300.138

DECLARATION OF THE RESEARCH AUTHENTICITY

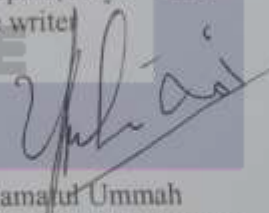
The writer who signed the declaration bellow:

Name : Imamatul Ummah
NIM : 17.1300.138
Birthday date and place : Soppeng, 17 November 1997
Study program : English
Faculty : Tarbiyah Faculty
Skripsi Title : Students' Initiative at Second The Grade Of Madrasah
Aliyah Rahmatul Asri To Be A Good Language
Learners-(GLLs)

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Imamatul Ummah
Reg Num. 17.1300.138

ABSTRACT

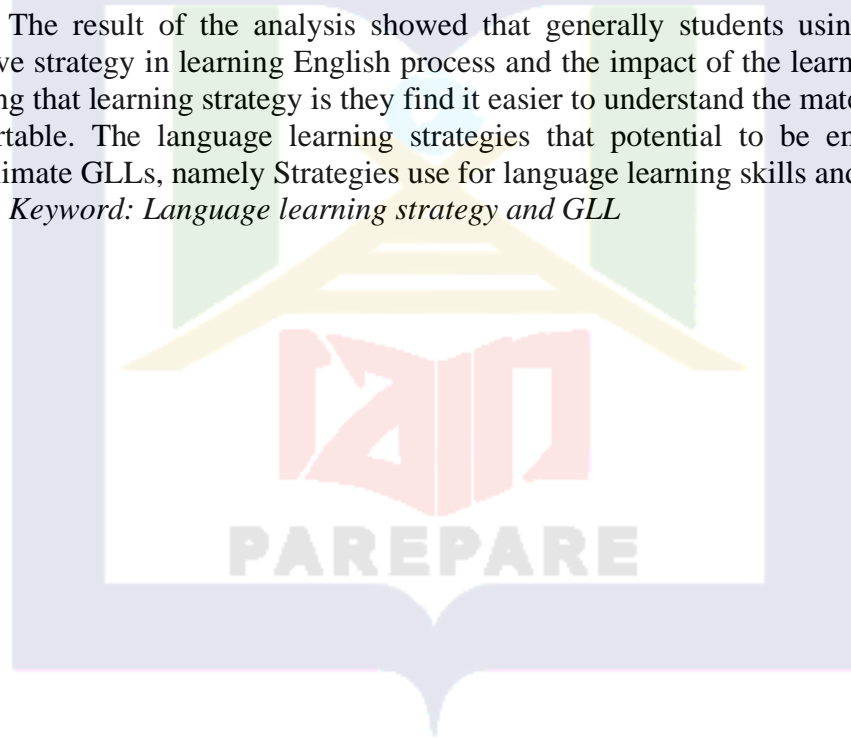
Imamatul Ummah. *Students' Initiative At The Second Grade Of Madrasah Aliyah Rahmatul Asri To Be A Good Language Learners-(GLL).* (Supervised by Abd. Rauf Ibrahim and Hj. Nanning).

Language learning strategies are basically activities carried out with a conscious mind and behavior used by students to facilitate language learning tasks and to personalize the language learning process. The purpose of this research are to know what strategy student use, the impact of that strategy application and the language learning strategies that potential to be encouraged to approximate GLLs. The result of this study is beneficial for lecturers and students because they will get proper information about language learner strategy.

The samples of this study were 5 students at second grade of MA Rahmatul Asri by purposive sampling technique. The researcher conducted the research by using qualitative descriptive design. The instrument data collecting technique were interview and observation.

The result of the analysis showed that generally students using the socio-affective strategy in learning English process and the impact of the learner feel when applying that learning strategy is they find it easier to understand the material and feel comfortable. The language learning strategies that potential to be encouraged to approximate GLLs, namely Strategies use for language learning skills and elements.

Keyword: Language learning strategy and GLL



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CHAPTER I INTRODUCTION

A. Tittle

Students' Initiative At The Second Grade Of MA Rahmatul Asri To Be A Good Language Learners-(GLLs)

B. Background

Learning is one of the ways to know and understand the language. Even though everyone was born in this world directly given competence in using language, but it cannot be defined that everyone must learn the language itself. A good way in learning something is by using strategy. Strategy can arranged good way to understand something. In language learning, teacher takes the important role. They should be a model of English and be able to choose the material and models. They should be able to find some interesting strategies to make students creative and active during teaching and learning process so that students can apply these strategies in their learning activities or can be called students' initiative/effort to get the right learning strategies for themselves. According to the Drafting Team of the Ministry of National Education (2008:1787) Initiative is an effort, reason or endeavor for achieving a purpose, preventing problems, finding solutions and so on. It can be concluded that initiatives are an initiative carried out with a specific intention so that all problems existing ones can be resolved properly and can achieve the stated goals expect.

All forms of language teaching could be greatly improved if we had a better understanding of the language learner and of the language learning

process itself. What is happening to learners in language classes? Why is it that some are successful and others fail?

Brown, H.Douglas (2000:7) state that Teaching process cannot be defined apart from learning, teaching is guiding and facilitating learning, enabling the learner to learn and setting the condition of learning.¹

Why the researcher came up with this research? Because of based on researcher experience the student does not lake of interested in English learning but they do not know how they study suppose that they understand what was the teacher explained. based on informal conversations with students, they often say that they consider English subjects difficult to understand, starting from writing, reading and listening to people who speak English which in the end impact on the atmosphere and their mood while studying. Although there are some such cases, there are also assumptions which comes from students who say that English subjects are good subjects also. This lesson itself very important for students because it is the foundation for traveling the world, adding insight both formal and informal and much more. And after that, how do we maintain their interested in language learning when English is not seen as important for their immediate needs other than to pass the examination.

Some years ago, Carroll, the American psychologist and psycholinguist, suggested that biographies of individuals speaking more than one language might contain clues to the conditions of successful language

¹ Brown H.D, 'Principles of Language Learning And Teaching Person ESL', Second Language Learning and Language Teaching, P. 18 (1991).

acquisition (Carroll, 2003). From such suggestions the idea of good language learners gradually developed among us in the early seventies.²

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 is 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. Suppose we can show that good language learners do X, that X is strategic and that X contribute to their language learning.³

According to Rubin and Thompson Version of a good learner also mentions students who can find their own way (without always having to be guided by the teacher through learning task), who are creative, who make intelligence guesses who make their own opportunities for practice, who make errors for them not against them, and who use contextual clues In this regard, the use of Language learning strategies learners take full control of their learning process.

² Carrol Griffiths, "Language Learning Strategy Use And Proficiency : The Relationship Between Patterns Of Reported Language Learning Strategy (LLS) Use By Speakers Of Other Languages (SOL) And Proficiency With Implications For The Teaching/Learning Situation" on Thesis For The Degree Doctor Of Philosophy, ed. Auckland Library, vol 12 (New Zealand: University Of, 2003).

³ Silvi Rosdianti, "The Students' Language Learning Strategy at Seven Grade Junior High School Al Azhar Jambi City", Thesis For S1, (Jambi: UIN Sulthan Thaha Saifuddin, 2019).

According to Oxford learning strategy is specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.⁴

From the Oxford definition we know that how the role of language learning strategy in the learning process is very important, especially to help students to get good English achievement. Language learning strategies have big influence to the educational area. As explained that language learning strategy considered as key factor for learner success in L2 It is because how the contributed of language learning strategy give so many advantages for the learner, especially in learning English as second or foreign language.

Ellis (2003:7 stated that Learning strategies are the particular approach or technique that learners employ to try to learn an L2. Learning strategies also clearly involve internal mental action, but they may involve physical action as well as the claims made in the literature involve potential improvement in language learning related to the selection of information from the input and the organization to note that the ways in which information is selected from the input seems to be an important part of the concept.⁵

Moreover, language strategies take important position in acquiring foreign language, it will influence students' language achievement not only influence their ability in applying it but also help the students overcome the difficulties and improve their language because they are tool for active, self-

⁴ Oxford.L.Rebecca. *Strategies For Learning A Second Language*. Oxford University Of Maryland And Air University (USA,2008)

⁵ Ellis,R, *The Study Of Second Language Acquisition*, (Oxford University,2008)

directed movement, which is essential for developing communicative competence.

