

LEARNING STRATEGIES USED BY TWELFTH YEAR STUDENTS TO UPGRADE THEIR ENGLISH FOR FACING NATIONAL EXAMINATION

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ABSTRACT

This research aims at finding out and describing the learning strategies used by twelfth year students to upgrade their English for facing national examination of SMK Muhammadiyah 1 Sukoharjo. The type of this research is descriptive qualitative which aims to describe the strategies applied by the twelfth year students for facing national examination. The methods of collecting the data are observation, interview, and documentation. The data are taken from the subject of the research in the form of field notes, interview, and document. The result of the research shows that the twelfth year students use kinds of learning strategies based on O'Malley and Chamot: meta-cognitive, cognitive, and social-affective strategies. The first subject is AM. He uses 10 strategies which consist of 4 in meta-cognitive, 4 in cognitive, 2 in social-affective. The second subject is AA. She uses 9 strategies which consist of 4 in meta-cognitive, 3 in cognitive. The third subject is SF uses 10 strategies which consist of 5 in meta-cognitive, 4 in cognitive, 1 in social-affective. The fourth subject is WIN. He uses 6 strategies which consist of 2 in meta-cognitive, 3 in cognitive, 1 in social-affective. The students of software engineering who has higher mark apply more strategies than students of motorcycle engineering. Thus, the researcher can conclude that learning strategies used by software engineering are more effective to help the students for facing national examination. In specific, those are strategies used by students of software engineering which did not use by students of motorcycle engineering namely, note taking strategy and cooperation strategy.

Key words: learning, learning strategies, national examination, strategy

INTRODUCTION

Teachers have a guide for teaching in their own classroom. It is guided by the curriculum that can be explored from its principles and experiments with techniques. Nunan (1988: 10) stated that curriculum has at least three phases, namely a planning phase, an implementation phase, and evaluation phase. While it is realized that few teachers design their own syllabuses. They interpret and modify their syllabuses in the process of teaching and learning process. They

find out the students who had learned whether they had failed or succeed to learn in relation to what had been planned.

Teachers evaluate the result of students learning in the class by testing or examination. Indonesia has the national examination to evaluate the result of students learning in school. Indonesia has implemented the national exam system since 2003. National Exam is a standardized evaluation system of primary and secondary education in Indonesia and the equation of quality of education

levels among the areas that are conducted by the Center for Educational Assessment, the Department of Culture and Education. English subject is one of the subjects in national exam. In our country, English acts as the foreign language, but in 2013 curriculum, it is only as the additional subject in schools. Nevertheless, English subject is included in the national exam. So, it makes the students anxious. In the national exam, students must do all of the English items in 120 minutes.

As we know, the students should study hard to prepare the national exam especially English. Many students feel that English is a difficult subject. So, to be successful in mastering English, they need special strategy. Strategies are those specific 'attacks' that we make on a given problem. Anthony (1972) stated that strategy is a technique that is used to get the goal. Exactly, each student has different strategy to learn English.

To upgrade their English skills, students apply various learning strategies. English learning strategies are an intentional behavior and skill used by the learners during learning English to help them understand, learn, or remember new information. Learning strategies are procedures undertaken by the learner, in order to make their own language learning as effective as possible.

Language learning strategy simply refers to an individual's approach to complete a task. This is "an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings"

(Schumaker and Deshler in Fauziati, 2010: 150). The quotation means that language learning strategy is someone's way in organizing and using a certain skill and ability to complete a task in school as well as in nonacademic settings.

O'Malley (1990: 89-90) states that:

"Focusing on selected aspects of new information, analyzing, and monitoring information during the encoding process, evaluating, the learning when it is completed, or assuring oneself that the learning will be successful as a way to all any anxiety."

The strategies have to be learned in exactly the same way. Students apply their own strategies to master it. Learning is a process, which is consciously selected by the learner. The element of choice is important here because this is what gives strategies its special character.

