

**STUDENTS' INDIVIDUAL LEARNING STRATEGIES
IN LEARNING ENGLISH AT SMA N 1
KAMPAR TIMUR**



By

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Thesis

Submitted to Fulfill One of Requirements

For the Undergraduate Degree in English Education

(S.Pd.)



By

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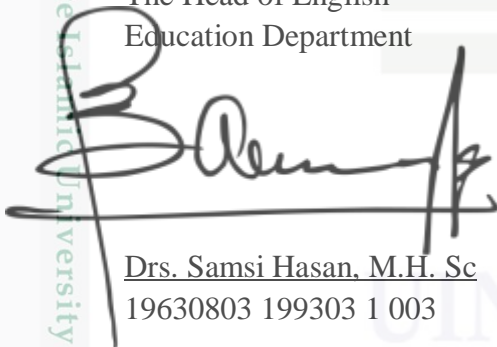
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Finally, the researcher really realizes that there are many weaknesses of this research. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

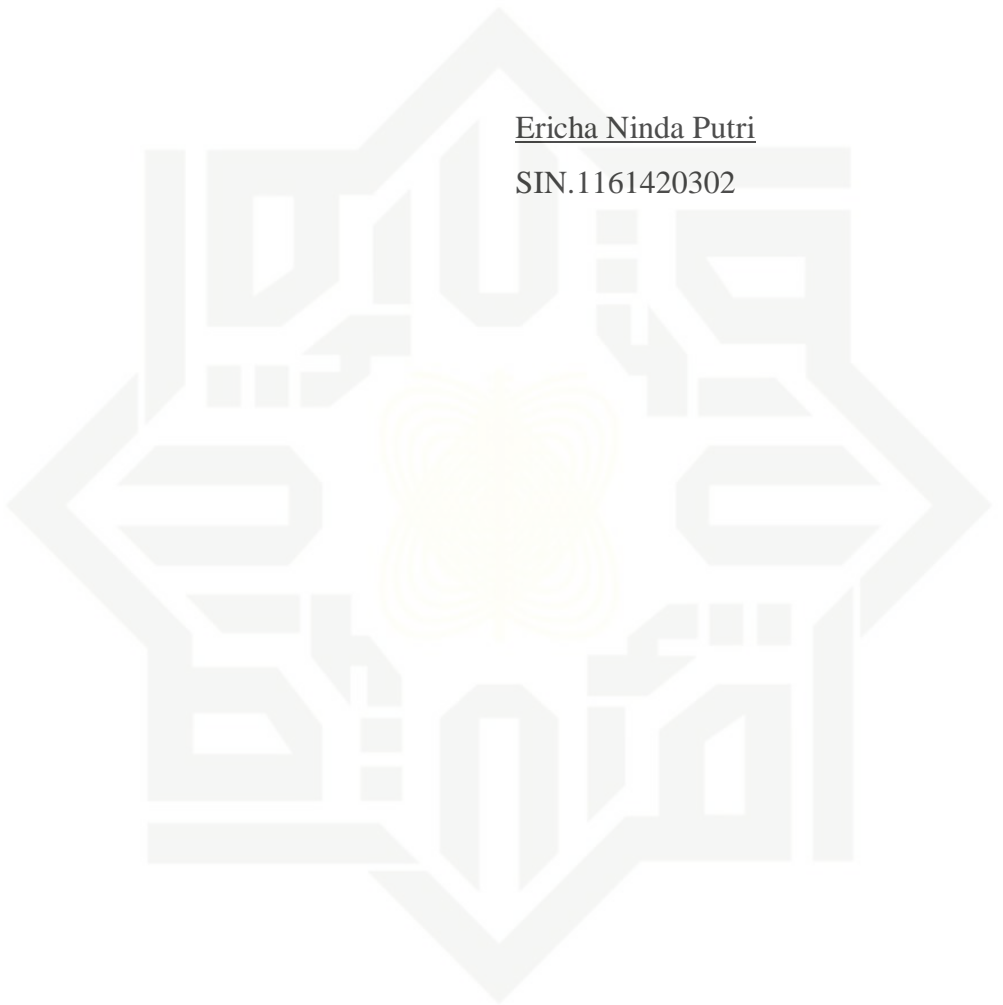
“May Allah Almighty, hope the Lord of universe bless you. Aamiin.”

Pekanbaru, 30 October 2020

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ABSTRAK

Ericha Ninda Putri (2020): Strategi Pembelajaran Individu Siswa dalam mempelajari Bahasa Inggris di SMA Negeri 1 Kampar Timur

Strategi pembelajaran individual siswa merupakan salah satu strategi yang sukses digunakan siswa dalam proses pembelajaran bahasa Inggris. Oleh karena itu, strategi pembelajaran individu dapat meningkatkan pembelajaran siswa menjadi kreatif dan efektif dalam mempelajari bahasa Inggris secara individu. Strategi pembelajaran individual siswa terdiri dari tiga jenis, yaitu: kognitif, metakognitif dan sosial-afektif. Tujuan dari penelitian ini adalah mempelajari strategi pembelajaran individual siswa dalam mempelajari bahasa Inggris pada siswa kelas XI SMA Negeri 1 Kampar Timur. Penelitian ini bersifat deskriptif kuantitatif. Dimana, sampel yang diambil sebanyak 36 siswa dengan menggunakan teknik simple random sampling. Dalam pengumpulan data, peneliti menyebarkan angket kepada responden untuk menentukan strategi pembelajaran individu siswa, terdiri dari 16 item yang dibuat berdasarkan kategori dari strategi-strategi pembelajaran individu siswa. Peneliti menggunakan microsoft excel untuk menganalisis data, dimana hasil penelitian menunjukkan bahwa skor total dari strategi pembelajaran individual siswa adalah 1984, dengan skor rata-rata 55.1. selain itu, total skor dari strategi pembelajaran individual siswa yang dominan adalah 783, dengan rata-rata 130.5 dengan kesimpulan, dapat diidentifikasi bahwa strategi pembelajaran individual siswa dalam mempelajari bahasa Inggris di SMA Negeri 1 Kampar Timur dikategorikan sedang digunakan. Selain itu, strategi pembelajaran individual yang dominan digunakan oleh siswa dalam pembelajaran bahasa Inggris adalah kognitif strategy.

