

**THE UTILIZATION OF STRUCTURED REVIEWING STRATEGY IN
PREPARING ENGLISH EXAMINATION
(Case Study on Students of the State Institute of Islamic Studies Ponorogo)**

THESIS



**By
QODRI IMANIYAH
NIM: 210914051**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
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ABSTRACT

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Key Word: Structured Reviewing Strategy & English Examination

Structured Reviewing Strategy is a strategy which is especially useful for remembering new material in the target language. It entails reviewing at different time intervals, at first close together and then increasingly far apart. This strategy is looked similar with Snowballing strategy which is used to get an answer by student's discussion gradually. Structured Reviewing strategy is the only strategy which exists in the Reviewing Well activity. And Reviewing Well is one of the activity in Memory Strategies which are included in Direct Strategies.

This research was conducted in order to improve student's quality learning by the strategy which has been used by them in their daily learning activity especially for preparing English examination. Researcher formulated two main problems as the discussion material for this research. They are the utilization of Structured Reviewing Strategy by Fourth Semester students of English Department at the State Institute of Islamic Studies Ponorogo and the reason of Fourth Semester students of English Department at the State Institute of Islamic Studies Ponorogo use Structured Reviewing Strategy on preparing English examination.

This research applied qualitative approach and the design was case study. The object for this research was fourth semester students of English Department in the State Institute of Islamic Studies Ponorogo and focused on a student who applies Structured Reviewing Strategy in her daily learning activity, especially in preparing English examination. Data collection was done by applying participant observation as an active participant, interview and documentation. And data analyzing was done with analyzing before and during in the field which consisted of data reduction, data display, and drawing conclusion and verification.

The result of this research showed that the utilization of Structured Reviewing Strategy by Fourth Semester student is by combining two strategies; Structured Reviewing Strategy and Topical Review Strategy. But, on its utilization, they shortened the time, so this strategy is known as *Sistem Kebut Semalam (SKS)*. And there are three reasons from students to utilize Structured Reviewing Strategy. They are laziness, schedule tightness and limited time left.

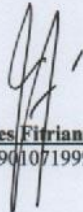
APPROVAL SHEET

This is certify that sarjana's thesis of:

Name : Qodri Imaniyah
Student Number : 210914051
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : The Utilization of Structured Reviewing Strategy in
Preparing English Examination (Case Study on Students
of the State Institute of Islamic Studies Ponorogo)

has been approved by the advisor and is recommended for approval and acceptance.

Advisor



Dra. Aries Fitriani, M.Pd
NIP. 196901071999032001

Date: July 13th, 2018

Acknowledge by
Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies
Ponorogo



Prila Rochmawati, M.Pd
NIP. 198103162011012003



**MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

RATIFICATION

This is to certify that sarjana's thesis of:

Name : Qodri Imaniyah
Student Number : 210914051
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : The Utilization of Structured Reviewing Strategy in
Preparing English Examination (Case Study on Students
of the State Institute of Islamic Studies Ponorogo)

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Certified by
Dean of Tarbiyah and Teacher Training
State Institute of Islamic Studies Ponorogo

Dr. Anshadi, M.Ag
NIP. 196512171997031003

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| 3. Examiner II | : | Dra. Aries Fitriani, M.Pd | (| |) |

CHAPTER I

INTRODUCTION

A. Background of Study

People do the process of learning not only in formal institution, but also in informal institution and at their family for the first time. Family teaches them from something very simple which is done by a mother. School as the formal institution is the next place for people to learn. At school, people learn more knowledge about science and social life from the teachers. And at the informal institution in society, people learn about social norms and how to live in community. It can said that school is a place for people to learn the theories and society is the place for them to practice that theories for the real life.

Learning is the process of gaining more knowledge, or of learning how to do something.¹ A process of learning can be said as successful learning when a learner is able in mastering that new knowledge. According to Jean Piaget, “learning related to the stage of children’s cognitive development, and the closer the content to be learnt matched the level of cognitive development the better”.² It shows that learning process requires proper strategies and it occurs in several levels; based on the level of cognitive development.

¹ Alan Pritchard, *Ways of Learning: Learning Theories and Learning Styles in the Classroom* (New York: Routledge, 2009), 1.

² Peter Jarvis, *The Theory and Practice of Learning, Second Edition* (London: Kogan Page Limited, 2003), 32.

Each student have their own learning style and strategy. Learning styles are general learning characteristics that differentiate one student from another, while learning strategies are those specific actions that student use to face the given problem in learning which is very considerably within each student.³ When a student can understand the lesson only by seeing the picture or by hearing other people explanation, it is called his/her learning style. Whereas, an action is taken by him/her to understand the lesson like summarizing or note-taking, it is called his/her learning strategy.

O'Malley and Chamot classified language learning strategy into three headings: Cognitive, Metacognitive and Socio-Affective. Oxford also classified language learning strategy in some categories. She divided these strategies into two main classes Direct Strategies (Memorization, Cognitive and Compensation Strategies) and Indirect Strategies (Metacognitive, Affective and Social Strategies).⁴ She classified Memorization as Direct Strategies into four strategies.⁵ One of the activities is Reviewing Well which it has only one strategy called Structured Reviewing Strategy. It entails reviewing at different intervals, at first close together and then increasingly far a part. Student practices the materials immediately, waits 15 minutes before practicing them again, and practices them an hour later, three hours later, the next day later, two days later, four days later,

³ H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition* (New York: Pearson Education, 2007), 132.

⁴ Abdalmaujod A. Hardan, *Language Learning Strategies: A General Overview*, *sciencedirect*, (Online), Year 2013, (<http://www.sciencedirect.com>, accessed on December 18th, 2017), 1725.

⁵ Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Boston: Heinle & Heinle Publishers, 1990), 66.

the following week, two weeks later, and so on until the materials become more or less automatic.

The other similar strategy is Topical Review Strategy. This is a strategy where students have to recall all the material that they have learned, whether by answering some questions or by reviewing the existing notes and files.⁶ Students usually use these strategies to face the final test on examination. Another strategies usually used are Outline Making, Summarizing, Read Textbook Questions, Make Self-Tested, and etc.⁷ The use of these strategies depend on what character that student is and the difficulty's level of the problem which need to be solved. One student may use one or more strategies in his/her learning activity.