English subject must be mastered in four competencies, namely speaking, reading, listening, and writing. But, in the national examination, the materials tested are only listening, writing, and reading abilities. However, since they are in the form of multiple choice questions, they are lack of writing competence such as in formulating sentences into good structure in accordance to the standard rules. They learn English for facing national examination. In reality, it shows that most students still have difficulties in learning English to upgrade their English for facing national examination, especially in mastering the three skills in that test. There are many materials to learn in listening, writing, and reading competence.

In this research the writer takes SMK Muhammadiyah 1 Sukoharjo as the place to be observed. It is because the school has many kinds of majors, in which the students have difference strategy to learn English according to each major. But the writer take the research only from two majors that are very different characteristic of learning, it are software engineering and motorcycle engineering. The writer researches the learning strategy that is used by two high achiever students of English class in each two majors chosen. Hence, from those students the writer can find the differences specific characteristic of learning strategy between that two majors.

The writer finds three researchers who have conducted this same subject of analysis. The first researcher is Supriyanto (2014) who had conducted a research entitled "*Learning Strategies Used By High Achiever Student's Of SMP N 1 Dolopo in Developing English*". In his research, he described the three subjects using almost all of the learning strategies proposed by O'Malley and Chamot. The researcher concludes that all of the learning strategies used by the subjects are effective strategies which are important to improve the learners' four English skills. Some learning strategies which are important to improve the learners' English skill are: advance organizer, selective attention, self-management, repetition, resourcing, and elaboration.

The second researcher is Kusumaningtyas (2014), who had conducted a research entitled "*Learning Strategies Used By Eleventh Grade Students Of Senior High School Batik 2 Surakarta In*

Developing Reading Skill". She described the types of learning strategies used by the students, to describe the differences of learning strategies among students, and to describe the pedagogical implication of the dominant learning strategy being applied in developing reading skill of students of the eleventh grade of Senior High School Batik 2 Surakarta. The three subjects have almost significant differences in using cognitive strategies; the first subject is the only subject that uses translation, imagery and elaboration strategies. And the third subject is the only subject that uses deduction strategies. An auditory representation strategy is used by second and third subject. For meta-cognitive strategies, only first subject who use functional planning and directed attention. Selective attention is only used by second subject. And delayed production is used by second and third subject.

The third researcher is Kusuma (2008), who had conducted a research entitled "*Learning Strategies Used By The 7th Year Students Of Mts Assalaam Surakarta To Develop Their Writing Skill*". She described the three subjects using almost all the learning strategies proposed by O'Malley and Chamot. However their action and attention in learning are different. Of the three subjects, S1, the student who has the best mark in English writing uses the highest number of learning strategies proposed by Chamot. She is more successful than others, (2) the final test results of students' English writing show that S1 can produce more complex English writing than S2 and S3. Most of the mistakes are on the grammar. Most of the mistakes of S2's writing are on the grammar and

vocabulary. Most of the mistakes of S3's writing are on the idea, vocabulary, and the grammar.

This research is different from the previous researchers concerning with the learning strategies of English subject in school. In this research, the writer focuses on the learning strategies used by two students that get high achiever from software engineering and two students that get high achiever of motorcycle to find the differences learning strategy between them for upgrade their English in facing national examination.

LITERATURE REVIEW

The theories used in this research are organized as follows:

A. Notion of Learning

There are some definitions of learning. O'malley and Chamot (1990: 217) define learning as an active and dynamic process in which individuals make use of variety of information and strategies modes of processing. Whereas Rubin (1987: 29) learning is the process by which information is obtained, stored, retrieved, and used. According to Krashen (1980) in Fauziati (2002: 149), learning is conscious process which result in separate system of simple grammar rules, knowledge about the second language. It occurs as a result of conscious study of grammar system of the language. In conclusion, learning is process of gaining done by some consciously using a certain way.

B. Notion of Strategy

Robinowitz and Chi (1987) in Malley and Chamot (1990: 52) state that strategies are complex skills, person attempting to apply unfamiliar

strategies to a demanding task will have difficulties in controlled processing that can be anticipated from performing two complex tasks simultaneously. They suggest that strategies must be conscious in order to be "strategic".

From the opinion above, strategies are techniques and device designed by learner for a particular purpose in a skilled way.