Kata kunci: Strategi Pembelajaran Individual Siswa



ABSTRACT

Ericha Ninda Putri (2020): Students' Individual Learning Strategies In Learning English at State Senior High School 1 Kampar Timur

Students' individual learning strategies is one of the strategies for success that used by the students in learning English process. Therefore, individual strategies may improve students' learning to be creatively and effectively in learning English by own-self. Students' individual learning strategies consists of 3 types, which are: cognitive, metacognitive, and socio-affective. The purpose of this research studied the students' individual learning strategies in learning English at the twelfth-grade students of State Senior High School 1 Kampar Timur. This research was descriptive quantitative. There were 36 students as samples chosen by using a simple random sampling technique. In collecting the data, the researcher distributed the questionnaire to the respondents in order to determine their individual learning strategies, which consisted of 16 items that were constructed based on the category of individual learning strategies. The researcher used Microsoft Excel to analyze the data, which the result of this research showed that the total score of the students' individual learning strategies is 1984, with the mean score is 55.1. Moreover, total score of the dominant strategy of students' individual learning strategies is 783, with the mean score is 130.5 as a conclusion, it can be identified the category of the students' individual learning strategies in learning English at State Senior High School 1 Kampar Timur was medium used. Furthermore, the dominant strategy of the students' individual learning strategies was cognitive strategy in learning English.

Key word: *Students' Individual Learning Strategies*

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ملخص

إيريك نيندا فوتري، (2020): استراتيجية التعلم الفردي لدى التلاميذ في تعلم اللغة الإنجليزية في المدرسة الثانوية الحكومية 1 كمفر الشرقية

استراتيجية التعلم الفردي لدى التلاميذ هي إحدى الاستراتيجيات التي يستخدمها التلاميذ بنجاح في تعلم اللغة الإنجليزية. لذلك، تمكن استراتيجية التعلم الفردي تحسين تعلم التلاميذ ليكونوا مبدعين وفعالين في تعلم اللغة الإنجليزية بشكل فردي. تتكون استراتيجية التعلم الفردي لدى التلاميذ من ثلاثة أنواع، وهي: المعرفة وما وراء المعرفة والعاطفية الاجتماعية. الغرض من هذا البحث هو دراسة استراتيجية التعلم الفردي لدى التلاميذ في تعلم اللغة الإنجليزية لدى تلاميذ الفصل الحادي عشر في المدرسة الثانوية الحكومية 1 كمفر الشرقية. هذا البحث وصفي كمي. حيث كانت العينة المأخوذة 36 تلميذا باستخدام تقنية أخذ العينة العشوائية البسيطة. في جمع البيانات، قامت الباحثة بتوزيع الاستبيان على المستجيبين لتحديد استراتيجية التعلم الفردي لدى التلاميذ، الذي يتكون من 16 عنصراً تم إجراؤها بناءً على فئة استراتيجيات تعلم التلاميذ الفردي. استخدمت الباحثة برنامج مايكروسوفت إكسل لتحليل البيانات، حيث أظهرت النتائج أن النتيجة الإجمالية لاستراتيجية التعلم الفردي لدى التلاميذ هي 1984، بمتوسط درجة 55,1. بالإضافة إلى ذلك، فإن النتيجة الإجمالية لاستراتيجية التعلم الفردي المعظمة لدى التلاميذ هي 783، بمتوسط 130,5، مع الاستنتاج، ويمكن التحديد أن استراتيجية التعلم الفردي لدى التلاميذ في تعلم اللغة الإنجليزية في المدرسة الثانوية الحكومية 1 كمفر الشرقية يتم تصنيفها على أنها يمكن أن تكون مستخدمة. بالإضافة إلى ذلك، فإن استراتيجية التعلم الفردي المعظمة التي يستخدمها التلاميذ في تعلم اللغة الإنجليزية هي الإستراتيجية المعرفية.

الكلمات الأساسية: استراتيجيات التعلم الفردي لدى التلاميذ



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CHAPTER 1

INTRODUCTION

A. Background of the Problem

The success in learning language is influenced by the strategies that the learners used. It seems undeniable that foreign language learners should be equipped with appropriate learning strategies in order to learn target of language more effectively and efficiently because language learning is an intentional and strategic effort (Chamot & O'Mellay, 1990). Each student in the classroom has different characteristics in learning English, some students are able to understand the material by listening from the teachers' explanation. According to Oxford, (1990) language learning strategies are defined as steps taken by students to enhance their own learning. The environment of strategies can be done inside or outside the classroom based on the students themselves.

According to Center of Kansas University, (2009) a learning strategy is "A person's approach to learning and using information. Students use learning strategies to help them understand information and solve problems." In other words, learning strategy is students' strategy in learning and gaining information about subjects and knowledge. For instance, student takes a note when he/she is listening to the teachers, and learning the notes at night. Therefore he/she gets and remembers the knowledge from the information.