Chuin And Sarjit (2015), the English majors were reported to use metacognitive strategies the most (highest mean score of 4.04) followed by social and cognitive strategies. Metacognitive, social and cognitive strategies were ranked as the top three strategies used among the English major. A part from that the compensation and affective strategies were ranked as the fourth and fifty less 3 used strategies by English major, with means score of 3.76 and 3.19 the less perfectly.⁶

On this research, the researcher conducted grand tour toward the students learning strategies at MA Rahmatul Asri. According to the information above, the researcher interested for knowing the type of learning strategies used by the students in order to become a good language learner. In addition, the researcher found that students at MA Rahmatul Asri skillful in English competition. The students apply the English language in daily activity two weeks in a month. Researcher concludes that language learning strategy includes to one factor affecting learner success in learning English as second language.

C. Research Questions

1. Why do the learners choose that learning strategy?
2. What learning strategies are potential to be encouraged to approximate GLLs?
3. What impact do the learners feel when applying that learning strategy?

⁶ Chuin And Sarjit, *The Type Of Language Learning Strategies Used By The Tertiary English Major University Sains* (Malaysia, 2015)

D. Objective of the Research

1. The reason of the learners choose that learning strategy.
2. The language learning strategies that potential to be encouraged to approximate GLLs.
3. The impact that the learner feel when applying that learning strategy

E. The Significance of the Research

It is expected the finding of this research will be useful as a basis of further investigation. Researcher also hopes this study will be useful not only for researchers, but also for teachers and the decision makers in education.

Certain parts of this study are frankly technical and are intended for readers interested in research on learning and, more specifically, in research on second language learning. But the rest, we hope, will be accessible and useful to teachers, student teachers, teacher trainers, and administrators interested in the topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

Sonya P Suganda, dkk (2019), in his research “Modifikasi penelitian The Good Language Learner Di Lingkungan Program Studi Jerman, FIB UI” reported that that German study program students use cognitive strategies more dominantly than the other two strategies. This shows that German courses are still considered the focus of learning in each semester. The demand for passing this course is very high, so they seem to make more efforts to make cognitive efforts than social and affective strategies.⁷

Said and Mashadi, (1999) conducted a research on “Strategi Belajar Bahasa Inggris Pembelajar Bahasa Inggris yang Berhasil” (English Language Learning Strategy of Good Language Learner) reported that successful English language learners implement various and certainty learning strategy in aware to develop their English language skill not only in classroom context but also everywhere out of the class. This indicates the teacher has to facilitate, accommodate and lead the students to use various learning strategies, such as meta - cognitive, cognitive and social affective.⁸

Sykes (2015) “Characteristic of GLL” researcher took data from 1 polyglot who has successfully learned a second language. Participants were men who at the time of the study were 41 years old, of Singaporean Malaysian ethnicity, who were born and raised in Singapore. This study wanted to see

⁷ Sonya P Suganda dkk “*Modifikasi penelitian The Good Language Learner Di Lingkungan Program Studi Jerman, FIB UI*” (Jakarta: UI, 2019), P.449

⁸ Said, Mashadi, “Strategy Belajar Bahasa Inggris. Pebelajar Bahasa Inggris” dalam *Klokuium Pembelajaran Bahasa Inggris*, vol 13 (Makassar: UNM, 1999)

whether the characters possessed by the participants were the same as the hypothetical GLL characters. As a result, these participants did show the same characteristics, namely having strong reasons to learn various second languages (intrinsically motivated), being actively involved in language learning (subscribing to cable tv, texting with friends using the target language), developing an understanding of newly learned language as a system (using English as the basis for understanding the structure of other languages), developing an understanding that the essence of language is communication (benefiting from living in multilingual Singapore, and working as a flight attendant), and constantly correcting the use of both languages (not against the correction or criticism he gets from his opponent).⁹

B. Some Pertinent Ideas

1. The learners

The students' population is the other significant factor in the classroom. In many new communicative programs, students are expected to take an active part in the learning process. They are put into situations in which they must share responsibilities, make decisions, evaluate their own progress, develop individual preferences, and so on. These requirements may be new and unfamiliar to the students themselves. In order to help them become responsible learners, a period of learning how to learn' is vital, students may have to learn to do group work, to become initiators of activities, etc. In the foreign language setting, apt to be of a

⁹ Sonya P Suganda dkk “*Modifikasi penelitian The Good Language Learner Di Lingkungan Program Studi Jerman, FIB UI*” (Jakarta: UI, 2019), P.449

homogeneous socio-economic background and so the process of sensitizing them to new ways of learning is easier to accomplish. But in the natural language setting, it is more usual for students to come from diverse cultural backgrounds. Thus, they join the language learning classroom with a variety of different assumptions about learning and teaching, a factor which can seriously affect the success of a new program.¹⁰

2. Learning strategies

A learning strategy here refers to a choice that the learner makes while learning or using the second language that affects learning, as distinct therefore from discourse moves or communication strategies, both of which aim at language use.

People who are good at languages might tackle L2 learning in different ways from those who are less good or they might behave in the same way but more efficiently. One interesting theme is the Good Language Learner's strategies. Naiman, Froehlich, Stern and Todesco (1978) tried to see what people who were known to be good at learning languages had in common.

They found six broad strategies shared by GLLs:

- a. GLLs strategy 1: Find a learning style that suits you. GLLs become aware of the type of L2 learning that suits them best. While they conform to the teaching situation to start with, they soon find ways of adapting or modifying it to suit themselves. Thus, some GLLs

¹⁰ Muhammad Imran, "The Teaching of English as a Local Content at Elementary Schools in Kabupaten Wajo" (Thesis; Pendidikan Guru SD, 2002)

supplement audio lingual or communicative language teaching by reading grammar books at home, if that is the bent. Others seek out communicative encounters to help them compensate for a classroom an academic emphasis.

- b. GLLs strategy 2: Involve yourself in the language learning process. GLLs do not passively accept what is presented to them but go out to meet it. They participate more in the classroom, whether visibly or not. They take the initiative and devise situations and language learning techniques for themselves. Some listen to the news in the L2 on the radio; others go to see films in the L2.
- c. GLLs strategy 3: Develop an awareness of language both as system and a communication. GLLs are conscious not only that language is a complex system of rules but also that it is used for a purpose; they combine grammatical pragmatic competence. In other words GLLs do not treat language solely as communication or as academic knowledge but as both. While many learn lists of vocabulary consciously, many also seek out opportunities to take part in conversations in the L2, one even driving a truck for the L2 opportunities it yielded.
- d. GLLs strategy 4: Pay constant attention to expanding your language knowledge. GLLs are not content with their knowledge of a second language but are always trying to improve it. They make guesses about things they do not know, they check whether they are right or wrong by comparing their speech with the new language they hear; and they ask

native speakers to context them. Some are continually on the lookout for clues the L2.

e. GLLs strategy 5: Develop the L2 as a separate system. GLLs try to develop their knowledge of the L2 in its own right and eventually to think in it. They do not relate everything to their first language but make the L2 a separate system. One common strategy is to engage in silent monologues to practice the L2.

f. GLLs Strategy 6: Take into account the demands that L2 learning imposes. GLLs realise that L2 learning can be very demanding. It seems as if you are taking on a new personality in the L2, and one which you do not particularly care for. It is painful to expose yourself in the L2 classroom by making foolish mistakes. The GLLs perseveres in spite of these emotional handicaps. “you’ve got to be able to laugh at your mistakes”, said one.¹¹

3. Types of learning strategies

There are various classification of language learning strategies that are used by the individual in learning language. These classification are divided into some big categories. All of these strategies are used differently on different occasion by the learners.

O'Malley et al. (1985:582-584) divide language learning strategies into three main subcategories, metacognitive strategies, cognitive strategies and socialafektif startegies.

¹¹ Naiman, N, *et al.*, “The Good Language Learner,”. *Philadelphia: Multilingual Matters*, p. 95-99 (2005)

a. Metacognitive strategies.

Strategies involve planning and thinking about learning, such as :

- 1) Advance organization : Previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle.
- 2) Advanced preparation : Rehearsing the language needed for an oral or written task.
- 3) Organizational planning : Planning the parts, sequence, and main ideas to be expressed oral or in writing.
- 4) Selective attention : Attending to or scanning key words, phrases, linguistic markers, sentences, or types of information.
- 5) Self-monitoring : Checking one's comprehension during listening or reading, or checking one's oral or written production while it is taking place.
- 6) Self-evaluation : Judging how well one has accomplished a learning task.
- 7) Self-management : Seeking or arranging the condition that help one learn, such as finding opportunities for additional language or content input and practice.¹²

b. Cognitive strategies.

Strategies involve conscious ways of tackling learning, such as :

- 1) Resourcing : Using reference materials such as dictionaries, encyclopedias, or textbooks.

¹² O'Malley, *et al.*, "Learning Strategies in Second Language Acquisition," (New York: Cambridge University Press, 1990).