C. Learning Strategies

Learning strategy is a special technique in learning that is used by someone to get the goal. Rayner and Riding (2002: 60) define learning strategy as a set of one or more procedures that an individual acquires to facilitate the performance on learning task.

Cohen (1995: 5) said that learning strategy is learning process that is consciously selected by the learner. In sump up learning process to get the goal that is selected by the learners.

Language learning and language use strategies can be further differentiated according to whether they are cognitive, metacognitive, affective or social (Chamot, 1987; Oxford, 1990).

So, learning strategy is the way conducted by the learner to increase the learning consciously to get the goal.

D. Classification of Learning Strategies

There are different ways of classifying LLS. However, most of the attempts to classify LLS reflect more or less the same categorizations of language learning strategies. In what follows, Rubin's (1987), O'Malley's (1985), Oxford's (1990), and Stern's (1992) taxonomies of language learning strategies will be handle:

a. Rubin's Taxonomy (1987)

Rubin is the pioneer of the work in the field of strategies. He makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning, namely: learning strategies, communication strategies, and social strategies.

1) Language Learning Strategies

Language learning strategies have direct contribution to the development of the language system constructed by the learner. They consist of three types:

a) Cognitive Strategies

Cognitive strategies refer to the steps or operations will be used in learning that requires direct analysis, transformation, or synthesis of learning materials. Rubin identifies six main cognitive strategies, namely: clarification or verification, guessing or inductive reasoning, deductive reasoning, practice, memorization, and monitoring.

b) Meta-cognitive Strategies

Meta-cognitive strategies are those used to manage regulate or self-direct language learning. They involve various processes such as planning, prioritizing, setting goals, and self-management.

c) Communication Strategies

Communication strategies are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying the speaker's message. These are used by speakers when faced with some difficulty due to the fact that their

communication ends go beyond their communication means or when confronted with misunderstanding by a co-speaker. Social strategies refer to the activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. (Rubin, 1987 in Fauziati, 2010).

b. O'Malley's Taxonomy (1985)

According to Chamot and O'Malley in O'Malley and Chamot (1990: 198-199), the three types of learning strategies classification are meta-cognitive strategies, cognitive strategies and social/affective strategies, and those strategies can be defined into manners such as:

1) Meta-cognitive Strategies

a) Advance organization

To preview the material's main idea and concepts to be learned, often by skimming the text.

b) Advance preparation

To rehearse the language needed for a written and/or oral task.

c) Directed attention

To attend in general to a learning task and to ignore irrelevant distracters.

d) Organizational planning

To plan the parts, sequence, and main idea to be expressed in writing or orally.

e) Selective attention

To attend or to scan key words, phrases, linguistic markers, sentences, or information type.

f) Self-monitoring

While taking place, to check one's comprehension during listening or reading, or to check one's written or oral production.

g) Self-management

To seek or to arrange the conditions that help to learn, such as finding

opportunities for additional language or content input and practice.

h) Self-evaluation

To judge how well one has accomplished a learning task.

2) Cognitive Strategies

a) Resourcing

Using references materials such as dictionaries, encyclopedias, or textbooks.

b) Grouping

Classifying words, terminology, numbers, or concepts according to their attributes.

c) Note taking

Writing down key words and concept in abbreviated verbal, graphic, or numerical form.

d) Summarizing

Making a mental or written summary of information gained through listening or reading.

e) Deduction

Applying rules to understand or produce language or solve the problems.

f) Imagery

Using visual images (either actual or mental) to understand and remember new information or making a mental representation.

g) Auditory representation

Playing in back of one's mind the word sound, phrase sound, or fact in order to assist comprehension and recall.

h) Elaboration

Relating new information to prior knowledge, relating different new information parts to each other, or making meaningful associations of personal with the new information.

i) Transfer

Using what is already known about language to assist comprehension or production.

j) Inference

Using information in the text to guess new meaning items, predict the outcomes, or complete the missing parts.