Individual learning is an educational approach that aims to customize learning for each student's strengths, need, skills, and interest, Morin (2014). Each student gets a learning plan that's based on what and how the student knows and learns best. Students may learn some skill at different paces. But the students'

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learning plans still keep them on track to meet the standards for a high school diploma. That kind of classroom isn't the reality for most students. But it's the end and goal of individual learning which is already being used successfully in some schools and is expanding in several states.

Based on the explanation above, individual learning strategy is needed in all stages of education. It is needed because individual learning will affect students' skill to achieve the goal of learning and appropriate to educational system in this situation. In this research the researcher focus on students' individual learning strategy in learning English of twelve grade students at State Senior High School 1 Kampar Timur. For this situation, the researcher will follow the syllabus.

In order to accomplish students' needs toward good achievement, 2013 Curriculum (K13) Provides some strategies the students learned in Senior High School (KemenDikBud, 2013), the purposes of teaching English are as follows:

1. Developing possitive attitude towards learning English
2. Developing communicative competence in oral and written form achieve infomational level
3. Having awereness about the sence and the significane of English in order to increase national compatence in global society
4. Developing understanding of students about the relationship between language and culture.

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English subject at SMA N 1 Kampar Timur, taught once a week, it consist of two hours and the criterion of student's minimum passing grade is 75. Based on curriculum 13, the purpose of teaching English in this level is to develop students' potential in order to have communicative competence of interpersonal, transactional, and functional discourse by using oral and written text in English. Learning strategy also has contribution to improve students' learning process. Using learning strategy that is relevant to the students' taks and goals to enhance their English. Learning strategy involves developing attitudes, beliefs, knowledge and tactics to take action dealing with their individual learning. Individual learning strategy may help to enhance the learning process for the students, they can control their attitudes and emotions about learning and understanding that negative feeling retard learning. Furthermore, based on the curriculum, it is stated that the twelfth-grade students at SMA N 1 Kampar Timur are expected to get good achievement in English subject.

Nevertheless, based on the researcher's preliminary observation, it is still far from the target of the curriculum, there are students who have difficulties in learning English and they should follow remedial test because get low score in examination of final semester. The students cannot control their attitudes and emotions about learning and understanding that negative feeling retard learning. The students are still not active enough during the learning process because they have different characteristics in learning. It seems that they have lack of strategies in learning English.

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The problems of the students can be seen in the following phenomena:

1. Some of the students are not interested to ask the teacher about the material in learning English
2. Some of the students have difficulties to focus and arrange on their strategy in learning English
3. Some of the students still do not enthusiastic enough during the learning process.
4. Each student uses differences strategy in learning English

Based on the explanation and the problems experienced by the students above, the researcher is interested in conducting a research entitled: “Students’ Individual Learning Strategies in Learning English at state senior high school 1 Kampar Timur”.

B. Problem

1. Identification of the Problem

Based on the explanation above, the researcher identifies the problems as follows:

- a. What strategies are used by the students in learning English?
- b. What is the dominant strategy of the students’ individual learning strategies in learning English?

2. Limitation of the Problem

The problem of this research only focuses on describing the students’ individual learning strategies in learning English which the twelfth-grade students as the subject at State Senior High School 1 Kampar Timur.



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3. Formulation of the Problem

Based on the problems above, the researcher formulates the problems in this research as follows:

- a. How is the students' individual learning strategy in learning English at SMA N 1 Kampar Timur?
- b. What is the dominant strategy of the students' individual learning strategies in learning English at SMA N 1 Kampar Timur?

C. Reason for Choosing the Title

The reasons why the researcher views it necessarily to conduct this research based on the following reasons:

1. The title of this research is relevant to the researcher's status as a student of English Education
2. The problems of this research are not yet investigated by other previous researchers.
3. The location of the research facilitates the researcher in conducting this research.

D. Objective and Significant of the Research

1. The Objective the Research

- a. To describe how are the students' individual learning strategies in learning English at SMA N 1 Kampar Timur.
- b. To explain the dominant strategy of the students' individual learning strategies in learning English at SMA N 1 Kampar Timur.



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2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. Hopefully, this research is beneficial for the researcher as a novice researcher in learning how to conduct a research.
- b. This research finding is expected to be useful, and valuable for students and teacher of SMA N 1 Kampar Timur
- c. This research finding is expected to be the practical and theoretical information to the development of the theories in language teaching in general.
- d. Finally, to fulfil one of the requirements for the researcher to complete her undergraduate degree program at English Education Department of Education and Teachers training faculty of State Islamic University Of Sultan Syarif Kasim Riau.

E. The Definition of the Term

1. Individual learning

Individual learning is an action doing by own-self that involves goal setting and regulating one's efforts to reach the goal, self-monitoring (metacognition), time management, and physical and social environment regulation in learning (Zimmerman, 2012).

2. Learning strategy

Learning strategies is "Intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn or remember new information. These may include focusing on certain

aspects of new information, analyzing and organizing information during learning to increase comprehension, evaluating learning when it is completed to see if further action is needed.” (Richards, J. C, Platt, 1998, P.261).

3. Learning English

learning is a *process* leads to *changes*, which occurs as a result of *experience* and increases the potential of improved performance and future learning. And the simple definition of learning is the process of gaining the knowledge and expertise stated by (Ambrose, 2010).

In this research, learning English is the process to increase by the students’ knowledge in learning English process. It can be describe how is the students’ know and understand when they were in learning English process.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Learning

Learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned (Tomlinson, 1998). In addition, (Murray, D.E & Cristison, M.A, 2010) state that learning is a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skill, values, and worldviews. Learning also refers to a relatively permanent change in behavior as a result of practice or experience.