Arden N. Frandsen gave a statement which is cited by Sumadi Suryabrata,

There are several factors that encourage someone to learn: The nature of curiosity and want to investigate the wider world; The nature of creativity that exists in the individual and the desire to always advance; The desire to get sympathy from parents, teachers and friends; The desire to correct past failures with new ventures with cooperatives or even competition; The desire to get a sense of safety when mastering the lesson, and the last; There is a reward or punishment as the result of learning.⁸

Peter Jarvis said that however, education had made several changes, for example from learning as a process to learning as an institutional phenomenon.⁹

Learning as process is when students have to be able in mastering a new knowledge. While learning as an institutional phenomenon is when students have

⁶ Asis Saefuddin, *Pembelajaran Efektif* (Bandung: PT Remaja Rosdakarya, 2014), 126.

⁷ Myron H. Dembo, *Motivation and Learning Strategies for College Success: A Self-Management Approach* (London: Lawrence Erlbaum Associates Publisher, 2004), 244.

⁸ Sumadi Suryabrata, *Psikologi Pendidikan* (Jakarta: PT RajaGrafindo Persada, 2008), 236-237.

⁹ Peter Jarvis, *The Theory and Practice of Learning, Second Edition*, 2.

to be able in finishing some knowledge on some period. Those knowledge and period have been ruled by the institution its own or by the local government. Learning society, learning organization and a governmental strategy are some factors brought that change. It is becoming increasingly difficult, for instance, to distinguish between lifelong learning as a human process of learning and lifelong learning through institution.

Based on the statement from Peter Jarvis about learning as an institutional phenomenon above, researcher found a phenomenon of new student's learning strategy called *Sistem Kebut Semalam (SKS)* which is classified as kind of Structured Reviewing Strategy. Structured Reviewing Strategy entails reviewing at different intervals, at first close together and then increasingly far a part.¹⁰ While *SKS* is the implementation of Structured Reviewing Strategy rapidly in short time period.

Based on the observation at mid-term test which is held in the college of State Institute of Islamic Studies Ponorogo on October 30th – November 10th, 2017, researcher found some students were studying around the classrooms.¹¹ They were learning about the material which would be tested on that day. Some of students learnt with their friends, while others learnt by themselves in separated place. Even though they learnt in different way, but what they were learning was the same subject.

¹⁰ Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*, 66.

¹¹ An observation on Fourth Semester Students on November 2nd, 2017.

Meanwhile, based on the interview to the students from fourth semester of English Education Department during that day of mid-term test, researcher found that in this condition, students used Structured Reviewing Strategy rapidly for short time period.¹² It was occurred on a day before examination. At that time, students reviewed the same subject several times until they understood it. According to Asis Saefuddin, this strategy is called Topical Review Strategy.¹³

Students assumed that this strategy was appropriate for them by the reason of the schedule tightness at their activities as college student.¹⁴ Being college students was not so free like the classroom schedule which only has few subject and few days to be attended. Out of the classroom, they had to do their assignments and submit to the lecturer at the appointed time. Besides that, they also joined with some student's communities. And the communities also have active schedule to be followed by their members.

Another student said that she has to teach some primary students in tuition at 7 to 8.30 p.m. few days in a week.¹⁵ She had to adjust the time for her study and her teaching activity. Sometimes, because of so many activity in a day, she had to sleep too late to finish her assignment and to study for the examination such as when she had to finish her writing assignment as replacement in writing

¹² An interview to Fourth Semester Students on November 2nd, 2017.

¹³ Asis Saefuddin, *Pembelajaran Efektif*, 126.

¹⁴ An interview to Fourth Semester Students on November 2nd, 2017.

¹⁵ An interview to Ms. Yisra as a Fourth Semester Student on November 3rd, 2017.

examination. That was her reason why she used this structured reviewing strategy to study. She thought that this strategy was the right choice to be used.

Based on the finding facts above, researcher wanted to explore how fourth semester students of English Department at the State Institute of Islamic Studies Ponorogo in academic year 2017/2018 implement this strategy in their daily learning activity as a preparation to face the final examination. Related with that condition, researcher also wanted to explore about the student's time management and how students adjust their time for learning, college activities and for their own needs.

B. Research Focus

This study focuses on:

1. Structured Reviewing Strategy which is used by Fourth Semester Students of English Department at the State Institute of Islamic Studies Ponorogo to face the English examination in academic year 2017/2018.
2. Factors affect the use of Structured Reviewing Strategy at the Fourth Semester Students of English Department on the State Institute of Islamic Studies Ponorogo in academic year 2017/2018.

C. Statement of the Problem

1. How is the utilization of Structured Reviewing Strategy by the Fourth Semester Students of English Department at the State Institute of Islamic

Studies Ponorogo on preparing English Examination in Academic Year 2017/2018?

2. Why do the Fourth Semester Students of English Department at the State Institute of Islamic Studies Ponorogo use Structured Reviewing Strategy on preparing English Examination in Academic Year 2017/2018?

D. Objectives of the Research

1. To know the utilization of Structured Reviewing Strategy by the Fourth Semester Students of English Department at the State Institute of Islamic Studies Ponorogo on preparing English Examination in Academic Year 2017/2018
2. To know the reason of the Fourth Semester Students of English Department at the State Institute of Islamic Studies Ponorogo use Structured Reviewing Strategy on preparing English Examination in Academic Year 2017/2018

E. Significance of the Research

1. Theoretically

The results of this study are expected to provide theoretical information about the implementation of an effective Structured Reviewing Strategy for Fourth Semester Students of English Department at the State Institute of Islamic Studies Ponorogo in Academic Year 2017/2018 on preparing English Examination.

2. Practically

- a. For students, this study is expected to improve and develop student's achievement in English examination through correct implementation of Structured Reviewing Strategy.
- b. For readers, this study is expected to increase the reader's knowledge about another strategy which is considered effective and efficient to be applied in facing the examination

F. Organization of Thesis

In this organization of thesis, researcher describes thesis design and divides thesis into six chapters. The sequence of the chapter is as follows;

Chapter I is introduction which consists of background of study, research focus, statement of the problem, objective of the research, significance of the research and the organization of thesis.

Chapter II is previous research finding and theoretical background. In previous research finding, researcher concludes the result of previous studies that have similar cases with this research. The theoretical background presents some materials related with learning, learning strategies and the implementation of structured reviewing strategy in preparing English examination.