3) Social-affective Strategies

a) Questioning for clarification

Eliciting from a teacher or peer additional explanation, rephrasing, examples, or verification.

b) Cooperation

Working together with peers to solve a problem, check a learning task, pool information or get feedback on written or oral performance.

c. Oxford's taxonomy (1990)

Oxford's taxonomy is both comprehensive and practical. Oxford classifies strategies into two strategy orientation:

1) Direct

Direct language learning strategies involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the target language. This is classified into:

a) Memory Strategies

Memory strategies help learner link the second language items or concepts with one another. For example they retrieve information via an orderly string, sound, image, body movement, or location. Memory strategies are often used for memorizing vocabulary and grammatical items in beginning learners thus they do not always positively related to the second language proficiency.

b) Cognitive Strategies

Cognitive strategies enable learners to manipulate language material in direct ways (i.e. reasoning, analysis, note taking, summarizing, synthesizing, outlining, reorganizing information) to develop stronger schemas (knowledge structures), practicing in natural

setting, and practicing structures and sounds formally. Studies in the field show that these strategies are significantly related to second language proficiency.

c) Linguistic Deficiency

Linguistic deficiency compensation strategies help learners make up for the lack of knowledge. These include guessing meaning from context, using synonyms, using paraphrase, or using gestures. Studies in the field show that these strategies are significantly correlated to second language proficiency.

2) Indirect

The indirect language learning strategies concern the management of the learning which includes some activities such as needs assessment, activities planning and monitoring and outcome evaluation. The indirect strategy is classified into:

a) Meta-cognitive

Meta-cognitive strategies are used to manage the overall learning process. These include identifying learner's own learning style preferences and needs, planning for second language task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating the success of any types of language learning strategy. Studies in the field show that these strategies have significant direct effect on cognitive strategies since they have executive function in completing task.

b) Affective Strategies

Affective strategies include identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk. Studies in the field show that these strategies have

significant direct effect on cognitive strategies since they have executive function in completing task.

c) Social Strategies

Social strategies help learners work with others and understand the target culture and the language. These strategies include asking question to get verification of a confusing point, asking for help in doing a language task, talking with a native speaker, and exploring cultural and social norms. Studies in the field show that these strategies have significant correlation with second language proficiency. (Oxford, 2002: 363-365).

d. Stern's Taxonomy (1992)

According to Stern (1992: 262-266), there are five main language learning strategies, namely: management and planning strategies, cognitive strategies, interpersonal strategies, and affective strategies.

1) Management and Planning Strategies

Management and planning strategies are related with the learner's intention to direct his own learning. A learner takes charge of the development of his own program when he is helped by a teacher whose role is that of an adviser and resource person.

2) Cognitive Strategies

Cognitive strategies are steps or operations used in learning that require direct analysis, transformation, or synthesis of learning materials. In the following, some of the cognitive strategies are exhibited: clarification/verification, guessing/inductive inference, deductive reasoning, practice, memorization, and monitoring.

3) Communicative-experiential Strategies

Communicative-experiential Strategies include circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow communication.

4) Interpersonal Strategies

Interpersonal strategies refer to strategies that are used by learners to monitor their own development and evaluate their own performance. Learners contact with native speaker and cooperate with them.

5) Affective Strategies

Affective strategies refer to strategies used by learners to cater their own feeling when dealing with the complexity of language learning. It will evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases.

The classifications of learning strategies above that are possible use to analyze the data are by O'Malley's taxonomy (1985). Because the students can increase their learning by doing the strategy or techniques such as doing some exercise of try out the examination before class and take a note while the teacher give the answer and explain the exercise of try out the examination. Through knowing and understanding the strategies used by each subject, the researcher knows what the differences between them. These techniques are concluding in O'Malley's taxonomy. Because in each student have differences strategy and it has the impact to their result or score in national examination.

E. Skills of English Test in National Examination

This English UAN tends only to test the Listening, Reading, and Writing competence.

a. Listening Skill

Listening comprehension is more than just hearing what is said; rather, it is a child's ability to understand the meaning of the words he hears and to relate to them in some way. This is an important skill to develop even at an early age, because good listeners grow up to become good communicators.

Listening section is an opening in the English test of national examination.