Similarly, (Brown, 2000) proposed that learning is acquisition or getting information and skill which imply storage systems, memory, and cognitive system. Based on the definition above, (Brown, 2000) breaks down the components of the definition of learning as follows.

- a. Learning is acquisition or getting
- b. Learning is retention of information or skill
- c. Retention implies storage system, memory, and cognitive organization.
- d. Learning involves active, conscious focus or and acting upon events outside or inside the organism
- e. Learning is relatively permanent but subject to forgetting
- f. Learning involves some form of practice, perhaps reinforced practice.
- g. Learning is a change in behavior.



Based on the definition above, learning is not only a matter of transferring knowledge from teacher to students, but learning is a process how the students get the information, experience that be cange their behavior. Learning also involves the students to practice, active, can take an action events in outside or inside class.

2. The Nature of Strategy in Learning

Strategy as specific method of approaching a problem or task, modes of operation for achieving a particular end, or planned designed for controlling and manipulating certain information (Brown D. , 2001). Meanwhile, strategies with regard to learning according to (Oxford R. L., 1990) are specific action done by learners to make learning easier, faster, more self-esteem, more effective and more transferable to new situation.

Richard and Platt (1992,p.209) in Hismanoglu, 2000 state that the learning strategies are intentional behavior and thoughts used by learners during learning so as to better help them understand learn, or remember new information. Other definition is put forward by Weyden and Rubin (1987 cited in Hismanoglu 2000) stated that language learning strategies are any set of operations, steps, plans used by learners to facilitate the obtaining, storage retrieval, and use of information.

According to explanation above strategies in learning is important thing for someone when they learning English. Learning strategies helps the students learning English easier, faster, more self-directed and enjoyable on their learning.

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3. The Nature of Individual Learning Strategies

Individual learning is an educational approach that aims to customize learning for each student's strengths, need, skills, and interest, Morin (2014). Even, strengthening the way of thinking positively to their own self. According to (Pintrich, 2000) individual learning is a proactive way of learning where by learners need to set their goals, then control or monitor which reflect to their cognition, behavior, and motivation. It is how learner can explore their own-self deeply and take handle of themselves entirely. The point is about the constructive process that learners have to compile their plan and strategies to face all problems that perhaps come from their own-self as an internal factor and external environment.

Identified four common assumptions about individual learning. First, learners do more than passively consume information that has been presented to them by others. In the process of learning, they actively create strategies, goals, and meaning. Second, learners can to some extent, given the constraints imposed by individual differences, contexts, and biology, monitor and influence their actions. Third, learners use goals or standards to assess the adequacy of their learning and make changes if necessary. Fourth, these learners use self-regulating processes to mediate the influence of external contexts and personal characteristics so as to enhance academic achievement and performance (Pintrich, 2000).

Another viewpoint of individual learning purposed to manage self-control especially in both time and space. It means how learners can take be handle multiple task of the goals into an appropriate action, how the time is

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used correctly and effectively with all the conditions that maybe could change their minds to give up on their visions. A strong sense of regulating of yourself is the basic root to keep moving forward by increasing qualities of behavior and critical thinking will complement greater ideas for people in individual learning (Vohs, 2016).

Individual learning is not only about controlling mental abilities, but it is broader than that Based on Zimmerman (2000). Furthermore, Boekaerts, Pintrich, and Zeidner (2005) pointed the meaning of definition of individual learning was focus on the action of the belief and motivations. The reason why learners need to regulate themselves was a clear basic to have a good performance. Action that was decided to attain the goals could be variety of ideas depends on the cognitive strategies and the experience. Contextually, aspiring to succeed individual learning involve pupils self-efficacy which means the ability to organize the structured idea of action into some specific act.

Based on the definition above, individual learning strategies are how the students though positively to get and share information, knowlagde and experience which their strategy and be active and creative in learning process.

4. The Strategies of Individual Learning

In language learning strategies, (O'Mallaey, J.M. and Chamot, A. U. 1990) defined the kind of individual learning strategies is devided into three categories, cognitive, metagonitive and sicio-affective.

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a. Metacognitive strategies

This strategy involves process such as planning for learning, thinking about their learning process, self-correctness, and evaluating learning after an activity is completed. Metacognitive strategies refer to learner's behavior in centering, arranging, planning and evaluating their learning process. The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning helps learners to recognize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problem like monitoring error and evaluation of progress (Oxford L. R., 1990, p.300). This helps them to plan language learning in an efficient way. When new vocabulary, rules, and writing system confuse the learner, these strategies become vital for successful language learning.

Metacognitive strategies encompass (1) playing attention, (2) delaying speech production to focus on listening, (3) organizing, (4) setting goals and objectives, (5) planning for a language task, (6) self monitoring and (7) self evaluating.

b. Cognitive strategy

This strategy involves direct learning process about the learning material itself and have limited specific learning task (Wolters, C. Pintrich, P. R., and Karabenick, S. A., 2003). Cognitive strategies are typically found to be the most popular strategies with language learners. The target language is manipulated or transformed by

repeating, analyzing or summarizing. The four sets in this group are; practicing, reviewing and sending message, analyzing and reasoning, and creating structure for input and output. They help learners; (1) to say or do something over and over, (2) to practice sounds as pronunciations and intonations, (3) to use skimming to determine the main idea or specifics points and (4) to make a summary or abstract of a longer passage.

c. Socio-Affective strategy

This kind of strategy refers to social and affective strategy, but has close relationship with social activity and interacting with other. Therefore, Social strategies refers to learner' activities involving other people for instance, by asking question to their teacher or their collages, by cooperating with peers, and by asking correction. They encompass (1) asking for clarification or verification, (2) cooperating with proficient language users, (3) developing cultural understanding, and (4) becoming aware of others thoughts and feelings.