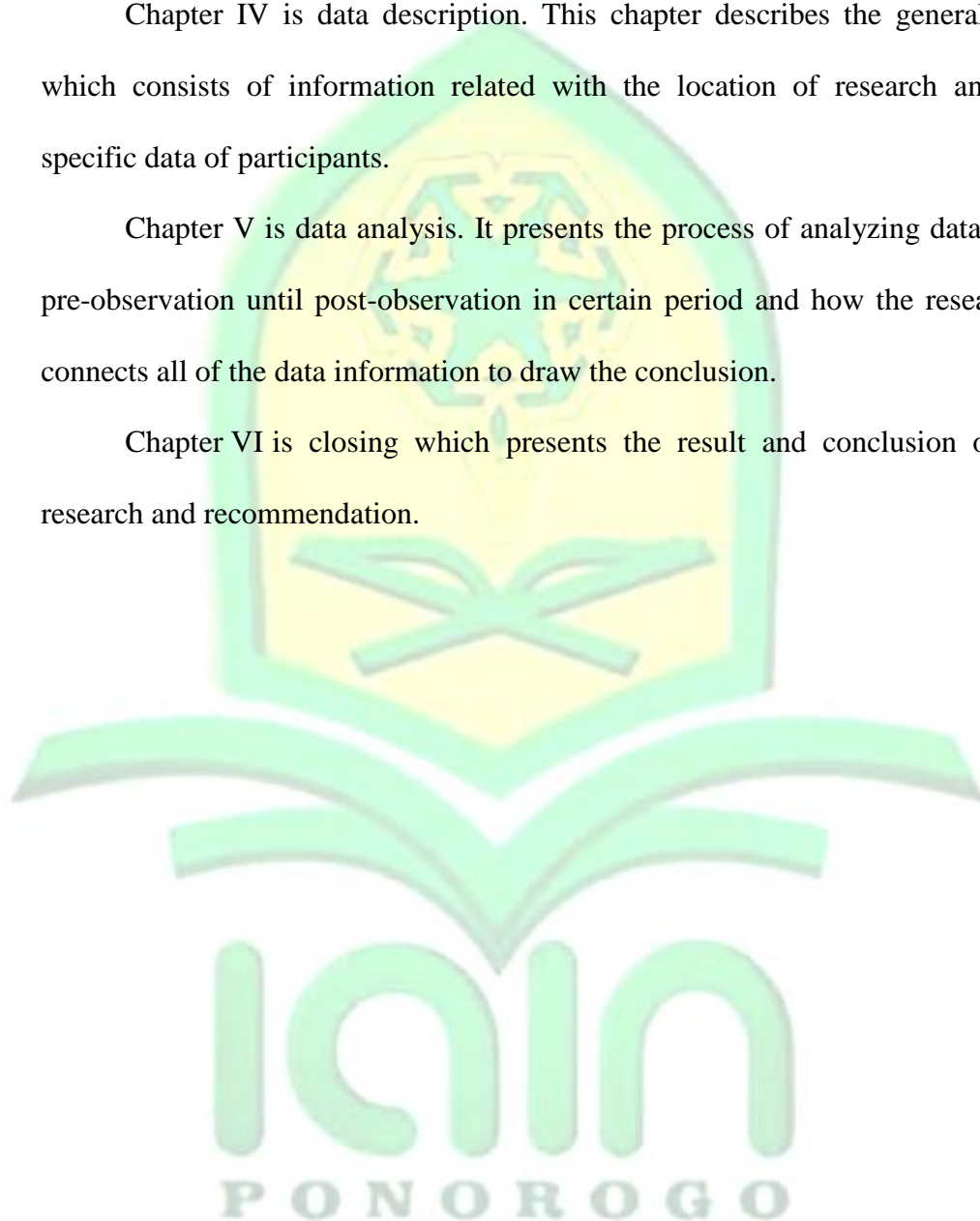
Chapter III is research method. In this chapter, researcher explains the approach and design of research which is used, researcher role, research location,

data source, technique of data collection, technique of data analysis, data validity and research procedure.

Chapter IV is data description. This chapter describes the general data which consists of information related with the location of research and the specific data of participants.

Chapter V is data analysis. It presents the process of analyzing data from pre-observation until post-observation in certain period and how the researcher connects all of the data information to draw the conclusion.

Chapter VI is closing which presents the result and conclusion of the research and recommendation.



CHAPTER II

PREVIOUS RESEARCH FINDING AND REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Keiichi Kobayashi. Shizuoka University, Japan, 2006. “*Combined Effects of Note-Taking/-Reviewing on Learning and the Enhancement through Interventions: A meta-analytic Review*”. Relevant studies were collected from two sources. First, a computer search was conducted on PsycINFO, ERIC, and Dissertation Abstracts International. The keywords used to identify relevant studies were *note-taking*, *summarization*, *note-reviewing*, and variants on these terms. The Secondly, the ancestry method was used for complementing the computer search. The result show that the present meta-analysis reveals that the overall effects on learning of students’ spontaneous note-taking/-reviewing are substantially positive and interventions in note-taking and/or-reviewing procedures can increase the benefits of note-taking/-reviewing. In particular, larger intervention effects tend to occur when framework or instructor’s notes are provided and when students are at a lower academic level.¹⁶

¹⁶ Keichii Kobayashi, *Combined Effects of Note-Taking/-Reviewing on Learning and the Enhancement through Interventions: A Meta-Analytic Review*, *Educational Psychology Journal*, (online), Vol. 26, No. 3, June 2006, (<http://www.tandfonline.com>, accessed on December 19th, 2017).

Anuja Khodaskar and Siddarth Ladhake. Interscience Institute of Management and Technology, India, 2015. “*Advanced Image Retrieval with Topical Classification Strategy*”. Designed rule based classifier work on three training rules high level, low level and expert rule. In the classification process, the system uses the extracted features from each of the patterns to recognize them and to associate each one to its appropriate class. The result shows that proposed image retrieval system improves image retrieval accuracy by using topical rule based classification strategy and proposed classification technique with accuracy can also be improve performance of many real world applications such search engine, information retrieval application etc.¹⁷

Pardis Zafarani and Sajad Kabgani. Iran, 2014. “*Summarization Strategy Training and Reading Comprehension of Iranian ESP Learners*”. This research is based on an intact group design. Both experimental and control groups received pre-test and post-test, but only experimental group received the treatment of strategy training. The results of this study clearly show that The Summarization Strategy can be successfully applied to an EFL reading classes. The results provide support for the educational value of strategy training in EFL reading class.