The items number 1 – 15 belong to Listening Competence. Every item contains nuance of meaning.

In English UAN, The Listening competence contains 3 based on Pictures, 4 Question and Statement-Response, 4 Short Conversation, 4 Short Talk (Monolog).

b. Reading skill

Reading is a skilled and strategic process in which learning to decode and read words accurately and rapidly is essential.

The process of recognizing words is called decoding or word recognition. As students become proficient readers, they recognize most words with little effort. But as students are learning to read or when readers encounter an unknown word, they use decoding to segment and then blend the word by sounds and patterns and use syntax and context to assist in decoding.

Reading competence is dominant in the material of both UAN. The items number 16 - 32 belong to Reading Competence, consisting of Error Recognition and Reading Comprehension. Every item contains nuance of meaning.

In English UAN, The Reading competence contains 5 items of Error Recognition, 3 items of Email, 3 items of Company Profile, 3 items of Job Description, and 3 items of Procedure Texts.

c. Writing skill

Writing is one of the important skills in English. Dumais (1998:2) said that writing is means to fill the gap that exists between the ability to express idea, feeling, opinions, and other in Indonesia, and the ability to express the something in written form in English. Those are question for clarification and cooperation.

The items number 33 - 50 belong to Writing Competence, consisting of Incomplete Dialog and Cloze Test. Every item contains nuance of meaning.

In English UAN, The Writing Competence consists of 10 items to complete the blank spaces into a good dialog, 3 items to complete the blank spaces in the sentences of memo correctly, 2 items Completing the blank space into a good announcement, 3 items Completing the blank space into a good advertisement. The items number 33, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42 contain ideational meaning. The items number 43, 44, 45, 46, 47, 48, 49, 50 contain textual meaning.

RESEARCH METHOD

The type of research is descriptive qualitative. According to Bogdan and Taylor (1976) in Moleong (1989:3) qualitative research is a research which yields the descriptive data in the form of written or oral words from observing people and behavior. It is a type of research which does not

include any calculation or enumeration. The researcher wants to describe and define everything done by two students of software engineering and two students of motorcycle engineering in details related to their learning strategies for facing national examination.

The object of the study is learning strategies used by Twelfth year students to upgrade their English for facing national examination in SMK Muhammadiyah 1 Sukoharjo 2015-2016.

The data used in this study is observation, interview and document. The data got from the high achiever students of twelfth grade of SMK Muhammadiyah 1 Sukoharjo. To make sure the validity of the data collected, the researcher used expert judgment. In this case the researcher asked one of the teachers at SMK Muhammadiyah 1 Sukoharjo, Mr Muhammad Amin to confirm the process during the data collection and to crosscheck the data collected to get them valid.

In analyzing data had been collected, the researcher uses qualitative research. By using this technique, the researcher collects data, arranges data and presents data. The qualitative method is a kind of research without using any calculation or statistic procedure.

FINDINGS AND DISCUSSION

Based on the observation, interview and document, the researcher finds out the result of national examination 2015 and learning strategies used by twelfth year students to upgrade their English for facing national examination.

After analyzing the data of this research, the researcher would like to present the description of the result of national examination 2015 by students of Software Engineering and students of Motorcycle Engineering. Students of Software Engineering have higher mark than students of Motorcycle Engineering. It can be seen from the data that students of Software Engineering have different characteristic in supporting to have their high mark.

The first reason why students of Software Engineering have high mark is the input of students it different because the competence and ability the students is different. From SMP to SMK Muhammadiyah 1 Sukoharjo.

The second reason is from the characteristic of the students is more quiet in the classroom. The students of Software Engineering are usually silent and quiet because they like playing computer more. It is appropriate with directed strategy by O'Malley and Chamot that a strategy where the learners have full concentration during the task, try to maintain the concentration and ignore irrelevant distracters

The third reason is the students of Software Engineering easier to understand which material is given by the teacher and good memorization.