Affective strategy has factors like emotion, attitude, motivation and values influence learning in an important way. These set of strategies refer to how students can anxiety, encouraging yourself, and taking your emotional temperature. Good language learners control their attitudes and emotions about learning and understanding that negative feeling retard learning. Teacher can help generated positive feeling in class by giving students more responsibility, increasing the amount of natural communication, and teaching affective strategies.

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B. The Relevant Research

Anxiety could be both helpful and harmful. It is felt that a certain amount of anxiety is helpful for learners because it helps them obtain their optimum level of performance. Too much anxiety has the opposite effect where it hinders language learning. Anxiety often takes forms of worry, frustration, insecurity, fear and self-doubt. A common high anxiety creating situation for learners is to perform before the peers and teacher when they are not prepared. They involve (1) using music, (2) progressive relaxation, deep breathing or mediation, (3) taking risk wisely, (4) writing a language learning diary, (5) discussing learners feeling with someone else (Iskandarwassid, Sunendar, and Dadang, 2013).

According to the explanation above, students can use their strategies appropriately to make improvement in learning English. Individual learning strategies help teachers and students how to learn in difference situation which difference strategy.

1. This research about English language learning strategies by Lailatul Rohmalia that was “A Study of English Language Learning Strategies” at the Eighth Grade Students in MTs N Filiah Popongan 2014. Her population of study is 38 students that consist of 19 female and 19 male. The result of this study “shows that the eighth grade students of MTs N Filiah Popongan applied three main classification of learning strategies by O’Malley and Chamot, they are: metacognitive strategy, cognitive strategy and socialaffective strategy”. The students at the eighth grade of MTs

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Negeri Filial Popongan apply nine learning strategies in their English skill. The learning strategies that the students used are two subcategories of metacognitive strategy namely, directed attention and selective attention; five subcategories of cognitive strategy namely, note taking, keyword, imagery, repetition, and resourcing; and two subcategories of social affective strategy namely, question for clarification and cooperation.

2. A research from Miftah Alfianaini that was “An Analysis of Students’ Language Learning Strategies in Learning English” at Mts Ummatan Wasathan Pesantren Teknologi Riau 2019. This research explained about the language learning strategies that used by the students in learning English, and the result is the same, namely affective strategies with 22.60% that used by the students in learning English with population of this study is 47 students.

3. This previous study was written by Reni Safitri (2014) entitled “Language Learning Strategies used by English teacher to motivate students at the eighth grade of SMP Nurul Islam Boyolali 2013/2014 academic year”. The result of the study is the correlation between motivation and teaching learning process of the eighth grade students of SMP Nurul Islam. The technique of the research was qualitative research. In this research the researcher found four language strategies used by the English teacher to motivate the students, there are; (1) creating mental linkages that consist of grouping and placing words into context, (2) applying images that consist of imagery and semantic mapping, (3) translating, a process of changing words or text from Indonesia into English or from English into Indonesia

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to master or produce the English language text, (4) structured reviewing, a strategy that is used in order to make the students remember vocabularies that the students can learn.

The similarity of the previous study above to this research is about learning strategies. The first research focus on english language learning strategies on Students junior high school, the second research focus on language learning english strategies of vocational students, the third focus on language learning strategy to motivate the students. On the other hand, are also having difference, the difference is this research more specific strategies, it is about Individual learning strategies in learning English, also in subject and data sources. This research focus on students' individual learning strategies in learning English for twelfth grade students of SMA N 1 Kampar Timur in the academic year 2020/2021.

C. Operational Concept

Operational concept is a guidance used to avoid misunderstanding in carrying out the research. The researcher establishes some strategies on (O'Malley, J.M. and Chamot, A. U. , 1990) that is indicators of individual Learning strategies. The questioner that adapted by researcher from (Brown H. D., Strategies for Success : A Practical Guide to Learning English, 2002), as follows:

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Table II.1
Blue print Of Questioner Students' Individual Learning

No.	Strategy	Number of Items
1	Metacognitive	8,9,10,15,16
2	Cognitive	6,7,11,12,13,14
3	Socio-Affective	1,2,3,4,5
	TOTAL	16 Items Questionnaire

Table II.2
Blue print of Indicators

Strategy	Indicators	Questioner number
Metacognitive	Students Practice pronunciation os spesific	8
	Students Read aloud	9
	Students Skim for the overall topic and message before reading	10
	Students Write several drafts of an academic paper	15
	Students Proofread my written work	16
Cognitive	Students Practice conversation by themselfe	6
	Students Repeat language from audiotape	7
	Students Scan a passage quickly to find spesific information	11
	Students Figure out the meaning of an unclear passage	12
	Students Guess meanings of words from the context	13
	Strudents Free-write on their own (diary, journal, e-mail)	14
Socio-Affective	Watch television, listen to radio, and so on (news, other program)	1
	Watch movies, plays, and so on	2
	Listen to other people's conversations	3
	Listen to spesific sound in English when people speak to me	4
	Listen to spesific grammar point (verb tenses, articles, and so on)	5

CHAPTER III

THE RESEARCH METHOD

A. Research Design

The design of the research was a quantitative research, specifically descriptive quantitative study. According to Gay (2012), quantitative research is the collection and analysis numerical data to describe, explain, predict or control phenomena of interest. Meanwhile, according to Kothari (2004), descriptive research is aimed to describe of the state of affairs as it exist at present.

Through the design of the research, there would be result of analysis to describe about the students' individual learning strategies in learning English and investigate the dominant strategies that used by the students in learning English at SMA N 1 Kampar Timur.