¹⁷ Anuja Khodaskar and Siddarth Ladhake, *Advanced Image Retrieval with Topical Classification Strategy*, (online), page 263-268, 2015, (<http://www.sciencedirect.com>, accessed on December 18th, 2017).

The study found that EFL students' reading comprehension ability was significantly improved after the raining.¹⁸

Those three previous research above used experimental quantitative approach. And those researchers applied the similar new strategies in their research. The used strategies are related with summarizing and reviewing. The first one is a research by Keiichi Kobayashi from Japan. The result of his research showed that the provision of framework and instructor's notes can give larger intervention effects when students are at a lower academic level. The second one is a research by Anuja Khodaskar and Siddarth Ladhake from India. They used Topical Classification Strategy to improve the performance of some application programs e.g. search engine and information retrieval application. They applied that strategy in Information and Technology scope. And the last one is a research by Pardis Zafarani and Sajad Kabgani from Iran. They provided that Summarization Strategy can improve EFL student's reading comprehension ability significantly.

Based on the previous researches above, researcher want to observe another learning strategy which is similar, but it more effective, efficient and intensive to be implement by students in learning. Researcher want to improve student's quality learning by the strategy which has been used by them in their daily learning activity especially for preparing English examination.

¹⁸ Pardis Zafarani and Sajad Kabgani. *Summarization Strategy Training and Reading Comprehension of Iranian ESP Learners*, (online), page 1959-1965, 2014, (<http://www.sciencedirect.com>, accessed on December 18th, 2017).

B. Review of Related Literature

1. The Nature of Learning

In this part, researcher will discuss about the definition of learning and the theories which are relevant.

a. Definition of Learning

The simplest definition of learning comes from Anthony Robbins. He explained that learning is a process of creating connection between previous knowledge and new knowledge.¹⁹ By that definition, learning has three main points; the previous knowledge, the new knowledge, and the connection between both of it. In other word, learning can be said as a bridge for learner to move from certain level of knowledge to another higher level.

According to Alan Pritchard, learning is the individual process of constructing understanding based on experience from a wide range of sources.²⁰ How much knowledge can be caught by learner depends on how that learner develops his/her mind to explore the new knowledge. Jean Piaget said that “learning is related to the stage of children’s cognitive development, and the closer the content to be learnt matched the

¹⁹ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana Prenada Media Group, 2013), 15.

²⁰ Alan Pritchard, *Ways of Learning: Learning Theories and Learning Styles in the Classroom*, 2.

level of cognitive development the better”.²¹ Moreover, Des Hewitt states that learning is more than just thinking or performing certain actions by the teacher’s instructions, but it is the process of cognitive, emotional and social of an individual at the same time.²² It will be more complex for every next level in learning process.

b. Theories of Learning

There are some theories of learning which are relevant to the modern language teacher:

1) Behaviorism: Learning as Habit Formation

Behaviorism is a theory which is advanced by Pavlov from the Soviet Union and Skinner from the United States. This theory suggests that learning be a mechanical process of habit formation and proceeds by means of the frequent reinforcement of a stimulus-response sequence.²³ The fundamental principle of this theory is that behavior changes according to its consequences. There are two types of consequences; *reinforcement* as the pleasant consequence and *punishment* as the unpleasant consequence. The use of these

²¹ Peter Jarvis, *The Theory and Practice of Learning, Second Edition*, 32.

²² Des Hewitt, *Understanding Effective Learning: Strategies for the Classroom* (New York: McGraw Hill Open University Press, 2008), 9.

²³ Tom Hutchinson and Alan Waters, *English for Specific Purpose: A Learning-Centered Approach* (New York: Cambridge University Press, 1992), 40.

consequences to change the behaviors is called *Operant Conditioning*.²⁴

2) Mentalism: Thinking as Rule-Governed Activity

This theory was proposed by Chomsky who refuted the previous theory of Behaviorist. He refuted the Behaviorism with the question of how the mind was able to transfer what was learnt by learner in one stimulus-response to the next similar situation. His conclusion was that thinking must be rule-governed: a finite, fairly small set of rules enabling the mind to deal with the potentially infinite range of experiences it may encounter.²⁵

The learner's mind does not just respond to a stimulus, it uses the individual stimuli to find the underlying pattern or system. Then, it can use this system of knowledge in another similar or even same situation to predict whether what is likely to happen, what is an appropriate response or whatever.

3) Cognitive Code: Learners as Thinking Being

Cognitive code view of learning seems to answer many of the theoretical and practical problems raised by behaviorism. It treats the learners as thinking beings and puts them firmly at the center of the

²⁴ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana Prenada Media Group, 2009), 39-40.

²⁵ Tom Hutchinson and Alan Waters, *English for Specific Purpose: A Learning-Centered Approach*, 42.

learning process, by stressing that learning will only take place when the matter to be learned is meaningful to the learners.²⁶

Learning and using a rule require learners to think, to apply their mental powers, to distil a workable generative rule from the mass of data presented, and then to analyze the situations where the application of the rule would be useful or appropriate. Learning is a process in which the learner actively tries to make sense of data, and learning can be said to have occurred when the learner has managed to impose some sort of meaningful interpretation or pattern on the data. In simple terms, what it means is that learners learn by thinking about and trying to make sense of what they see, feel, and hear.

4) The Affective Factor: Learners as Emotional Being

Learning of a language is an emotional experience, and the feelings that the learning process evokes will have a crucial bearing on the success or failure of the learning.²⁷ The cognitive theory maintains that learners will learn when they actively think about what they are learning. The emotional reaction to the learning experience is the essential foundation for the initiation of the cognitive process. How the learning is perceived by the learner will affect what learning will occur.

²⁶ *Ibid*, 43.

²⁷ *Ibid*, 47.

2. Learning Strategy

a. Definition of Learning Strategy

When people talk about learning strategy, they also quite often mention about learning style. Some people are confusing about the terms of learning strategy and learning style. Some English teachers think that both are the same thing. Learning styles and strategies are linked to one another, but they are not the same thing.

