

**LANGUAGE LEARNING STRATEGIES PERFORMED BY HIGHACHIEVER  
STUDENTS FOR DEVELOPING READING ABILITY**



**A THESIS**

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**By:**

**Salsa Bella Ayuningtias**

**1901050080**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

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## APPROVAL

**Title** : LANGUAGE LEARNING STRATEGIES  
PERFORMED BY HIGH ACHIEVER STUDENTS FOR  
DEVELOPING READING ABILITY

**Name** : Salsa Bella Ayuningtias

**Student Number** : 1901050080

**Study Program** : English Language Education

**Faculty** : Teacher Training and Education

**Email** : Salsabella1423@gmail.com

**Supervisor** : Miftahul Furqon, M.Pd.

Approved by:  
Thesis Supervisor



Miftahul Furqon, M.Pd.

NIK. 2161008

Skripsi Berjudul

**LANGUAGE LEARNING STRATEGIES PERFORMED BY HIGH  
ACHIEVER STUDENTS FOR DEVELOPING READING ABILITY**

Dipersiapkan dan disusun oleh:

**Salsa Bella Ayuningtias**

(1901050080)

Telah dipertahankan di depan Dewan Penguji pada 09 Agustus 2023 dan dinyatakan telah memenuhi syarat untuk diterima sebagai kelengkapan persyaratan untuk mendapatkan gelar Sarjana Pendidikan Program Studi Bahasa Inggris.

Pembimbing

1. Miftahul Furqon, M.Pd.  
NIK. 2161008

(.....)

Penguji

2. Feisal Aziez, Ph.D.  
NIK. 2160643

(.....)

3. Dodi Siraj Muamar Zain, Ph.D.  
NIK. 2160510

(.....)

Purwokerto, 18 Agustus 2023

Universitas Muhammadiyah Purwokerto

Fakultas Keguruan dan Ilmu Pendidikan

Dekan,



Drs. Eko Sureso, M.Pd.  
NIK. 2160103

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Yang bertanda tangan di bawah ini,

Nama : Salsa Bella Ayuningtias  
Tempat/Tanggal Lahir : Purbalingga, 22 Oktober 2001  
NIM : 1901050080  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

Menyatakan bahwa skripsi yang berjudul,

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NIM : 1901050080  
Program Studi : S1 - Pendidikan Bahasa Inggris  
Fakultas : Ilmu Keguruan dan Pengetahuan  
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Salsa Bella Ayuningtias

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*“Great things are not done by impulse, but by a series of small things brought together.”*

(Vincent van Gogh)

*“Allah tidak membebani seseorang melainkan sesuai kesanggupannya.”*

(Q.S Al Baqarah: 28)



## DEDICATION

Bismillahirrahmanirrahim

From the deepest of my heart, this thesis is dedicated to:

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Purwokerto, 5 August 2023

Salsa Bella Ayuningtias

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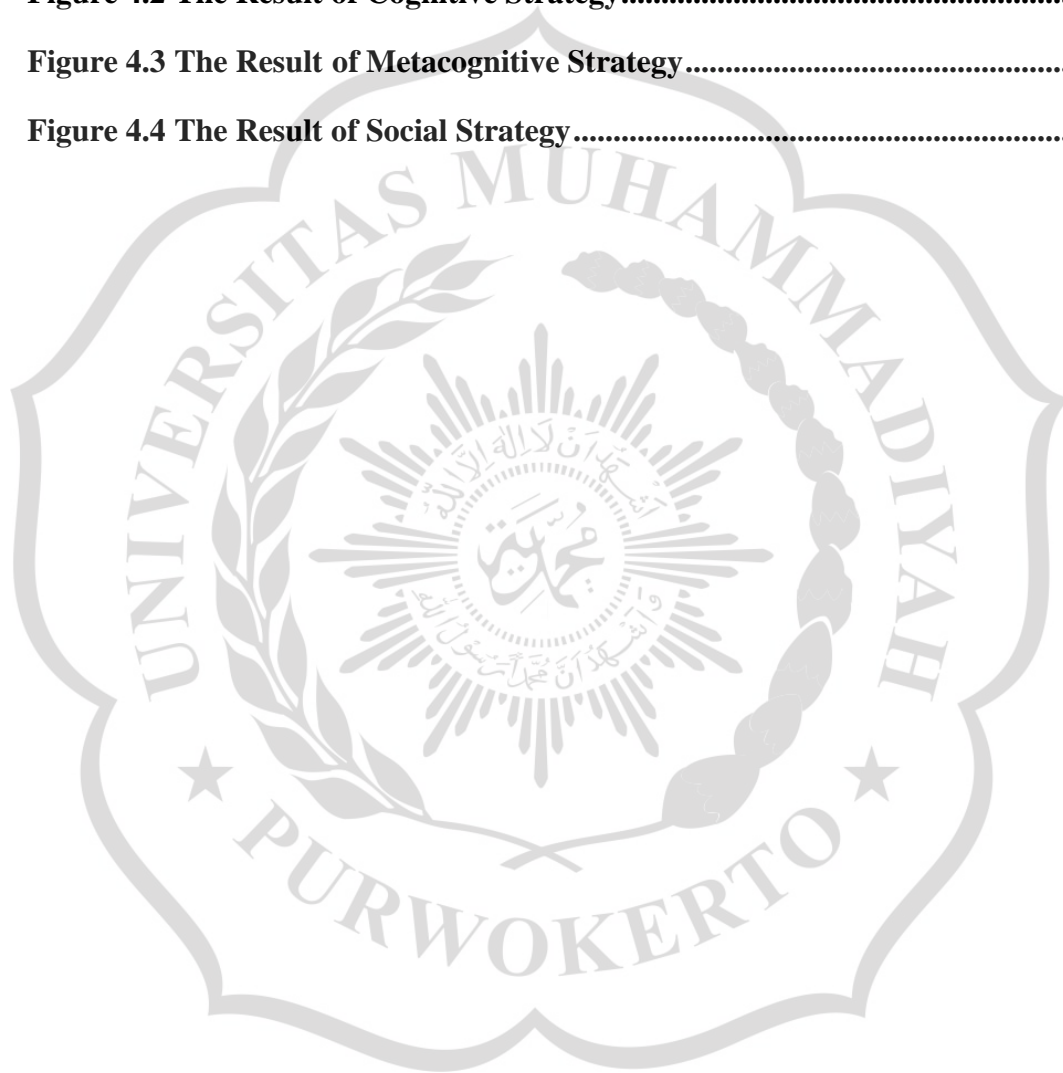
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# LANGUAGE LEARNING STRATEGIES PERFORMED BY HIGH ACHIEVER STUDENTS FOR DEVELOPING READING ABILITY

Salsa Bella Ayuningtias

Universitas Muhammadiyah Purwokerto  
[salsabella1423@gmail.com](mailto:salsabella1423@gmail.com)

## ABSTRACT

One of the important skills in English is reading. Students should have reading strategies to help them understand the texts they read. The strategies are utilized because they help students solve their problems with reading and make learning faster, easier, and more transferable. The purpose of this research is to investigate language learning strategies performed by high achiever students for developing reading ability. This research applied the quantitative approach with a survey method. This research adapted a questionnaire conducted by Setiyadi (2016) and distributed to 38 students in 11th grade students of High Achiever class. The answers provided by the students in the questionnaire were analyzed numerically using the Five-Likert scale. The results showed that students used all of three reading strategies: cognitive, metacognitive, and social. The metacognitive strategy obtained the highest score of all reading strategies. The researcher also finds that technique is the mostly used by students. It is expected that the results of this study can be used as a reference for English teachers to conduct reading lessons to increase students' achievement in English classes.

*Keywords: Language Learning Strategies, reading, high achiever students.*

## ABSTRAK

Salah satu keterampilan penting dalam bahasa Inggris adalah membaca. Siswa harus memiliki strategi membaca untuk membantu mereka memahami teks yang mereka baca. Strategi ini digunakan karena dapat membantu siswa memecahkan masalah mereka dalam membaca dan membuat pembelajaran lebih cepat, lebih mudah, dan lebih mudah ditransfer. Tujuan dari penelitian ini adalah untuk menyelidiki strategi pembelajaran bahasa dalam membaca yang digunakan oleh siswa kelas 11 di Kelas Unggulan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Penelitian ini mengadaptasi kuesioner yang dilakukan oleh Setiyadi (2016) dan didistribusikan kepada 38 siswa kelas 11 di Kelas Unggulan. Jawaban yang diberikan oleh siswa dalam kuesioner dianalisis secara numerik dengan menggunakan skala Lima Likert. Hasil penelitian menunjukkan bahwa siswa menggunakan tiga strategi membaca: kognitif, metakognitif, dan sosial. Strategi metakognitif memperoleh skor tertinggi dari semua strategi membaca. Peneliti juga menemukan bahwa strategi membaca ulang adalah strategi yang paling banyak digunakan oleh siswa. Diharapkan hasil penelitian ini dapat digunakan sebagai referensi bagi guru bahasa Inggris untuk melakukan pembelajaran membaca untuk meningkatkan prestasi siswa di kelas bahasa Inggris.

*Kata kunci: Strategi pembelajaran bahasa, membaca, siswa “kelas unggulan”.*