B. The location and Time of the research

The research would be conducted at SMA N 1 Kampar Timur is located in Jl. Pekanbaru-Bangkinang KM. 40, Kampar regency, Riau Province. It would be started on September to November 2020. The researcher chooses the school because the school is one of school that used online learning and to know how about the students individual learning.

C. The Subject and Object of the Research

1. The Subject of the research

The subject of the research was the twelfth-grade students of SMA N 1 Kampar Timur in academic year 2020/2021.



2. The Object of the Research

The object of the research was the the students' individual learning strategies in learning English at SMA N 1 Kampar Timur.

D. The Populaton and Sample of the Research

1. Population

The population of this research was the twelve grade students of SMA N 1 Kampar Timur in academic year 2020/2021. It has eleven classess (six classes of science and five classess of social), each class consist of 35 students. The total population of this research is 357 students. The specification of the population can be seen on the table bellow:

Table III.1
The Population of the Research

No	Class	Number of Students
1	XII IPA 1	31
2	XII IPA 2	30
3	XII IPA 3	31
4	XII IPA 4	32
5	XII IPA 5	36
6	XII IPA 6	28
7	XII IPS 1	36
8	XII IPS 2	30
9	XII IPS 3	35
10	XII IPS 4	34
11	XII IPS 5	34
	Total	357

2. Sample

(Arikunto, 2002. p.109) said that : “sample is a part population that researched”. Futhermore, according Arikunto explain that if the subject is change the researcher take 10-15 % or 20-25 % or more, and the researcher only take 10% as the sample of this research. So, the researcher took 10% for all of the population to be the sample by using Simple Random Sampling.

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According to Creswell (2008.p.143), in Simple Random Sampling, the researcher selects participants for the sample so that any individual has an equal probability of being selected from the population.

Table III.2
The Sample of the Research

No	Class	Students	Percentage
1	XII IPA 1	2	0.2%
2	XII IPA 2	3	0.3%
3	XII IPA 3	6	0.6%
4	XII IPA 4	2	0.2%
5	XII IPA 5	3	0.3%
6	XII IPA 6	1	0.1%
7	XII IPS 1	4	0.4%
8	XII IPS 2	3	0.3%
9	XII IPS 3	5	0.5%
10	XII IPS 4	4	0.4%
11	XII IPS 5	3	0.3%
	Total	36	10%

E. The Technique of Data Collection

This research, the researcher used a questionnaire to collect the data of individual learning strategies in learning. According to Cohen (2007), questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numeric data, being able to be administered without the presence of the research, and often being comparatively straight forward to analyze.

Moreover, Brown et al. (1999) said that the assessment for measuring the students' individual learning strategies is based on self-report. One of examples of self-report is questionnaire. Self-assessment instruments such as surveys or questionnaire usually consist of a statement followed by a response continuum such as always, often, sometimes, seldom and never.

This subject selects the response that best describes his reaction to the statement.

The researcher that use the rating scale can be made in the form of a check list. It is conducted by using google form and the response only check list the form from their mobile phone/gadget. Using questionnaire to find out students' individual learning strategies in learning English of the twelve grade students at SMA N 1 Kampar Timur. The questionnaire was adopted from (Brown H. D., 2002), the questionnaire describes some questions for the respondents to know how the students' individual learning strategies in learning English of the twelve grade students at SMA N 1 Kampar Timur.

Table III.3
Blue print Of Questioner Students' Individual Learning

No.	Strategy	Number of Items
1	Metacognitive	8,9,10,15,16
2	Cognitive	6,7,11,12,13,14
3	Socio-Affective	1,2,3,4,5
	TOTAL	16 Items Questionaire

Table III.4
Blue print of Indicators

Strategy	Indicators	Questioner number
Metacognitive	Students Practice pronunciation os spesific	8
	Students Read aloud	9
	Students Skim for the overall topic and message before reading	10
	Students Write several drafts of an academic paper	15
	Students Proofread my written work	16
Cognitive	Students Practice conversation by themselve	6
	Students Repeat language from audiotape	7
	Students Scan a passage quickly to find spesific information	11
	Students Figure out the meaning of an unclear passage	12
	Students Guess meanings of words from the context	13
	Strudents Free-write on their own (diary, journal, e-mail)	14
Socio-Affective	Watch television, listen to radio, and so on (news, other program)	1
	Watch movies, plays, and so on	2
	Listen to other people's conversations	3
	Listen to spesific sound in English when people speak to me	4
	Listen to spesific grammar point (verb tenses, articles, and so on)	5



1. Validity of Questionnaire

According to Creswell (2012, p.13), validity is development of sound evidence to demonstrate the test interpretation (of score about the concept of construct that the test is assumed to measure) matches its proposed use. It means that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purposes of the assessment.

The researcher used the questionnaire adapted from Brown about activities of individual learning strategies (2002,p.54-55). The activities of individual learning strategies in the questionnaire has been validated by using the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test. According to Gozali (2009), validity of instrument can be clarified valid if Kaiser-Meyer- Olkin KMO numeral and Bartlett's Test higher than 0.5 (≥ 0.5). The result of the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test for students' individual learning strategies in learning showed the value of the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test was (0.65). It means that the factor could be used to collect the data. Therefore in this research, the researcher did not conduct the validity test because the indicators of questionnaire have been validated.

2. Reliability of Questionnaire

Richard and Schmidt (1985, p. 454), reliability is a measure of the degree to which a test gives consistent result. Johnson and Christensen (2000) stated that when used to check reliability of scores, the coefficient should be at least 0.70 preferably higher.