David Nunan distinguished learning style and learning strategy in this following term. Learning style which is cited from Kinsella: 1995, refers to “...an individual’s natural habitual, ad preferred ways of absorbing, processing, and retaining new information and skills”. While learning strategy which is cited from Oxford: 1990, refers to the characteristic that want to be stimulated by teacher in order to enable students to become more proficient language learners.²⁸ It can be said that learning style comes from student’s learning habit itself while learning strategy is taught by teacher through the classroom management. Besides that, Abdalmaujod A. Hardan views language learning strategies as the steps, behaviours and techniques which are used by learners to enhance and facilitate the language acquisition.²⁹

²⁸ David Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill, 2003), 268.

²⁹ Abdalmaujod A. Hardan, *Language Learning Strategies: A General Overview*, 1725.

Learning strategies are considered to be any behaviors or thoughts that facilitate encoding in such a way that knowledge integration and retrieval are enhanced. More specifically, these thoughts and behaviors constitute organized plans of action designed to achieve a goal.³⁰ For example, a common task which is used by teacher is asking students to make a written summary of information from listening or reading text. The task is to say or write the main idea. This is a cognitive strategy which is known as summarizing. Another examples of learning strategies are including actively rehearsing, summarizing, paraphrasing, imaging, elaborating, outlining and etc.

b. Kinds of Learning Strategy

Language learning strategies are vary widely and they are devided into different categories. O'Malley and Chamot classified LLS (Language Learning Strategy) into three headings: Cognitive, Metacognitive and Socio-Affective. Oxford also classified LLS (Language Learning Strategy); she divided these strategies into two main classes Direct Strategies (Memorization, Cognitive and Compensation Strategies) and Indirect Strategies (Metacognitive, Affective and Social Strategies).³¹

³⁰ Ronald R. Schmeck, *Learning Strategies and Learning Styles* (New York: Plenum Press, 1988), 291.

³¹ *Ibid.*,

1) **Direct Strategies** are kinds of language learning strategies which involve the target language directly.³² The strategies are including:

a) **Memorization Strategies** involve pairing different types of material and enable learners to store verbal material and then retrieve it when needed for communication. These strategies divided into four sets:

Creating Mental Linkages consists of three strategies: Grouping, Associating/Elaborating and Placing New Words into a Context.

Applying Images and Sounds has four strategies which are included: Using Imagery, Semantic Mapping, Using Keywords and Representing Sounds in Memory.

Reviewing Well contains just one strategy that is Structured Reviewing Strategy.

Employing Actions has two strategies and those are Using Physical Response or Sensation and Using Mechanical Techniques.

b) **Cognitive Strategies** are essential in learning a new language which are unified by a common function: manipulation or transformation of the target language by learner. It divided into four sets:

Practicing consist of five practicing strategies: Repeating, Formally Practicing with Sounds and Writing Systems, Recognizing and

³² Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*, 37.

Using Formulas and Patterns, Recombining and Practicing Naturalistically.

Receiving and Sending Messages have two strategies: Getting the Idea Quickly and Using Resources for Receiving and Sending Messages.

Analyzing and Reasoning are including in five strategies: Reasoning Deductively, Analyzing Expressions, Analyzing Contrastively, Translating and Transferring.

Creating Structure for Input and Output is followed by three strategies: Taking Notes, Summarizing and Highlighting.

- c) ***Compensation Strategies*** enable learners to use the new language for either comprehension or production despite limitations in knowledge. These categorized into two strategies: ***Guessing Intelligently in Listening and Reading*** (Using Linguistic Clues and Using Other Clues) and ***Overcoming Limitations in Speaking and Writing*** (Switching to the Mother Tongue, Getting Help, Using Mime and Gesture, Avoiding Communication Partially or Totally, Selecting the Topic, Adjusting and Approximating the Message, Coining Words and Using Circumlocution or Synonyms).

2) ***Indirect Strategies*** are language learning strategies which support and manage language learning without directly involving the target language.³³ These strategies are divided into:

a) ***Metacognitive Strategies*** which allow learners to control their own cognition or to coordinate the learning process by using functions such as centering, arranging, planning and evaluating. These include three strategy sets:

Centering Student's Learning has three strategies: Overviewing and Linking with Already Known Material, Paying Attention and Delaying Speech Production to Focus on Listening.

Arranging and Planning Student's Learning contains six strategies: Finding Out about Language Learning, Organizing, Setting Goals and Objectives, Identifying the Purpose of a Language Task, Planning for a Language Task and Seeking Practice Opportunities.

Evaluating Student's Learning has two related strategies: Self-Monitoring and Self-Evaluating.

b) ***Affective Strategies*** help to regulate emotions, motivations and attitudes. There are three sets of Affective Strategies:

³³ *Ibid*, 135.

Lowering Student's Anxiety has three strategies are listed: Using Progressive Relaxation, Deep Breathing or Meditation, Using Music and Using Laughter.

Encouraging Student's self is including in three strategies: Making Positive Statements, Taking Risks Wisely and Rewarding Student's self.

Taking Student's Emotional Temperature has four strategies which help learners to assess their feelings, motivations and attitudes. Those strategies are Listening to Student's Body, Using a Checklist, Writing a Language Learning Diary and Discussing Student's Feeling with Someone Else.

c) ***Social Strategies*** help students learn through interaction with others.

The following sets of these strategies:

Asking Questions has two strategies: Asking for Clarification or Verification and Asking for Correction.

Cooperating with others involves interacting with one or more people to improve language skill. It has two strategies which are including: Cooperating with Peers and Cooperating with Proficient Users of the New Language.

Empathizing with others can be developed easily when language learners use these two strategies: Developing Cultural

Understanding and Becoming Aware of Other's Thoughts and Feelings.

c. Factors Influence Student's Learning Strategy

The effect of student characteristics on instruction in learning strategies cannot be over emphasized. Characteristics such as motivation, aptitude or effectiveness as a learner, age prior education, cultural background and learning style may play an important role in the receptiveness of students to learning strategy training and in their ability to acquire new learning strategies.³⁴ In other book, Ernesto Macaro stated that there are some independent variables use by learners in order to learn³⁵:

1) Motivation

Learners become demotivated when their lack of strategy use blocks their progress. It would seem, then, that, in order for learner strategy training to be an acceptable part of the language learning program, research needs to be able to demonstrate that successful strategy use leads to successful learning and therefore to motivation. Alternatively, and at the very least, it needs to demonstrate that unsuccessful strategy use is a contributory factor in demotivation. If you are planning to develop your own learners' strategies, then your

³⁴ J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition* (Cambridge: Cambridge University Press, 2002), 160.