The fourth reason is from the external factor of the students of Software Engineering that they got more attention from their family to learn at home for facing national examination. In contrast, students of Motorcycle Engineering have different characteristics than students of Software Engineering. They are more active in the class, because they like practice in the repair shop more than

just learning in the class. When the teacher gives the material in the class, they are difficult to understand it quickly because students of Motorcycle Engineering like practice more than learning the theory. Furthermore, they did not get the attention from their family about their achievement in the school.

All of the high achievement students have self-management in their learning activity. The students use full concentration and study quietly at their home. It supports O'Malley's theory of meta-cognitive. Based on O'Malley in Fauziati (2010, 153), meta-cognitive strategies refer to a term used in information-processing theory to indicate an "executive" function, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.

Based on the learning strategy classification proposed by O'Malley and Chamot, the researcher finds that the students of Software Engineering uses different strategies than students of Motorcycle Engineering. The subjects employed some of learning strategies classified as meta-cognitive strategy, cognitive strategy and socio-affective strategy.

Meta-cognitive Strategies

The researcher found that all of the subjects in this research use several strategies in meta-cognitive strategy classification. The meta-cognitive strategy classification used by the subjects in this research can be seen in the following table below.

Table 1 Meta-cognitive Strategies

No.	Learning Strategies	Student of Software Engineering		Students of Motorcycle Engineering	
		AM	AA	SF	WIN
1.	Advance organization			√	
2.	Advance preparation		√		
3.	Directed attention	√	√	√	
4.	Organizational planning				
5.	Selective attention	√	√	√	√
6.	Self-monitoring				
7.	Self-management	√	√	√	√
8.	Self-evaluation	√		√	

From the table above, it is known that the subjects have similarities and differences between one another. In meta-cognitive strategies the students applied some learning strategies. There is only one student, SF, used advance organization. And only the student AA used advance preparation. There are three students using the directed attention. In this strategy they take a full concentration to the teacher explanation. The next strategy is selective attention. There are a lot of subjects applying this strategy. They read the task before reading the passages for answering. All of the subjects used the self-management. From the interview, the researcher concludes that they are like the quiet place for study and keep silent. The last strategy that used by the students is self-evaluation. There are two subjects that used it. The results of the findings show that the subjects look for their weakness and find the solution to solve that problem.

This research supports O'Malley's theory of meta-cognitive. Based on O'Malley in Fauziati (2010, 153), meta-cognitive strategies refer to a term used in information-processing theory to indicate an "executive" function, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation. All of the subjects use selective

attention and self-management to help them to upgrade their English.

The previous study conducted by Supriyanto concluded that the high achiever students have strategy in learning. Besides that Kusumaningtyas and Kusuma don't use the high achiever in choosing the subject. These research use learning strategy classification proposed by O'Malley and Chamot namely Meta-cognitive strategy, Cognitive strategy, and Socio-affective strategy. All of these researches stated that the learning strategies are used to developing the English skill. These researches don't give the learning strategy for facing national examination by high achiever students. The researcher found that all of the subjects have different strategies, but some of these strategies are implemented similarly in meta-cognitive strategy, such as selective attention and self-management.

Cognitive Strategies

The researcher found that all of the subjects in this research use some strategies in cognitive strategy classification. The cognitive strategy classification used by the subjects in this research can be seen in the following table below.

Table 2 Cognitive Strategies

No.	Learning Strategies	Students of Software Engineering		Students of Motorcycle Engineering	
		AM	AA	SF	WIN
1	Resourcing	√	√	√	√
2	Grouping				
3	Note taking	√	√		
4	Summarizing				
5	Deduction				
6	Imagery			√	
7	Auditory representation	√		√	√
8	Elaboration				
9	Transfer				
10	Inference	√	√	√	√

From the table above, it is known that the subjects have some strategies. The implementations of cognitive strategies used by four subjects are:

resourcing, note taking, imagery, auditory representation, and inference so that they are use five categories.

This research supports O'Malley's theory of Cognitive strategies. Based on O'Malley in Fauziati (2010, 154), Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. The subjects have similarities strategies, they use resourcing and inference.