- 2) Grouping : Classifying words, terminology, numbers, or concepts according to their attributes.
 - 3) Note-taking : Writing down key words and concepts in abbreviated verbal, graphic, or numerical form.
 - 4) Summarizing : Making a mental or written summary of information gained through listening or reading.
 - 5) Deduction : Applying rules to understand or produce language or solve problems.
 - 6) Imagery : Using visual images (either mental or actual) to understand and remember new information or to make a mental representation of a problem.
 - 7) Auditory representation : Playing in back of one's mind the sound of a word, phrase, or fact in order to assist comprehension and recall.
 - 8) Elaboration : Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information.
 - 9) Transfer : Using what is already known about language to assist comprehension or production.
 - 10) Inferencing : Using information in the text to guess meaning of new items, predict outcomes, or complete missing parts.
- c. Social and affective strategies.

Strategies mean learning by interacting with others, such as :

- 1) Questioning for clarification : Eliciting from a teacher or peer additional explanation, rephrasing, examples, or verification.
- 2) Cooperation : Working together with peers to solve a problem, pool information, check a learning task, or get feedback on oral or written performance.
- 3) Self-talk : Reducing anxiety by using mental techniques that make one feel competent to do the learning task.¹³

4. The Importance of Learning Strategies

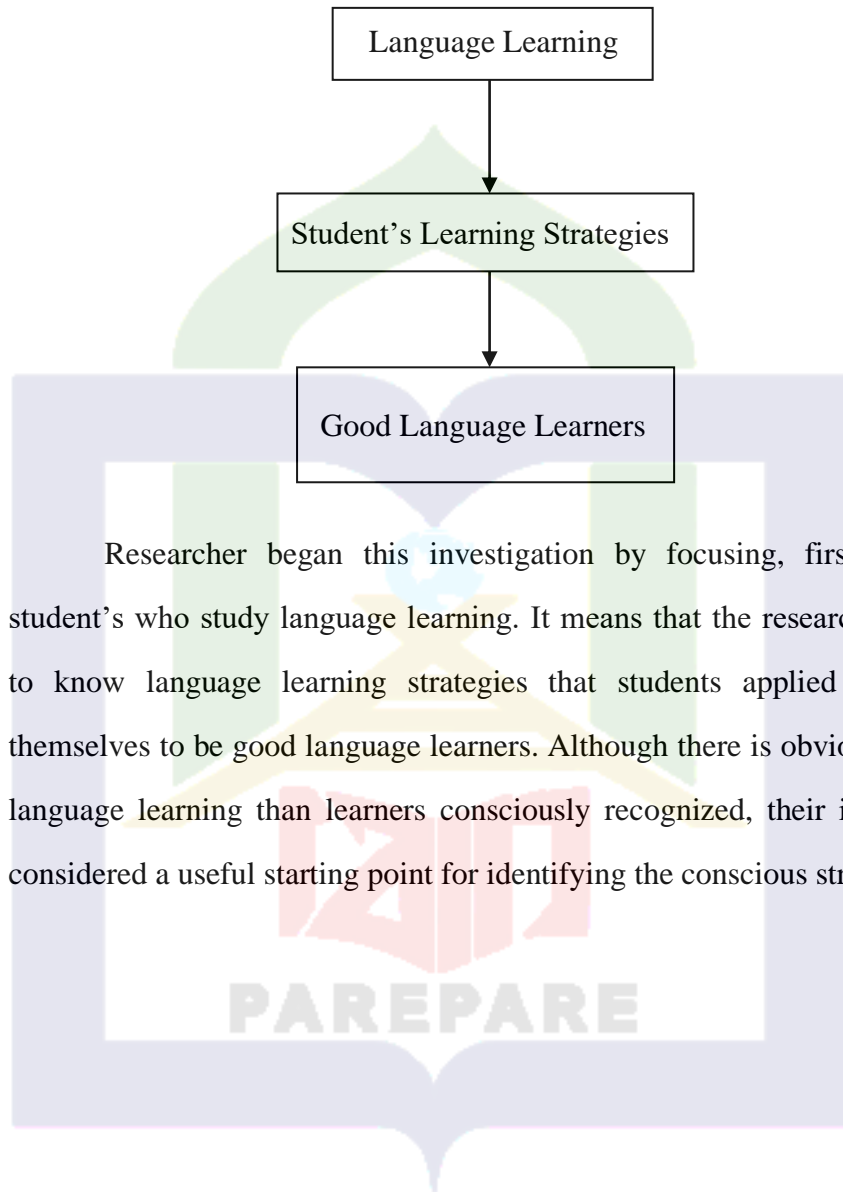
Knowing the important of language learning strategies is a significant thing for the learners. Many people are not are that learning strategies are important aspect in learning foreign language. Those learners just follow the teacher interaction. Only few a few learners are aware importance of language learning strategies that can make an effective way in learning the language. Using language learning strategies appropriately can make improvement in learners' language skill.

Hismanaglu state that language learning strategies help language teacher about how their students assess their situation in learning process, plan, select skills so as to understand, learn or remember information in the language class room. It can be viewed that language learning strategies is important aspect in learning foreign language because it is basic aspect in learning language which can make leaners improve the knowledge of the language.

¹³ O'Malley, *et al.*, "Learning Strategies in Second Language Acquisition," (New York: Cambridge University Press, 1990).

C. Conceptual Framework

In order to have clear view the research tries to put in the chart below.



Researcher began this investigation by focusing, first of all, on student's who study language learning. It means that the researcher intended to know language learning strategies that students applied to facilitate themselves to be good language learners. Although there is obviously more to language learning than learners consciously recognized, their insights were considered a useful starting point for identifying the conscious strategies.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research is qualitative – descriptive. Qualitative method is a research procedure to obtain description data including utterances, and behaviours that can be observed by people or subject themselves. Additionally, the researcher involved himself as participatory-observer where researcher acted as the teacher that implemented some teaching strategies to stimulate the students in order to know what kind of research is involved, why it is conducted, how it is done, what aspect of teaching is of interest and so on. The purpose of this is to familiarize the observer with the data and moving deeper into understanding the data naturally.¹⁴

The Population at the second grade of MA Rahmatul Asri are 28 students but the research only took 5 students.

No.	Class	Male	Female	Total
1.	XI.IPA 1	2	3	5

The technique used is purposive sampling as one of the sampling methods in a qualitative case study. Purposive sampling is the selection of samples based on a certain characteristic in a population that has a dominant relationship so that it can be used to achieve research objectives. (Merriam in Salasiah, 1988), and also

¹⁴ Hatch, *et.al.*, *Research Design and Statistic for Applied Linguistics*, New York: Newbury House (The University of Chicago Press, 1982).

(Maykut and Morehouse in Salasiah 1994) believed that a purposive sampling “increase the likelihood that variability common in any social phenomenon will be represented in the data”.

B. Location and Duration of the Research

The location of the research will be conducted at MA Rahmatul Asri in academic year 2021 and focus at students at the second grade. The duration of this research needed around one week in doing research.

C. Research Focus

There are some necessary terms to be clarified in order to prevent from misunderstanding of the concept or ideas in this research. They are as follows:

1. Students'

The students' population is the other huge variable in the study hall. In numerous new informative projects, understudies are relied upon to take a functioning part in the learning system. They are placed into circumstances in which they should share liabilities, decide, assess their own advancement, foster individual inclinations, etc. These prerequisites might be new and new to the actual understudies. To assist them with becoming capable students, a time of 'figuring out how to learn' is crucial, students may have to learn to do group work, to become initiators of activities, etc. In the foreign language setting, apt to be of a homogeneous socio-economic background and so the process of sensitizing them to new ways of learning is easier to accomplish. But in the natural language setting, it is more usual for students to come from diverse cultural backgrounds. Thus, they join the language learning classroom with a

variety of different assumptions about learning and teaching, a factor which can seriously affect the success of a new program.

2. Good Language learners (GLLs)

Learner who has positive behavior and attitude at language learning and has successful result. People who were known to be good at learning languages had in common. They observed six wide systems shared by GLLs:

- a. GLLs strategy 1: Observe a learning style that suits you. GLLs become mindful of the kind of L2 discovering that suits them best. While they adjust to the training circumstance to begin with, they soon find ways of adjusting or altering it to suit themselves. Consequently, some GLLs supplement sound lingual or informative language educating by perusing sentence structure books at home, assuming that is the bowed. Others search out informative experiences to assist them with making up for a homeroom a scholastic accentuation.
- b. GLLs strategy 2: Involve yourself in the language learning process. GLLs don't passively accept what is introduced to them yet go out to meet it. They take part more in the study hall, whether or not apparently. They step up to the plate and devise circumstances and language learning procedures for themselves. Some pay attention to the news in the L2 on the radio; others go to see films in the L2.
- c. GLLs strategy 3: Develop an awareness of language both as system and a communication. GLLs are cognizant not just that language is an intricate arrangement of decides yet additionally that it is utilized for a reason; they consolidate linguistic sober minded skill. In other word

GLLs don't treat language exclusively as correspondence or as scholarly information yet as both. While many learn arrangements of jargon intentionally, many additionally search out freedoms to participate in discussions in the L2, one in any event, driving a truck for the L2 openings it yielded.