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The type of reliability of this research is internal consistency, which is the consistency of students' responses across the items on a multiple-item measure. In general, all the items on such measures are supposed to reflect the same underlying construct, the students' scores on those items should be correlated with each other. In this researcher, the researcher did not conduct the reliability test because the questionnaire has been conducted the reliability test. The reliability of the questionnaire has been calculated by using Cronbach's Alpha in SPSS which is the result showed that the questionnaire is reliable.

Table. III.5
The reliability of Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
,86	16

From the table above, it can be seen the value of Cronbach's Alpha was 0.86. Based on the table of the reliability, the questionnaire was categorized reliable.

F. Technique of Data Analysis

In analyzing the data, the researcher used the Microsoft Excel. First, the researcher calculated the result of the questionnaire to answers the first research question. The scale of questionnaire is adopted from (Brown H. D., 2002) and score range is adopted from (Oxford R. L., 1990) as a table below:

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Table. III.6
The scoring scale

No	Scale	Score
1	Always	5
2	Often	4
3	Sometimes	3
4	Seldom	2
5	Never	1

Table.III.7
Score ranges of strategy charegories

Scale	Mean range
High use	3.50-5.00
Medium use	2.50-3.49
Low use	1.00-2.49

After getting score from questionnaire, the researcher calculated the mean score from the result of questionnaire. In order to determine the mean score of students' answers, the researcher used the formula from supported by Leech (2005) as stated bellow:

The Formula of mean score

$$M = \frac{\sum X}{N}$$

Notes:

M = mean score of student's answer

$\sum X$ = sum of scores

N = the number of students' sample.

Furthermore, the researcher also took high percentage into each strategy as the dominant strategy of students' individual learning strategies in learning English to answers the second research question. The researcher adopted the formula from previous researcher which is cited in Trismasari et al (2016).

$$\text{Percentage} = \frac{\text{Mean Score of Each Factor}}{\text{Factor}} 100\%$$



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to know the students' individual learning strategies in learning and the dominant strategy of the students' individual learning strategies in learning English on twelve grade students at SMA Negeri 1 Kampar Timur. 1). The twelve-grade students at SMA N 1 Kampar Timur used all individual learning strategy in learning English, it is indicated that 55% the students used individual learning strategies in learning English, including metacognitive, cognitive and socio-affective with categorized as medium used. 2). Cognitive strategy become the most dominant strategy of individual learning strategy in learning by the students which percentage 43.5%. Metacognitive is lower strategy used by the students as their individual learning strategies in learning English which percentage 38.7%.

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

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B. Suggestion

Based on the conclusion that was stated above, the researcher would like to offer some suggestion. The researcher offers some suggestion as follows:

1. The teachers of English at SMA N 1 Kampar Timur, the teachers are expected to further improve students' patterns that and apply the strategy in learning process. This is intended as a way to deal with students who have low learning strategy. So, that it can improve students' individual learning strategy in learning English.
2. Furthermore, for students it is suggested to practice diligent. Because, it will help in developing their individual learning strategy in learning English and achieving desired goals.

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NIM : 11614203062

Jurusan : Pendidikan Bahasa Inggris

Judul : Students' individual learning strategies in learning at SMA N 1 Kampar Timur

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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Semester/Tahun	: VIII (Delapan)/ 2020
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : STUDENTS' INDIVIDUAL LEARNING STRATEGIES IN LEARNING AT SMA NEGERI 1 KAMPAR TIMUR

Lokasi Penelitian : SMA NEGERI 1 KAMPAR TIMUR

Waktu Penelitian : 3 Bulan (28 Agustus 2020 s.d 28 November 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
 Dekan



Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
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NIM : 116142030620
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Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : **STUDENTS' INDIVIDUAL LEARNING STRATEGIES IN LEARNING AT SMA NEGERI 1 KAMPAR TIMUR**

Lokasi Penelitian : SMA NEGERI 1 KAMPAR TIMUR

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Demikian disampaikan, atas perhatian diucapkan terima kasih.

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Akreditasi : **A**

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Yang bertanda tangan di bawah ini Kepala SMAN 1 Kampar Timur, Kabupaten Kampar-Provinsi Riau, dengan ini menerangkan bahwa :

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NIM : 116142030620
Program Studi : **S1 Pendidikan Bahasa Inggris**
Universitas : **Universitas Islam Negeri Suska Riau**
Alamat : **Pekanbaru**
Judul Skripsi : **“ STUDENTS’ INDIVIDUAL LEARNING STRATEGIES IN LEARNING AT SMA NEGERI 1 KAMPAR TIMUR ”**

Nama yang tersebut di atas telah selesai melaksanakan Penelitian/ Riset di SMA Negeri 1 Kampar Timur.

Demikian Surat Keterangan ini kami buat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Kampar, 01 Desember 2020
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NONI LESTARI, M.Sn
NIP. 19701012 199412 2 001

RESULT OF STUDENTS' INDIVIDUAL LEARNING STRATEGIES IN LEARNING ENGLISH AT SMA N 1 KAMPAR TIMUR

CATEGORY OF STRATEGY	ITEM NUMBER	TOTAL SCORE OF EACH ITEM	TOTAL SCORE OF EACH STRATEGY	MEAN	PERCENTAGE
METACOGNITIVE	8	125	581	116,2	38,7
	9	113			
	10	122			
	15	94			
	16	127			

CATEGORY OF STRATEG	ITEM NUMBER	TOTAL SCORE OF EACH ITEM	TOTAL SCORE OF EACH STRATEGY	MEAN	PERCENTAGE
COGNITIVE	6	142	783	130,5	43,5
	7	116			
	11	123			
	12	152			
	13	143			
	14	107			