³⁵ Ernesto Macaro, *Learning Strategies in Foreign and Second Language Classrooms* (New York: Continuum, 2001), 28.

investigation into strategy training in later chapters will need to suggest that better strategy use leads to more successful learning and that this, in turn, leads to greater motivation.

2) Sex

Ernesto Macaro stated on his book, research in England has shown that females used strategies more than males and those strategies were more effectively used by them.³⁶ Moreover, according to him, studying a foreign language is seen as a compulsive curriculum by the girls. It makes them more motivated in learning foreign language than the boys.

3) Age

Suzanne Graham claimed which cited by Ernesto Macaro that generally, the older and more experienced learners would have a greater contextual knowledge than, say, 10-years-old learners.³⁷ By this greater contextual knowledge, they would be able to create their own hypotheses about a word or an idiomatic phrase. In addition, their much greater vocabulary store in L1 would help them to make links between that second language and L1. Although the older learners make much faster progress with their second language learning than

³⁶ *Ibid*, 29.

³⁷ *Ibid*, 30.

very young learners, in the end, the young learners may end up with native speaker competence whereas adults seldom do.

4) Background and Cultural Differences

Learner's cultural background may affect the way they use strategies to help learn the language. It supports by Rebecca Oxford's opinion which is cited by Ernesto Macaro on his book, "learners from eastern countries are more reluctant to use clarification strategies than western learners".³⁸ They like to interrupt their teacher in order to ask for clarification. And usually, the teacher will be happy to clarify clearly because that is a sign that his/her students respond to what he/she is taught.

5) Aptitude, Learning Styles and Beliefs about Language Learning

Learners' belief about language learning will color the way that they choose to learn a foreign language and it is likely to derive not only from aptitude, but also from learning styles.³⁹ Those who are analytical in nature may use more strategies involving explicit analysis. However, that may well be because they believe that language learning is about analysis. Learners who are very capable memorizers may not need to dissect language quite as much as the analytical learners and

³⁸ *Ibid.*,

³⁹ *Ibid*, 31.

this is why they may hold different beliefs about how languages are best learnt.

6) Successful and Advanced Learner

Many studies have demonstrated that advanced learners are using intricate combinations of strategies, far in excess of those used by beginner or intermediate learners.⁴⁰ The more successful learners appear to arrive at the most effective combination of strategy deployment. The advanced learning stage is not a necessary condition for effective strategy use. It is self-evident that the latter must have crossed a threshold of success.

3. Structured Reviewing Strategy

a. Definition of Structured Reviewing Strategy

Oxford classified learning strategy into two major classes; the first is Direct Strategies and the second is Indirect Strategies.⁴¹ Direct strategies consist of Memory Strategies, Cognitive Strategies and Compensation Strategies. While Indirect Strategies consist of Metacognitive Strategies, Affective Strategies and Social Strategies. Although these strategies are differentiated, but they support mutually each other (Direct and Indirect Strategies).

⁴⁰ *Ibid.*,

⁴¹ Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*, 14.

In this section, researcher will only discuss about one strategy and it is called Structured Reviewing Strategy. Structured Reviewing strategy is the only strategy which exists in the Reviewing Well activity. And Reviewing Well is one of the activity in Memory Strategies. Memory strategies are included in Direct Strategies. Structured Reviewing Strategy is a strategy which is especially useful for remembering new material in the target language.⁴² It entails reviewing at different time intervals, at first close together and then increasingly far a part.

By the way how students learn, it is looked similar with snowballing strategy. Snowballing is a strategy which is used to get an answer by student's discussion gradually.⁴³ The discussion is started from a small group discussion which consists of two students. After they get the answer, they will discuss their answer with other group, so the group now consists of four students. It will continue with the bigger group discussion until they get three or more conclusion. And at the last, all of students will discuss the conclusion to get the final answer.

In other book, Asis Saefuddin states other strategy which is similar with structured reviewing strategy. That strategy is topical review strategy. Topical review strategy is a strategy where students have to recall all the material that they have learned, whether by answering some questions or