- d. GLLs strategy 4: Give consistent consideration to growing your language information. GLLs are not happy with their insight into a subsequent language yet are continually attempting to further develop it. They cause surmises about things they to don't have a clue, they check whether they are correct or wrong by contrasting their discourse and the new dialect they hear; and they ask local speakers to setting them. Some are ceaselessly keeping watch for hints the L2.
- e. GLLs strategy 5: Develop the L2 as a separate system. GLLs attempt to foster their insight into the L2 by its own doing and in the long run to think in it. They don't relate everything to their first language however make the L2 a different framework. One normal procedure is to participate in quiet speeches to rehearse the L2.
- f. GLLs Strategy 6: Consider the requests that L2 learning forces. GLLs understand that L2 learning can be extremely exhausting. Maybe you are taking on another character in the L2, and one which you could do without. It is agonizing to uncover yourself in the L2 homeroom by committing stupid errors. The GLLs endures regardless of these

passionate debilitations. “you’ve got to be able to laugh at your mistakes”, said one.¹⁵

This research wants to know the student’s behaviours to facilitate themselves to be Good Language Learner (GLL). It means that the researcher intended to know language learning strategies in order to be Good Language Learners.

D. Procedure of Collecting Data

The researcher uses two data collection instruments in gathering information on strategies used by lecturers and students. Such as: Interview, which consist of student’s interview and Observation which consist of findings related to students learning.

The first is a student’s guided interview, where students are asked to describe the “special things they do” or the “tricks they use” in following the English class interaction process and their opinion about their teacher’s way of teaching. The next approach is classroom observation. The observation form is designed to detect learning strategy use in classroom settings.

E. Technique of Data Analysis

The recorded data were collected, coded, classified, reduced, and inferenced. Data classification was done by eliciting parts of the data that is unrelated with the research focus. Reduction was done in order that to get simplified data. After that the data was analyzed, and connected with previous data on purpose that to get more focus inference. The analyzed and inferenced data were described in qualitative narration. All the process were constant

¹⁵ Naiman, N, *et al.*, “The Good Language Learner,”. *Philadelphia: Multilingual Matters*, p. 95-99 (2005)

deductively and comparatively from earlier collecting data up to inference. There are several approaches to gathering data which are common to research framed within a qualitative paradigm:

1. Participation in the setting
2. Direct observation
3. In-depth interviewing
4. Document review

In this research, participation in the setting, direct observation and the use of reflective journal, reflective books or thesis are used as methods for data collection.

F. Data Validity

Checking the validity of the data is basically, in addition to being used to refute the allegations against qualitative research that say it is not scientific, is also an element that is not inseparable from the body of knowledge of qualitative research (Moleong, 2007:320).

The validity of the data was carried out to prove whether the research carried out is really a scientific research as well as to test the data obtained. Test the validity of the data in qualitative research include test, credibility, transferability, dependability, and confirmability (Sugiyono,2007:270).

So that the data in qualitative research can be accounted for as a scientific research, it is necessary to test the validity of the data. As for the test validity of the data that can be implemented.

1. Credibility

Test credibility (credibility) or test the confidence of the data results research presented by the researcher so that the results of the research carried out no doubt as a scientific work is done.

a. Extended Observations Extended observations can increase the credibility/trustworthiness of the data. With the extension of the observation, it means that the researcher returns to the field, makes observations, interviews again with the data sources found and newer data sources. Extension of observation means that the relationship between the researcher and the source will be more intertwined, more intimate, more open, mutual trust arises, so that the information obtained is more and more complete. The extension of observations to test the credibility of research data is focused on testing the data that has been obtained. The data obtained after being checked back in the field is correct or not, there is a change or it is still the same. After checking back into the field, the data that has been obtained can be accounted for/true means credible, then the extension of the observation needs to be terminated.

b. Increasing accuracy in research. Increasing accuracy or persistence on an ongoing basis so that the certainty of data and the chronological sequence of events can be recorded or recorded properly, systematically. Increasing accuracy is one way to control/check work whether the data that has been collected, created, and presented is correct or not. 72 To increase the persistence of researchers, it can be

done by reading various references, books, previous research results, and related documents by comparing the research results that have been obtained. In this way, researchers will be more careful in making reports which in the end the reports made will be of higher quality.

c. Triangulation William Wiersma (1986) said that triangulation in credibility testing is defined as checking data from various sources at various times. Thus, there are triangulation of sources, triangulation of data collection techniques, and time (Sugiyono, 2007:273).

1) Triangulation of Sources To test the credibility of the data, it is done by checking the data that has been obtained through several sources. The data obtained were analyzed by researchers so as to produce a conclusion, then an agreement was asked (member check) with three data sources (Sugiyono, 2007: 274).

2) Triangulation Techniques To test the credibility of the data is done by checking the data to the same source with different techniques. For example, to check the data can be through interviews, observation, documentation. If the data credibility testing technique produces different data, the researcher will conduct further discussions with the relevant data sources to ensure which data are considered correct (Sugiyono, 2007:274).

3) Time Triangulation Data collected by interview technique in the morning when the informants are still fresh, will provide more valid data so that it is more credible. Furthermore, it can be done by checking with interviews, observations or other techniques in different times or situations. If the test results produce different data, then it is

done repeatedly so that the certainty of the data is found (Sugiyono, 2007:27).

- d. **Negative Case Analysis** Conducting a negative case analysis means that the researcher looks for data that is different or even contradicts the data that has been found. If there are no more data that are different or conflicting with the findings, meaning that they still get data that contradicts the data found, the researcher might change his findings (Sugiyono, 2007: 275).
 - e. **Using Reference Materials** References are supporters to prove the data that has been found by the researcher. In a research report, it is advisable that the data presented need to be accompanied by authentic photographs or documents, so that they become more reliable (Sugiyono, 2007:275).
 - f. **Conducting Membercheck** The purpose of membercheck is to find out how far the data obtained is in accordance with what is provided by the data provider. So the purpose of membercheck is that the information obtained and will be used in writing the report is in accordance with what is meant by the data source or informant (Sugiyono, 2007:276).
2. **Transferability** Transferability is an external validity in qualitative research. External validity indicates the degree of accuracy or applicability of the research results to the population where the sample was taken (Sugiyono, 2007:276).

Questions related to transfer value to date can still be applied/used in other situations. For researchers, the transfer value is very dependent on the user, so when the research can be used in different contexts in different

social situations, the validity of the transfer value can still be accounted for.

3. **Dependability** Reliability or research that can be trusted, in other words, several experiments carried out always get the same results. Dependability or reliability research is research if 75 studies conducted by other people with the same research process will obtain the same results. Dependability testing is done by conducting an audit of the entire research process. By means of an independent auditor or an independent supervisor auditing all activities carried out by researchers in conducting research. For example, it can be started when the researcher begins to determine the problem, go into the field, choose data sources, carry out data analysis, test the validity of the data, to make reports on observations.
4. **Confirmability** The objectivity of qualitative testing is also known as the confirmability test of research. Research can be said to be objective if the results of the research have been agreed upon by more people. Qualitative research confirmability test means testing the results of research associated with the process that has been carried out. If the research results are a function of the research process carried out, then the research has met the confirmability standard. Data validity or validity is data that does not differ between data obtained by researchers and data that actually occurs on the object of research so that the validity of the data that has been presented can be accounted for.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

As mentioned in the previous chapter, qualitative descriptive method is used to analyze the data. The technique to collect the data is by using interview and observation. The interview was conducted from Mei 19 2021 face-to-face interaction.

This chapter aims to present the result of qualitative analysis in attempting to answer the following research questions:

1. Why do the learners choose that learning strategy?
2. What learning strategies are potential to be encouraged to approximate GLLs?
3. What impact do the learner feel when applying that learning strategy?

A. Findings

The researcher provides thirteen statements which are consist of metacognitive, cognitive and socio-affective. The result of the interview will be described below:

Here are some questions from metacognitive side. Here are things that expressed by the participants to answer the questions *'What do you think about learning English that makes easy for you or what kind of learning English do you want?'*

R1: I want to learn English if the material provided can be applied directly in daily life and the teacher conveys it in easy way to understand.

