

ABSTRACT

Setiyaningrum, Nurul Y. 2007. *Language Learning Strategies Employed by A Successful Learner of English as A Foreign Language: A Case Study*. Thesis. English Department. Faculty of Letters. State University of Malang. Advisors: (I) Dr. Suharmanto M.Pd., (II) Dra. Furaidah M.A.

Key words: learning strategies, successful learner

This study focuses on the language learning strategies employed by a successful EFL learner. This is important to study since there are not many studies that specifically deal with this issue, particularly a model of learning strategies of Indonesian successful learner in secondary level. In addition to that, a model of good language learners could provide a basis for developing autonomous learners.

This study used descriptive qualitative design because it involved describing, recording, analyzing, and interpreting of condition that exist, which in this case was the learning strategies employed by a successful EFL learner. The subject of this study was an Indonesian successful EFL learner. The subject was a second grade female student of a public senior high school in Malang. The selection of the subject was done purposively based on some indicators of success such as her grades in every semester and achievements in some English competitions. The English teachers' comments about the subject's English performance also became consideration. The data were collected by asking the subject to write a self report and by doing interviews. The subject's self-report and the result of the interview were analyzed using coding categories. After being categorized, the data were then synthesized and interpreted to get a conclusive description of learning strategies employed by the subject.

The study showed that the subject employed both cognitive strategies and metacognitive strategies. In terms of the cognitive strategies, the subject used some techniques, such as repetition, resourcing, directed physical response, note taking, translation, and deduction. The cognitive strategy techniques which were not mentioned by the subject were, summarizing, grouping, and recombining. For the metacognitive strategies, the subject used some techniques such as, self-management, self-monitoring, self-evaluation, advance organizer, directed attention, and selective attention. In metacognitive strategies, delayed production technique was not used by the subject.

Based on the result of the study, it is recommended that English teachers create teaching and learning activities which can develop effective learning strategies in their class. It is also recommended that less successful students try to develop kinds of learning strategies and further apply such strategies in their learning activities. For the other researchers, since this study is limited to one successful learner, a similar study with more samples is suggested to be conducted to produce a more comprehensive result. Furthermore, it is also expected that other studies can investigate other kinds of learning strategies to provide more information on various strategy models of good language learners.