CATEGORY OF STRATEGY	ITEM NUMBER	TOTAL SCORE OF EACH ITEM	TOTAL SCORE OF EACH STRATEGY	MEAN	PERCENTAGE
SOCIO-AFFECTIVE	1	122	620	124	41,3
	2	137			
	3	122			
	4	114			
	5	125			

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 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp (0761) 7077307 Fax (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. H. Sutarmo, M. Ag
 - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Ericha Ninda Putri
4. Nomor Induk Mahasiswa : 11614203062
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	07 Januari ²⁰²⁰	Proposal Bab 1, 2		
2.	29 Januari ²⁰²⁰	bab 1, 2 dan 3		
3.	27 Mei ²⁰²⁰	Revisi bab 2 dan 3		
4.	15 September ²⁰²⁰	Konsultasi ^{dan revisi} bab 4 dan 5		
5.	30 Oktober ²⁰²⁰	Approval dan Acc		

Pekanbaru, 30 Oktober 2020
 Pembimbing,

Drs. H. Sutarmo, M. Ag.
 NIP.

BLUE PRINT OF INDICATORS

Strategy	Indicators	Questioner number
Metacognitive	Students Practice pronunciation os spesifik	8
	Students Read aloud	9
	Students Skim for the overall topic and message before reading	10
	Students Write several drafts of an academic paper	15
	Students Proofread my written work	16
Cognitive	Students Practice conversation by themselve	6
	Students Repeat language from audiotape	7
	Students Scan a passage quickly to find spesific information	11
	Students Figure out the meaning of an unclear passage	12
	Students Guess meanings of words from the context	13
	Strudents Free-write on their own (diary, journal, e-mail)	14
Socio-Affective	Watch television, listen to radio, and so on (news, other program)	1
	Watch movies, plays, and so on	2
	Listen to other people's conversations	3
	Listen to spesific sound in English when people speak to me	4
	Listen to spesific grammar point (verb tenses, articles, and so on)	5

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INSTRUMENT

Please, ceklist the box that best describes how often you did these activities in English. Cecklist only one box. Use the following scale:

- 5 Always**
4 Often
3 Sometimes
2 Seldom
1 Never

- | | |
|---|--|
| <p>1. Watch television, listen to radio, and so on (news, other program)</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Never</p> <p>2. Watch movies, plays, and so on</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Never</p> | <p>3. Listen to other people's conversations</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Never</p> <p>4. Listen to specific sound in English when people speak to me</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Never</p> |
|---|--|

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5. Listen to spesific grammar point (verb tenses, articles, and so on)

- Always
- Often
- Sometimes
- Seldom
- Never

- Sometimes
- Seldom
- Never

9. Read aloud

- Always
- Often
- Sometimes

6. Practice conversation by my self

- Always
- Often
- Sometimes
- Seldom
- Never

- Seldom
- Never

10. Skim for the overall topic and message before reading

- Always
- Often
- Sometimes

7. Repeat language from audiotape

- Always
- Often
- Sometimes
- Seldom
- Never

- Seldom
- Never

11. Scan a passage quickly to find spesific information

- Always
- Often
- Sometimes

8. Practice pronunciation os spesific sounds

- Always
- Often

- Seldom
- Never

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12. Figure out the meaning of an unclear

passage

- Always
- Often
- Sometimes
- Seldom
- Never

13. Guess meanings of words from the

context

- Always
- Often
- Sometimes
- Seldom
- Never

14. Free write on my own (diary, journal,

e-mail)

- Always
- Often
- Sometimes
- Seldom
- Never

15. Write several drafts of an academic

paper

- Always
- Often
- Sometimes
- Seldom
- Never

16. Proofread my written work

- Always
- Often
- Sometimes
- Seldom
- Never

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CURICULUM VITAE

A. Biodata Pribadi

- | | |
|-------------------------|---|
| 1. Nama | : Ericha Ninda Putri |
| 2. Jenis Kelamin | : Perempuan |
| 3. Tempat tanggal lahir | : Kampar, 08 Agustus 1998 |
| 4. Kebangsaan | : Indonesia |
| 5. Status | : Belum Menikah |
| 6. Tinggi, Berat Badan | : 155, 55 |
| 7. Agama | : Islam |
| 8. Alamat | : RT 002 / RW 002 Dusun Sei. Tolang Desa Sei.
Tarap Kecamatan Kampar Timur Kabupaten
Kampar |
| 9. No Hp. | : 0822-7210-1878 |
| 10. Alamat Email | : erichanindaputri98@gmail.com |



B. Riwayat Pendidikan

- | | |
|---------------------|---|
| 1. TK | : TK Alhidayah Tarok Desa Kampar 2003 - 2004 |
| 2. SD | : SD Negeri 058 Kampar Timur 2004 - 2010 |
| 3. SMP | : SMP Negeri 1 Kampar Timur 2010 - 2013 |
| 4. SMA | : SMA Negeri 1 Kampar Timur 2013 - 2016 |
| 5. Perguruan Tinggi | : Universitas Islam Negeri Sultan Syarif kasim
Riau, Program Studi Pendidikan Bahasa Inggris
S1 2016 - 2020 |

C. Pengalaman Organisasi

1. Forum Mahasiswa Bidikmisi Universitas Islam Negeri Sultan Syarif Kasim Riau 2018 – 2020 sebagai Sekretaris Bidang
2. Ikatan Pelajar Mahasiswa Kecamatan Kampar (IPMKK) 2020 – 2021 sebagai Sekretaris Bidang
3. Forum Mahasiswa Riau 165 (FOSMA RIAU 165) 2019 sebagai Anggota

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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