R2, R3, R4: What I want when learning English is learning while practicing and being given a spectacle from native speakers so that we can learn to listen and pronounce vocabulary correctly.

R5: I would like if the material given is more about grammar so that I can make or say sentences with the right English pattern.

The result of the interview for the first question showed that the student stated that the material provided is applied able, students stated that the teacher should be more creative in material development and the student prefer more structural material so that the student be able to make sentence in the right pattern

The second question is *'As a student who study English, of course you have experience problem in learning process. So, have you ever discussed with your teacher how to learn better?'*

R , R2, R3, R4: Yes, i did

R5: No, I did not

The result of the interview for the second question in metacognitive aspect showed 4 students have already discussed with their teacher when they were had problem in learning English and 1 student stated no because she was shy.

The third question is *' In learning foreign language, certainly its not enough to rely on what is taught by the teacher, to get more information what do you do?'*

R1: Studying together with my friend who master in English learning well

R2, R3, R4, R5: looking for the internet (youtube)

The result of the interview for the third question in metacognitive aspect showed 1 student prefer study in group and the rest of the student looking for other material they want to know in internet.

Below are questions related to cognitive side. The first question is *'If you don't know the point of grammar, what do you do?'*

R1 , R2, R3, R4: I ask the teacher to repeat the explanation, ask my friends to explain the material or looking for the explanation in the internet.

R5: looking for the explanation in the internet or in the book

The result of the interview for the fourth question in cognitive aspect showed that 4 students stated that they will ask their friend and their teacher if the students don't understand the point of the grammar/material. In the other hand, 1 student prefer looking for the explanation in the internet or in the book.

The second question is *'If your teacher introducing new vocabulary, what do you do?'*

R1 and R2: I will write it in my notebook, memorize it and apply it in my daily conversation

R3, R4, R5: I will write it in my notebook and memorize it

The result of the interview for the fifth question in cognitive aspect show that 2 students stated that they will write it in their notebook, memorize it and apply it in their daily conversation if they find new vocabularies and 3 students stated that they will write it in their notebook and memorize it if they find new vocabularies.

The third question is *'What do you do in the class as long as your teacher provides knowledge of English?'*

R1, R2, and R3: I listening, paying attention to the teacher when explaining the material, taking note and asking if I do not understand enough

R4, R5: Paying attention to the teacher when explaining the material, taking note but sometimes do another thing

The result of the interview for the sixth question in cognitive aspect show that 3 students stated that they listen, pay attention to the teacher when explaining the material, take notes and ask if they do not understand enough. 2 students stated that they pay attention to the teacher when explaining the material and take notes but sometimes not focus because of triggered by other students.

Move to the next strategy which is socio-affective strategy. The first question is *'Do you think English is important? Why?'*

R1, R2, R3, R4: Yes. It is important because of English Language is international language in this era

R5: Yes. English Language is important because of English Language is international language which is used in many things especially in job side.

The result of the interview for the seventh question in socio-affective aspect showed that 4 students stated that English Language important because of English Language is international language in this era. 1 student said English Language is important, because of English Language is international language which is used in many things especially in job side that's why English Language become one of the requirements to compete in this globalization era.

The second question is *'In your opinion, what kind of good learning in the classroom is like?'*

R1 and R2: learning while playing

R3: teachers who don't get tired of giving advice and students who want to study hard

R4: learning, practicing, repeating then interspersed with entertainments such as playing games, singing etc.

R5: active learning process between teacher and students such as question and answer

The result of the interview for the eight question in socio-affective aspect show that 2 students gave opinion that good learning is learning while playing, 1 student said that teachers who don't get tired of giving advice and students who want to study hard, 1 student stated learning, practicing, repeating then interspersed with entertainments such as playing games, singing etc... In the other hand 1 student stated good learning is active learning process between teacher and students. Not only take notes but also question and answer to strengthen the bond both teacher and student.

The third question is *'What do you do when you do not understand what the teacher was saying or the assignment the teacher gave?'*

R1, R2, R3, R4, R5: I will ask my teacher and my classmate

The result of the interview for the ninth question in socio-affective aspect show that 5 students stated if they do not understand what the teacher was saying or the assignment the teacher gave they will ask my teacher and my classmate and no one decides not to do the task.

The forth question is *'What do you do when you want to know the task you are doing true or false?'*

R1: I looking for the answer in the internet

R2: I will check it twice before I collect it

R3, R4, R5: I will ask my teacher and my classmate

The result of the interview for the ninth question in socio-affective aspect show that 1 students stated if he directly looking for the answer in the internet, 1 student do double check with her assignment and 3 students ask to make sure whether the answer is correct or incorrect and if it is incorrect will be clarified again.

The fifth question is *'Which learning strategies suit you?'*

R1 R2: Cognitive

R3, R4, R5: Socio-affective

The result of the interview for the eleventh question is 2 students feel suit with type of cognitive learning strategy and 3 students feel suit with type of socio-affective learning strategy.

The sixth question is *'Why did you choose that learning strategies?'*

R1 R2, R3, R4, R5: because of it feels I can be better students if I apply that learning strategy

The seventh question is *'What impact did you feel when applying that learning strategy?'*

R1 R2: By using that learning strategies I find it easier to understand the material

R3, R4, R5: By using that learning strategies I find it easier to understand learning and feel comfortable when studying with questions and answers or discussing with other classmates.

To make sure that data from interview corresponds with data on the field, therefore the researcher did observation as long as three meetings in learning process of writing course. Based on the result observation, the researcher put four items from the indicators to observe students' activities in the class.

Attention

Readiness

Intelligence

Peer

After conducting observation in the class for three times, the situational condition and learning process was described in the following field note observation below:

The observations were conducted in Mei 20 2021

The lecturer entered into the class then greeted the students. Then, she checked the attendance list that day. After that, she started the lesson by introducing a material by distributed paper. Learning situation of the class was so relax and so enjoy for students because the lecturer was humorist and the condition made the students learned not under pressure. Some minutes later, the situation of the class was noisy even though there were some students stayed focus to read the text and others had their own business. The lecturer tried to obtain students' attention again and continued her explanation. The researcher also looked that some students enjoy cooperate and communicate one another to learn. They also listen to the lecturer's explanation, some students raised their hand to ask they do not understand related to the material and took a note from the material have explained.

The second observation conducted at Mei 21 2021

The lecturer started the lesson by introducing a topic lesson and she dealt out some paper for students. Each paper was read by three up to four students, therefore they have to make a small group. In this section, students must read the paper, analyze, and make an argument. Some students felt comfortable with their friends. The lecturer often gave new information that corresponds to the topic, while students listened to it. The researcher found one or two students fell asleep in the class. Beside that, as long as the learning process two or three students made conversation to their

peer. Even though the lecturer tried to gain their attention, there were some of them still had their own business.

The third observation conducted at Mei 22 2021

On that meeting, the teacher gave the newest topic about a news as introduction to obtain students' attention. After that, the teacher explained about the material and gave the assignment. The learning situation was not conducive because many students speak each other to complete the assignment. On doing their assignments, some students searched references in the library because they were allowed to go to the library until break time. The teacher ordered the class leader to collect his friend's assignments in the teacher's office and after that, the teacher said salam and closed the learning process for the day.

B. Discussion

1. Students' learning strategies

As describe in chapter II that learning strategies is step or action taken by learners to improve the development of their language skill (oxford & Cohen, 1992.P.1). Learning strategies can be divided in several point such metacognitive strategies, cognitive strategies and socio-affective strategies. Metacognitive strategy is a terms used in information processing theory to indicate an "executive" function strategies that involve planning or learning, thinking about the learning process as it is taking place, monitoring of one production or comprehension and evaluating learning after an activity is completed. Cognitive strategy is more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repeating, resourcing, translating, grouping, note taking, deduction,

recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies and socio-affective strategy can be stated that they are related with social-mediating activity and transacting with others.

In this study, to know the students learning strategies applied while learning, the researcher interview and observation for the students. The analysis from both of the instruments will explain bellow:

2. The analysis of interview and observation

Metacognitive strategies is a terms used in information processing theory to indicate an “executive” function strategies that involve planning or learning, thinking about the learning process as it is taking place, monitoring of one production or comprehension and evaluating learning after an activity is completed.

Further, metacognitive strategy is investigated through interview. The research findings showed that the students have strong strategy in interview with the result in metacognitive aspect. Based on the result in the first interview stated the learning English will be easy if the teacher develop the material by using spectacle or listening from the native speaker so the student know how to practicing the word correctly and the material should applied-able for daily conversation. For the second interview 4 students ever discussed with their teacher how to learn better and 1 student did not. Then, for the third interview showed 1 student prefer study in group and the rest of the student looking for other material.