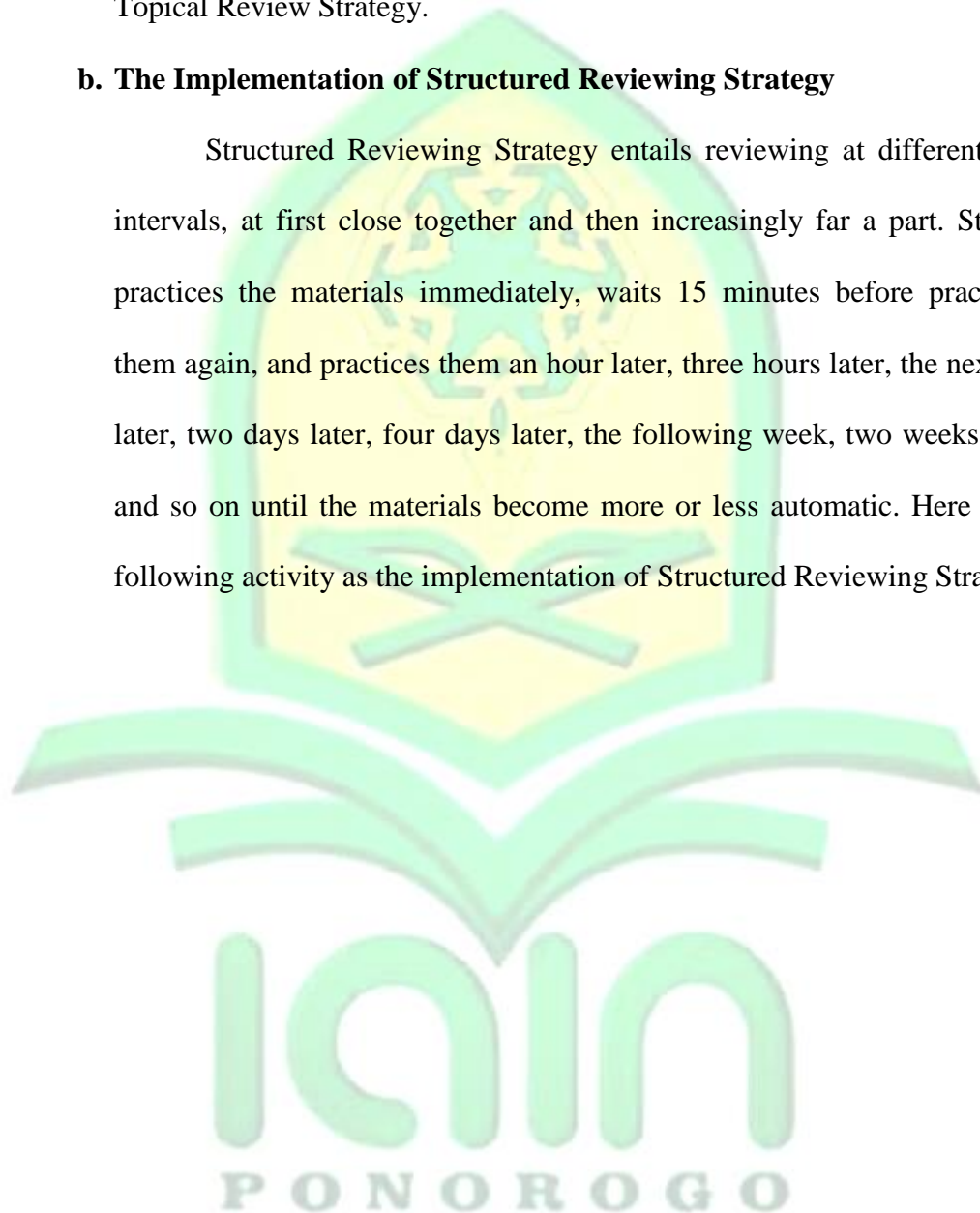
⁴² *Ibid*, 66.

⁴³ Hisyam Zaini, Bermawiy Munthe and Sekar Ayu Aryani, *Strategi Pembelajaran Aktif* (Yogyakarta: Pustaka Insan Madani, 2008), 58.

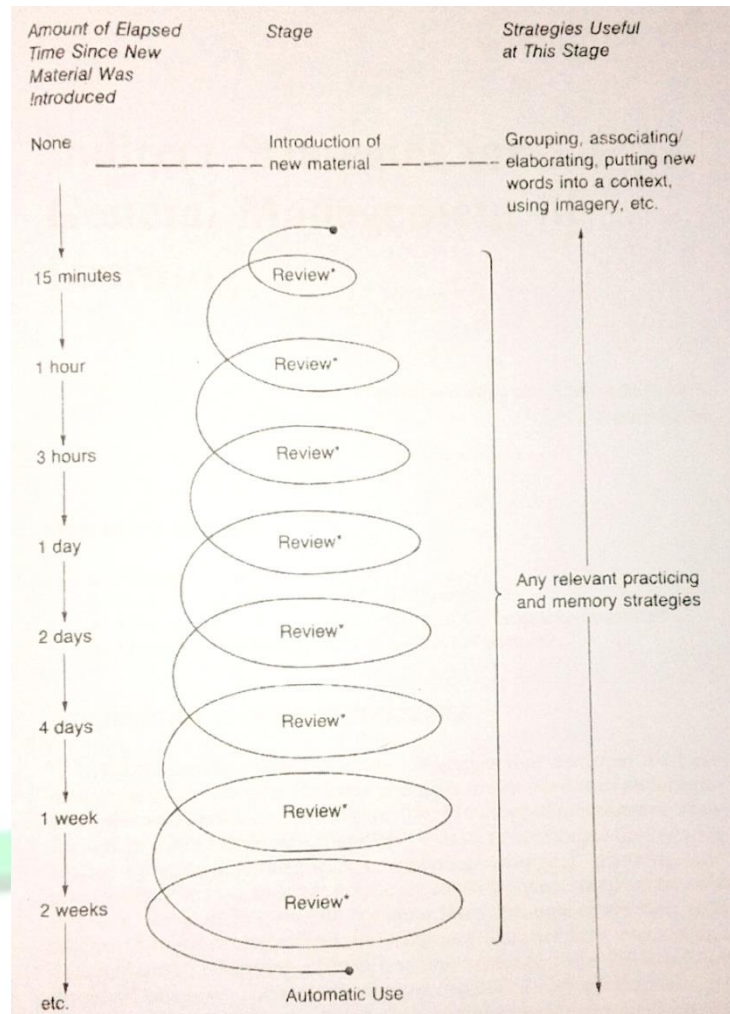
by reviewing the existing notes and files.⁴⁴ It means that when students review or just read the material which they have learnt, they are using Topical Review Strategy.

b. The Implementation of Structured Reviewing Strategy

Structured Reviewing Strategy entails reviewing at different time intervals, at first close together and then increasingly far a part. Student practices the materials immediately, waits 15 minutes before practicing them again, and practices them an hour later, three hours later, the next day later, two days later, four days later, the following week, two weeks later, and so on until the materials become more or less automatic. Here is the following activity as the implementation of Structured Reviewing Strategy:



⁴⁴ Asis Saefuddin, *Pembelajaran Efektif*, 126.



From the chart above, it can be seen that student's understanding is wider through reviewing activity at the following time. And as the result, students can use the material automatically.

c. Factors Influence the Use of Structured Reviewing Strategy

There are some factors can influence the use of Structured Reviewing Strategy:

1) Time Management

Students may think what the necessity of making a schedule is, because many of them may never have been in a situation that required scheduling. But the truth is, college students are too busy in balancing their act as college students.⁴⁵ That situation makes them difficult to survive without a schedule. Some students may have made schedule for their own. Laurie Rozakis stated that making a schedule can help students accomplish all their activities so they can achieve their goals.⁴⁶ But sometimes, things probably won't go as planned. And as the effect, students may will take an alternative strategy to solve this problem. They will choose the strategy that matches with the schedule have made.

2) Problem Orientation

Oxford said that language learning strategies as the tools to solve a problem, to accomplish a task, to meet an objective, or to attain

⁴⁵ Carolyn H. Hopper, *Practicing College Learning Strategies, Fifth Edition* (USA: Wadsworth Cengage Learning, 2010), 17.

