

THESIS

**LANGUAGE LEARNING STRATEGIES
USED IN CRITICAL READING CLASS
BY HIGH AND LOW ACHIEVERS OF
THE SECOND YEAR STUDENTS OF
THE ENGLISH EDUCATION STUDY PROGRAM OF
WIDYA MANDIRA CATHOLIC UNIVERSITY
IN THE ACADEMIC YEAR 2018/2019**



SISILIA GRACELLA TUNGA

121 15 076

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TEACHER TRAINING AND EDUCATIONAL SCIENCES
FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
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Kupang, June 2019

The writer

*“DO NOT STOP DREAMING
JUST BECAUSE
YOU HAD A NIGHTMARE
FOR YOU ONLY LIVE ONCE.”
-GRACELLA*

This thesis is highly dedicated to:

1. *My beloved parents Yansen Tunga, Thres Naben, Mariana Tunga, Alice Naben, Florentius Apaut, Amanda Un, Stanford Edison, Victoria Elisabet, and John.*
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ABSTRACT

This thesis is a qualitative study entitled “**LANGUAGE LEARNING STRATEGIES USED IN CRITICAL READING CLASS BY HIGH AND LOW ACHIEVERS OF THE SECOND YEAR STUDENTS OF THE ENGLISH EDUCATION STUDY PROGRAM OF WIDYA MANDIRA CATHOLIC UNIVERSITY IN THE ACADEMIC YEAR 2018/2019**”. It was conducted to answer the following questions: (1)What are cognitive strategies employed by high and low achievers of the 2nd-year students of the English Education Study Program in reading?. (2)What are the differences in cognitive strategies employed by high and low achiever students in reading?.(3)What are socio-affective strategies employed by high and low achievers of the 2nd-year students of the English Education Study Program in reading?. The objectives of the study were: (1)To identify and describe cognitive learning strategies employed by high and low achievers of the 2nd-year students of the English Education Study program of Widya Mandira Catholic University in reading.(2)To identify and describe the differences in cognitive strategies employed by high and low achiever students in reading.(3)To identify and describe socio-affective learning strategies employed by high and low achievers of the 2nd-year students of the English Education Study program of Widya Mandira Catholic University in reading. The participants of this study were 6 second-year students from the English Education Study Program who have passed the previous compulsory reading classes (Intensive Course Reading and Pronunciation, Oral and Literal Reading, and Interpretive and Affective reading) with 3 students are considered as high achiever students and 3 others are considered as low achiever students in reading. To obtain the data, the writer has conducted 3 times observation and retrospective interview. The topics of the text reading for the 3 meetings were all different. The topics were: Will the “Right’ College major Get you a Job?, The Curse of the Inability to Imagine, and Don’t Hate on the Trait. The result of the research showed that (1)The high achiever students have reportedly used 8, 5, and 6 cognitive strategies and low achiever students have reportedly used 3, 4, and 7 out of 10 cognitive strategies.(2) There were two major differences in employing the cognitive strategies in terms of the total amount of cognitive strategies used and in the way the high and low achievers employed the strategies.(3)The less number of socio-affective strategies employed by the participants was 2 strategies by one high achiever who the writer considered as the most relax participant and the highest number of socio-affective strategies used by participants was 4 by one low achiever and one high achiever. Based on the result of this study, the writer would like to offer some suggestions as follows: Language learners are expected to be aware of what learning strategies they choose to use, lecturers

and/or teachers are expected to expose kinds of language learning strategies to the learners as early as possible, and future researchers are expected to dig more about the relation between the number of language learning strategies and how the learners employed the language learning strategies with the personality of the learners.

Keywords: Language Learning Strategies, Cognitive Strategies, Socio-affective Strategies, High and Low Achiever, and Critical Reading.

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