Cognitive strategy often used by the students in learning English. This strategy get many vocabulary. Cognitive strategies are more limited to specific learning tasks 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, elaboration, transfer, inferencing are among the most important cognitive strategies.

Further the result of interview from cognitive aspect showed that 4 students stated they will ask the teacher to repeat the explanation, ask their friends and the last way is look for the material in the internet. For the second interview 3 to 5 students take notes and memorize the vocabulary if the teacher introduces new vocabulary. For the third interview 3 students listening, paying attention to the teacher, taking notes and asking if they do not understand enough.

As to the socio-affective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socio-affective strategies (Brown 1987:93-94).¹⁶

Further the result of interview from socio-affective aspect show that the students have strong strategies in learning English. For the first interview question most of the students stated English language is important because of English Language is international language in this era. The second question interview students gave opinion that good learning in the classroom is active

¹⁶ Brown H.D, "Principles of Language Learning And Teaching Person ESL", p. .230 (2006)

learning process not only focus on providing the material but also intermezzo such as question and answer, practice English, sing a song, play game and etc... And the third question interview 5 students stated that they will ask the teacher and the classmate if they don't understand what the teacher was saying and the assignment the teacher gave. And the last question interview showed that students must be double check and ask the teacher and classmate for knowing the true answer. *According to oxford* (1990:141) there are 3 benefit used this strategies such us can decrease the nervous, motivation itself, give the reward itself.¹⁷

From the result of the analysis, research found that 3 to 2 students mostly apply strategy socio-affective in learning English process and the reason the students choose that learning strategy, because of the feeling by using that learning strategies they find it easier to understand the material and feel comfortable when studying with questions and answers or discussing with other classmates. Which is the students are related with social-mediating activity and transacting with others.

The earliest published research relating to the strategy use by language learner was in the form of an extended research article published by Caton (1966) Entitled *The Method of Interference* in Language Study. In this study, attention was drawn to the variation that existed among language learners in terms of their inclination to make interference.

Carton also noted that the ability to make valid, rational, and reasonable interference varied greatly between learners. He posited that the

¹⁷ Oxford.L.Rebecca, *Strategies For Learning A Second Language* (USA: Oxford University Of Maryland And Air University, 1999).

tolerance of risk would vary with the ability to make sound inferences.

3. Learning strategies are potential to be encouraged to approximate GLLs

Learning aims of this research is how students to be Good language Learner and make them closely with native-like proficiency can be defined in terms of four characteristics:

- a. The intuitive mastery of the forms of a language
- b. The intuitive mastery of the linguistic, cognitive, affective and sociocultural meanings expressed by the language forms.
- c. The capacity to use the language with maximum attention to meaning and minimum attention to form.
- d. Creativity of language use.¹⁸

The analysis qualitative results that researcher had observed showed English learning strategy that used by the good language learners are varied.

The strategies, namely :

- a. Strategy use for language learning skills
 - Strategies use for reading
 1. Reads aloud to hear sounds
 2. Reading English text book regularly
 3. Reading English conversations book
 4. Looks for ways to improve so as not to repeat mistakes
- b. Strategy use for listening comprehension

¹⁸ Naiman, N, et al., "The Good Language Learner," Philadelphia: Multilingual Matters, p. 95-99 (2005)

- 1) Listening English songs for listening comprehension
 - 2) Listens carefully and tries to imitate
 - 3) Listens to tapes
- c. Strategies use for speaking
- 1) Talking with own self
 - 2) Take a part in English meeting
 - 3) Having conversation with people who understand and able to produce English
 - 4) Creates situation with native speakers
 - 5) Communicates whenever possible
 - 6) Establishes close personal contact with L2 native speakers
- d. Strategies use for writing
- 1) Diary writing in English
 - 2) Write to pen pals
- Strategies use for language learning elements
- a. Strategies use for vocabulary
- 1) Make vocabularies chart
 - 2) Arrange vocabularies and applied in sentences
 - 3) Writes down words to memorize
- b. Strategies use for structure or grammar
- 1) Translate ideas from Indonesian to English
- c. Strategies use for spelling
- 1) Repeat constantly the new vocabulary
 - 2) Looks at speaker's mouth and repeats

d. Strategies use for pronunciation

- 1) Pronunciation practice through English dictionaries
- 2) Imitate teacher's pronunciation or native English speaker from cassette
- 3) Experiments with new sounds
- 4) Repeats sentences until pronounced easily

Eight years later Stem (1975) and Rubin (1975) explored the notion that successful language learner were effective because of the particular learning behavior they employed. This view ran counter to the main thread of linguistic thought at the time that effective language learner simply had an inherent ability for language learning, were more motivated or had had extensive exposure to natural language learning situations, most preferably in a county where the language was spoken.

By means of questionnaire and interview Rubin (1975) identified seven broad strategies used by successful language learner. The example of these are that the good language learner is a willing and accurate guesser, has a strong drive to communicate, practices and attends to meaning. Rubin also suggested that learner strategies vary with task, learning stage (beginning, intermediate, and advance), age, context (classroom versus natural environment, individual style, and cultural differences).

The influence of a number of these factors on strategy choose framed the direction of much future research into language learning strategies. Stren's speculation inspired a group of researchers to undertake a large scale study the characteristics of good language learner. The successful language learner who was

the subject for the study had been identified through colleagues from the university environment and mostly high educated people.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consist of two sections. The first section deals with the conclusion of the findings, and the other deals with suggestions. The suggestions consist of recommendations concerning the classroom implications of the findings and for further related research.

A. Conclusions

Based on data analysis and discussion in the previous chapter, the researcher would like to put forward the following points as the conclusions of the research findings.

1. Based on the analysis of the interview and observation instrument shows that generally students using the socio-affective strategy in learning English process which that they are related with social-mediating activity and transacting with others.
2. The impact of the learner feeling when applying that learning strategy is they find it easier to understand the material and feel comfortable when studying with questions and answers or discussing with other classmates.
3. The language learning strategies that potential to be encouraged to approximate GLLs, namely:

- a. Strategies use for language learning skills

Strategies use for reading

- 1) Reads aloud to hear sounds
- 2) Reading English text book regularly
- 3) Reading English conversations book

4) Looks for ways to improve so as not to repeat mistakes

b. Strategy use for listening comprehension

- 1) Listening English songs for listening comprehension
- 2) Listens carefully and tries to imitate
- 3) Listens to tapes

c. Strategies use for speaking

- 1) Talking with own self
- 2) Take a part in English meeting
- 3) Having conversation with people who understand and able to produce English
- 4) Creates situation with native speakers
- 5) Communicates whenever possible
- 6) Establishes close personal contact with L2 native speakers