Those all subject used resourcing strategy students tried to find in internet and dictionary when get the difficulty for meaning new information. While the two students of Software Engineering and Motorcycle Engineering used inference strategy. In this strategy the subjects used this strategy in order to make guess for help them to answering the question. Next, in note taking strategy there are all of subjects by Software Engineering used this strategy, but the all of subjects by Motorcycle Engineering doesn't use this strategy. Then, just one subject by Motorcycle Engineering use imagery strategy. The subject SF used this strategy for helping him improve his vocabulary. Auditory representation is used by three subjects, only the subject AA which is not used it.

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learning strategies are used to developing the English skill. These researches don't give the learning strategy for facing national examination by high achiever students. The researcher found that all of the subjects have different strategies, but some of these strategies are implemented similarly in cognitive strategy, only resourcing and inference.

Social-affective Strategies

The researcher found that all of the subjects in this research use some strategies in social-affective strategy classification. The socio-affective strategy classification used by the subjects in this research can be seen as following the table below.

Table 3 Socio-affective Strategies

No.	Learning Strategies	Student of Students of			
		Software Engineering		Motorcycle Engineering	
		AM	AA	SF	WIN
1	Questioning for clarification	V	V	V	V
2	Cooperation	V	V		

From the table above, it is known that the third is socio-affective which involves questioning for clarification and cooperation. In questioning for clarification, all of the subjects used this strategy. They tried to ask their friend or their teacher when getting difficulties in learning English. In cooperation strategy, there are only two subjects by Software Engineering used this strategy. But all of the subjects of Motorcycle Engineering did not use this strategy. Because they did not like to study in group that it is not effective to learn.

This research supports O'Malley's theory of Socio-affective strategies. Brown in Fauziati (2010, 154) stated that Socio-affective strategies have to do with social mediating activities and interacting with others. In this strategy the learners will interact with the

others. They ask to the other for clarification and get the information.

The previous study conducted by Supriyanto concluded that the high achiever students have strategy in learning. Besides that Kusumaningtyas and Kusuma don't use the high achiever in choosing the subject. These research use learning strategy classification proposed by O'Malley and Chamot namely Meta-cognitive strategy, Cognitive strategy, and Socio-affective strategy. All of these researches stated that the learning strategies are used to develop the English skill. These researches don't give the learning strategy for facing national examination by high achiever students. The researcher found that all of the subjects have different strategies, but some of these strategies are implemented similarly in socio-affective strategies, its only questioning for clarification.

Based on the explanation above the students applied those all of learning strategies (meta-cognitive strategies, cognitive strategies, socio-affective strategies) because they feel enjoy to upgrade their English for facing national examination. From the data analysis, it shows that students of Software Engineering used note taking strategy and cooperation strategy to upgrade their English got high mark than students of Motorcycle Engineering. The others students of Motorcycle Engineering who did not use these two strategies got mark lower than students of Software Engineering. So, the researcher concludes that note taking strategy and cooperation strategy are effective strategy. And all learning strategies which are important to upgrade their English for facing national

examination are; advance organization, advance preparation, directed attention, selective attention, self-management, self-evaluation, resourcing, note taking, imagery, auditory representation, inference, questioning for clarification and cooperation.

CONCLUSION

After discussing and analyzing the data, the researcher draws the conclusion of this research. Based on the analysis of the data findings, the researcher concludes that the students of Software Engineering who has higher mark apply more strategies than students of Motorcycle Engineering proposed by the O'Malley and Chamot to upgrade their English for facing national examination. The students of Software Engineering uses 11 strategies which consist of 5 strategies in meta-cognitive, 4 strategies in cognitive, 2 strategies in social affective. In contrast, students of Motorcycle Engineering uses 10 strategies which consist of 5 strategies in meta-cognitive, 4 strategies in cognitive, 1 strategy in social affective.

Students of Software Engineering who have higher mark than students of Motorcycle Engineering. All of them have different action and attention in their learning activity. Some strategies they applied in their learning are good ways. Based on the analysis, the researcher concludes that learning strategies used by Software Engineering are more effective to help the students for facing national examination. In specific, those are strategies used by students of

Software Engineering which did not use by students of Motorcycle Engineering namely, note taking strategy and cooperation strategy.

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