d. Strategies use for writing

- 1) Diary writing in English
- 2) Write to pen pals

Strategies use for language learning elements

a. Strategies use for vocabulary

- 1) Make vocabularies chart
- 2) Arrange vocabularies and applied in sentences

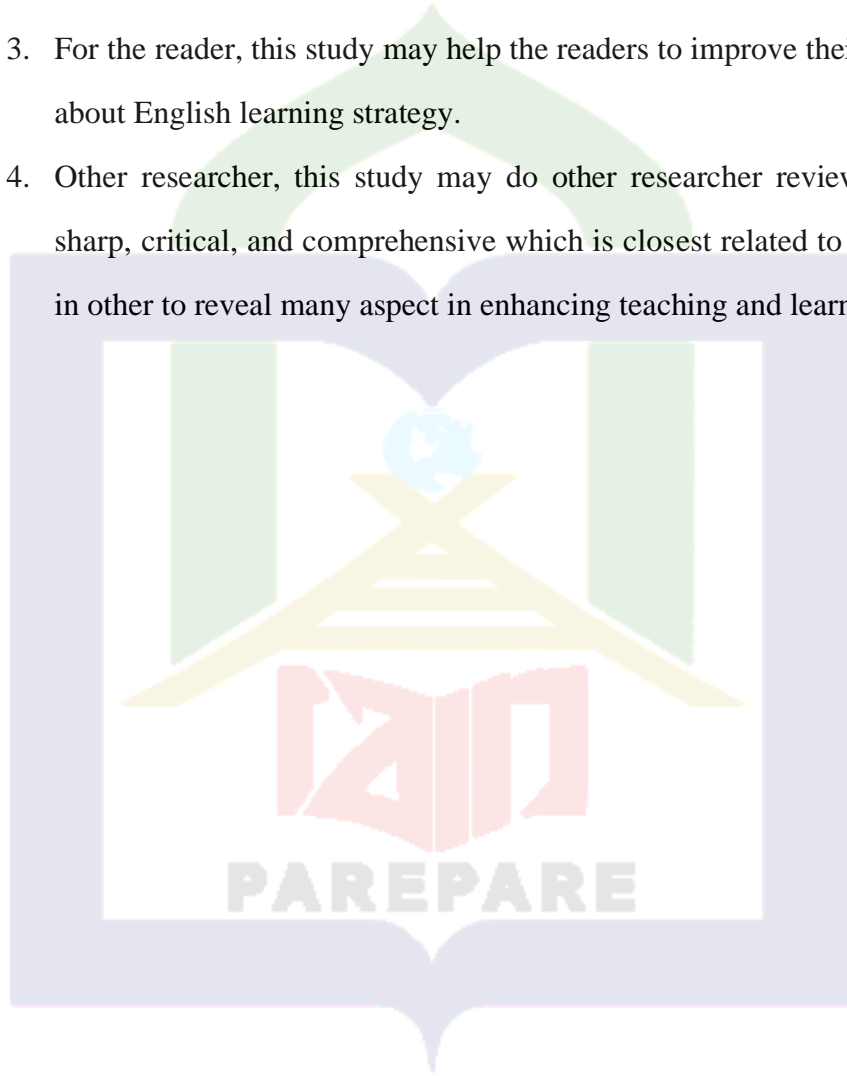
- 3) Writes down words to memorize
- b. Strategies use for structure or grammar
 - 1) Translate ideas from Indonesian to English
- c. Strategies use for spelling
 - 1) Repeat constantly the new vocabulary
 - 2) Looks at speaker's mouth and repeats
- d. Strategies use for pronunciation
 - 1) Pronunciation practice through English dictionaries
 - 2) Imitate teacher's pronunciation or native English speaker from cassette
 - 3) Experiments with new sounds
 - 4) Repeats sentences until pronounced easily

B. Suggestion

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

1. For the teacher, English language learning conducted in the classroom is expected to be more innovative media learning media. Then, the teachers should take on new roles as facilitators, be mentors, and direct students to become learning participants themselves

2. For the students, this study can make the students more creative to find out which one is appropriate strategy in other to achieve their learning understanding and learn deeply about strategies use for language learning skills and elements.
3. For the reader, this study may help the readers to improve their knowledge about English learning strategy.
4. Other researcher, this study may do other researcher reviewing further, sharp, critical, and comprehensive which is closest related to this research in other to reveal many aspect in enhancing teaching and learning quality.



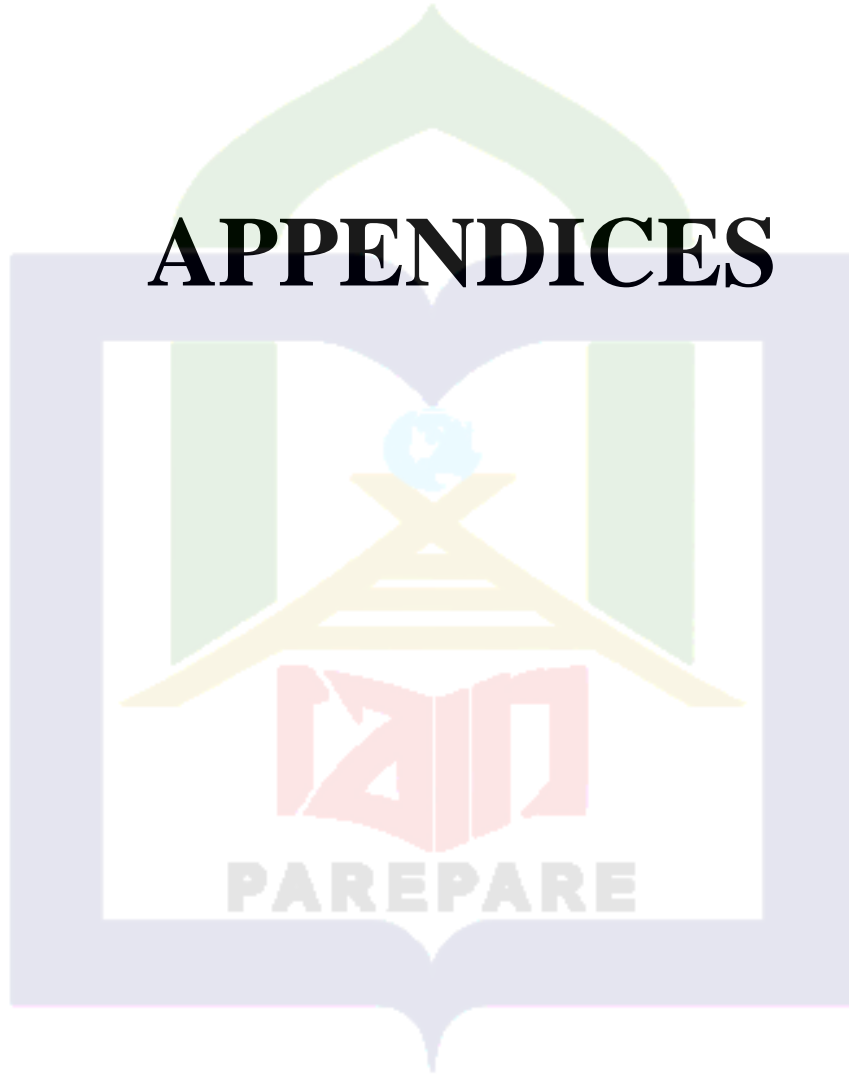
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APPENDICES



Appendix 1: Interview

Interview form

Research general interview

1. What do you like best from your teachers when they deliver the materials?
2. Do you agree if your teacher always telling you something new but still close relate with instructional?
3. What do you want your teachers do while teaching?
4. What do you think the time allotted for your class?
5. Which learning Strategies suit you?
6. Why do you choose that learning Strategies?
7. What impact did you feel when applying this learning strategy?

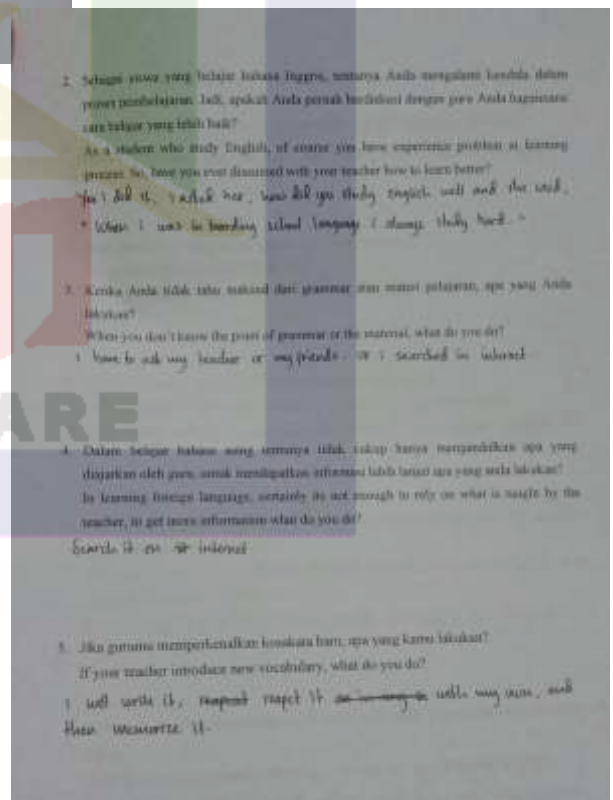
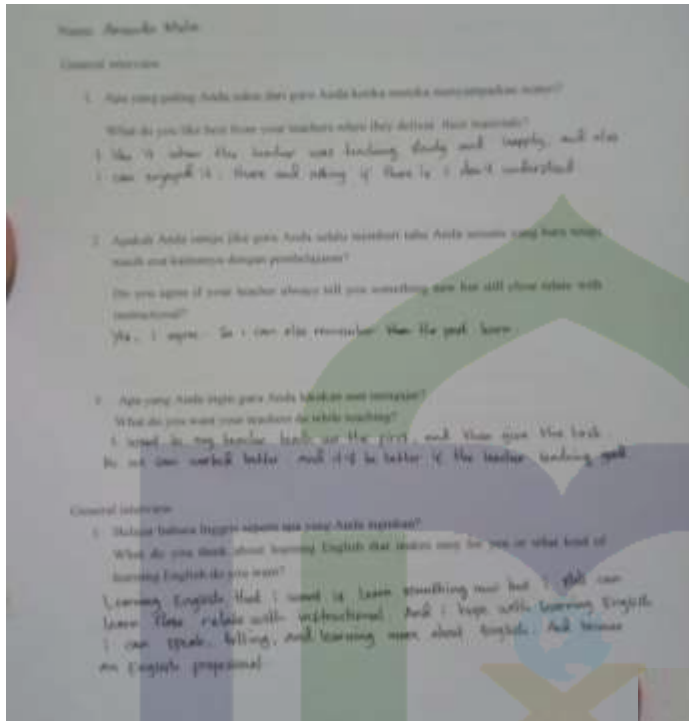
Focus interview about learning strategies

1. What do you think about learning English that makes easy for you or what kind of learning English do you want?
2. As a student who studying English, of course you have experience problem in learning process. So, have you ever discussed with your teacher how to learn better?
3. When you don't know the point of grammar, what do you do?
4. In learning foreign language, certainly it is not enough to rely on what is taught by the teacher, to get more information what do you do?
5. If your teacher introducing new vocabulary, what do you do?
6. What do you do in the class as long as your teacher provides knowledge of English?
7. Do you think English is important? Why?

8. In your opinion, what kind of good learning in the classroom is like?
9. What do you do when you do not understand what the teacher was explaining or the assignment the teacher gave?
10. What do you do when you want to know the task you are doing true or false?



A. Appendix 2: Documentation



6. Apa yang Anda lakukan di kelas selama guru Anda memberikan pengetahuan mengenai bahasa Inggris?
What do you do in the class as long as your teacher provides knowledge of English?

Mengambil pengalasan guru ad and also asking when i don't understand something

7. Apakah menurut Anda bahasa Inggris itu penting? Mengapa?
Do you think English is important? Why?

Yes. I'd like to think that English is so important, 'cause it's international language.

8. Menurut Anda, pembelajaran di kelas yang baik itu seperti apa?
What's your opinion about what kind of good learning in the classroom is like?

Belajar, memperhatikan, mengikuti lalu berlatih. Kalau sudah benar-benar di-

9. Apa yang kamu lakukan ketika kamu tidak mengerti apa yang diajarkan oleh guru atau tugas yang diberikan oleh guru?
What do you do when you do not understand what the teacher was explaining or the assignment the teacher gave?

I will ask my teacher or my friend, or search in internet

10. Apa yang Anda lakukan ketika Anda ingin tahu tugas yang Anda kerjakan benar atau salah?
What do you do when you want to know the task you are doing true or false?

The first I'll work it until finish, and then ask my teacher where is the false - or maybe all of true.

11. Strategi pembelajaran mana yang cocok untuk Anda?
Which learning Strategies suit you?

Strategi belajar dengan kamus online. Dengan banyak basis
Strategi kognitif (melibatkan cara menanggapi pembelajaran).

12. Mengapa Anda memilih Strategi pembelajaran tersebut?
Why do you choose that learning Strategies?

'Cause with these strategies we can learn with many cara pembelajaran that can open our wawasan dalam belajar.

13. Apa dampak yang Anda rasakan ketika menerapkan strategi pembelajaran ini?
What impact did you feel when applying this learning strategy?

I can learn enjoy with the way that i like. Dan juga menambah wawasan sehingga kita menjadi orang yang berwawasan luas. Bisa mempelajari dan memahami lebih banyak materi bhs. Inggris. yang
That can help our future.

Appendix 3: Interview process





Observation situation





Appendix 4: Administration


PEMERINTAH KABUPATEN ENREKANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Jenderal Sudirman Km. 3 Pinang Enrekang Telp/Fax (0420)-21079
ENREKANG

Enrekang, 01 Juni 2021

Nomor : 240.a/DPMPTSP/IP/VI/2021
Kepada : Yth. Kepala MA Rahmatul Asri
Lampiran :
Perihal : Izin Penelitian Di-
Kec. Maiwa

Berdasarkan surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Parepare, Nomor: B.1645/In.39.5.1/PP.00.9/06/2021 tanggal 25 Juni 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : *Imamatul Ummah*
Tempat Tanggal Lahir : Soppeng, 17 November 1997
Instansi/Pekerjaan : Mahasiswi
Alamat : Komp PPM Rahmatul Asri Desa Botto Malangga Kec. Maiwa

Bermaksud akan mengadakan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi dengan judul: "Students' Initiative At MA Rahmatul Asri To Be Good Language Learners-GLLs."

Dilaksanakan mulai, Tanggal 01 Juni 2021 s/d 01 Agustus 2021

Pengikut/Anggota :-

Pada Prinsipnya dapat menyetujui kegiatan tersebut diatas dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Pemerintah/Instansi setempat.
2. Tidak menyimpang dari masalah yang telah diizinkan.
3. Mentaati semua peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 1 (satu) berkas fotocopy hasil Skripsi kepada Bupati Enrekang Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Enrekang.

Demikian untuk mendapat perhatian

A.n. BUPATI ENREKANG
DPM PTSP Kab. Enrekang


SYAMSUBDIN S.Pt., M.Si
Pangkas, Pembina Tk. I
No. 15 200003 1 007

Tembusan Yth :

01. Bupati Enrekang (Sebagai Laporan).
02. Kepala BAKESBANG POL Kab. Enrekang.
03. Camat Maiwa.
04. IAIN Parepare.
05. Yang Bersangkutan (*Imamatul Ummah*).

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 1610 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBİYAH

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
8. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare;
9. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pedoman Pendirian Perguruan Tinggi;
10. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;

MEMUTUSKAN

- Menetapkan** : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
- b. Menunjuk Saudara: 1. Dra. Hj. Nanning, M.Pd.
2. Drs. Abd. Rauf Ibrahim, M.Si.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:
- Nama Mahasiswa : Imamatul ummah
NIM : 17.1300.138
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Penelitian : *EXPLORING MODELS OF LEARNING ENGLISH USED BY STUDENTS AT 1 GRADE MA RAHMATUL ASRI*
- c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
- e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare
Pada Tanggal : 05 Oktober 2020





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91131 ☎ (0421) 21307 / Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1645/In.39.5.1/PP.00.9/06/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Enrekang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kab. Enrekang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Imamatul Ummah
Tempat/Tgl. Lahir	: Soppeng, 17 Nopember 1997
NIM	: 17.1300.138
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Maroangin, Kel. Maiwa, Kec. Maiwa, Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah Kab. Enrekang dalam rangka penyusunan skripsi yang berjudul :

"Students' Initiative At MA Rahmatul Asri To Be Good Language Learners-GLLs"

Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2021.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 25 Juni 2021

Wakil Dekan I,

Muh. Dahlan Thalib



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



**MADRASAH ALIYAH SWASTA (MAS)
RAHMATUL ASRI
MAROANGIN KAB. ENREKANG**

Akreditasi : A NSM: 131273160200 NPSN : 40320434

Jl. Poros Enrekang KM 1 Maroangin Kec. Maiwa Kab. Enrekang Email: ramara937@gmail.com Kode Pos 91761

SURAT KETERANGAN

Nomor : B.492/Ma.21.05.03/PP.006/XI/2021

Yang bertandatangan di bawah ini :

Nama : DR. H. Amir Musthafah, Lc., M.Pd.I
NIP : 19750130 200901 1 004
Jabatan : Kepala Madrasah
Alamat : Kompleks PPM Rahmatul Asri Maroangin

Dengan ini menerangkan bahwa nama yang tersebut di bawah ini, telah melakukan penelitian di MAS Rahmatul Asri Maroangin Kec. Maiwa Kabupaten Enrekang.

Nama : **IMAMATUL UMMAH**
NIM : 17.1300.138
Jurusan : Tadrís Bahasa Inggris
Program : Strata Satu (S1)

Yang dilaksanakan pada 12 Juni s/d 12 Juli 2021 dalam rangka penyusunan skripsi dengan judul :

" STUDENTS' INITIATIVE AT MAS RAHMATUL ASRI TO BE A GOOD LANGUAGE LEARNERS-GLLS"

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Maroangin, 07 November 2021

Kepala Madrasah



Dr. H. Amir Musthafah, Lc., M.Pd.I
NIP. 19750130 200901 1 004

CURRICULUM VITAE



Imamatul Ummah, was born in Soppeng Regency, Atta Benteng village on November 17, 1997. The second child of three children, from the couple of Mr. Rajuddin and Mrs. Rosyanti. The author started basic education at SDN 8 Unggulan Pinrang in 2003 to 2009 and continued her education to the junior and senior high school in Rahmatul Asri Islamic Boarding School in 2009 and graduated in 2015. In the same year the author continued her education to the tertiary level at one of the campuses in Makassar, namely UIN Alauddin Makassar, for the next two years she continued her studies at the leading campus, namely the State Islamic Religion Institute (IAIN) Parepare and took the English Language Education study program at the Tarbiyah Department.