⁴⁶ Laurie Rozakis, *Test-Taking Strategies & Study Skill for the Utterly Confused* (U.S.A: McGraw-Hill, 2003), 38.

a goal.⁴⁷ In this case, Structured Reviewing Strategy as one of Memory Strategies is used by students to solve their learning problem in order to preparing English examination. They chose this strategy by the reason of some materials need to be remembered. It would help them to be ready in doing the examination. Moreover, if students annotate, outline, and map study notes, the material will be easier for them to review.⁴⁸

3) Action Basis

Language learning strategies are specific actions or behaviors accomplished by students to enhance their learning.⁴⁹ These actions are naturally influenced by the learners' general characteristics or traits such as learning style, motivation and aptitude. Judi Kesselman-rurkel and Franklynn Peterson stated that when students prepare for the test, they just ought to study specific kinds of information in a specific way for each individual kind of test and don't necessarily read and memorize every detail in their notes.⁵⁰ Action basis is related to the problem orientation of language learning strategies.

4) The Level of Motivation

⁴⁷ Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*, 11.

⁴⁸ Learning Express Editor, *Test-Taking Power Strategies* (New York: Learning Express, LLC, 2007), 40.

⁴⁹ Carolyn H. Hopper, *Practicing College Learning Strategies, Fifth Edition*, 17.

⁵⁰ Judi Kesselman-rurkel and Franklynn Peterson, *Test-Taking Strategies* (Wisconsin: The University of Wisconsin Press, 2003), 1, 14.

Oxford stated that motivation is related to language learning purpose.⁵¹ High motivated learners use a significantly greater range of appropriate strategies than less motivated learners. Usually, some conditions can force students to study hard, for example when they are going to face the examination. That reinforcement increases the students' motivation indirectly. And finally, they will use any strategy which is matched with their condition at that time to achieve their goal.

d. Impacts of Structured Reviewing Strategy

Structured Reviewing strategy can bring some positive and negative effect for students who apply it. Here are some of the impacts that may arise from Structured Reviewing strategy:

- 1) Learner will be familiar with the knowledge that have learnt and becomes natural and automatic.⁵²
- 2) It can be the alternative strategy for students who have to prepare for the examination, but they do not have much time to study.
- 3) Right implementation of this strategy will put the knowledge in long term memory, while wrong implementation will put the knowledge in short term memory.
- 4) Another wrong implementation such as shorten the learning time period will not give the maximum result for students.

⁵¹ Carolyn H. Hopper, *Practicing College Learning Strategies, Fifth Edition*, 13.

⁵² Carolyn H. Hopper, *Practicing College Learning Strategies, Fifth Edition*, 42.

- 5) Shorten the time period for study in just one day even one night can bring some health disorders, because the body do not get enough time to rest.



CHAPTER III

RESEARCH METHOD

A. Approach and Design of Research

The approach that is used in this study was Qualitative Approach. *Qualitative research* is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.⁵³ Qualitative research is a research method which is based on post positivism philosophy.⁵⁴ Post positivism philosophy sees social reality as something holistic, complex, dynamic, meaningful, and has interactive symptomatic relationship (reciprocal).

This research is done to the natural object in natural setting. Natural object is the object that evolve as they are, not manipulated by researcher, and the presence of researcher does not really affect the dynamics of the object.⁵⁵ Because of this research is done on natural condition, this research is often called naturalistic research method. And the design for this approach was case study. Case study is a design that researcher explores the processes, activities and events.⁵⁶

⁵³ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Fourth Edition* (California: SAGE Publications, 2014) 32.

⁵⁴ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2015), 15.

⁵⁵ *Ibid.*,

⁵⁶ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Fourth Edition*, 236.

For this study, researcher explored the whole process of Structured Reviewing Strategy by Fourth Semester students of English Department in the State Institute of Islamic Studies Ponorogo and their related learning activities. And the ways how students implement Structured Reviewing strategy in their daily learning activity especially for preparing English examination were connected with the presented theories in Chapter II to get conclusion.

B. Researcher Role

One of the Qualitative Research characteristics is *Researcher as key instrument*: Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants.⁵⁷ They may use a protocol—an instrument for collecting data—but the researchers are the ones who actually gather the information. The things what to do by researcher as human instrument are defining the research focus, choosing the informant as data source, collecting data, evaluating data quality, analyzing data, interpreting data and drawing conclusion for the finding.⁵⁸

For this study, researcher focused on the implementation of Structured Reviewing Strategy which is used by fourth semester students of the State Institute of Islamic Studies Ponorogo and affected factors the use of that strategy.

⁵⁷ *Ibid*, 234.

⁵⁸ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, 306.

C. Research Location

This research was conducted at the State Institute of Islamic Studies Ponorogo. It is located at 156 Pramuka Street, Ponorogo. Researcher chose this location for some reasons:

1. Structured Reviewing Strategy is applied by students in this college.
2. There were no previous researcher who conducts research in Structured Reviewing Strategy on this college.

D. Data Source

1. **Primary sources:** Researcher took four students from Fourth Semester of English Department in the State Institute of Islamic Studies Ponorogo (academic Year 2017/2018), but researcher focused on one student who really applied Structured Reviewing strategy.
2. **Secondary sources:** *Qualitative Observation:* researcher took field notes on the behavior and activities of students as the participants at the research site. In these field notes, researcher recorded in an unstructured or semi structured way (using some prior questions that the inquirer wants to know) and the activities at the research site; *Qualitative Interviews,* the researcher conducted face-to-face interviews with participants, telephone interviews, and engaged in focus group learning interviews; *Qualitative Audio and Visual Materials* were taken in the form of photographs and tape recording; a book by Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher should Know* and

a book from Asis Saefuddin, *Pembelajaran Efektif* as the main books; and other books which are related with the theories as the supporting books.

E. Technique of Data Collection

Technique of data collection is the main step in a research, because the main purpose of a research is to get data as much as possible. A statement from Catherine Marshall and Gretchen B. Rossman which is cited by Sugiyono said that, “the fundamental methods relied on by qualitative researchers for gathering information are participation in the setting, direct observation, in-depth interviewing, and document review”.⁵⁹ In this study, researcher used three kinds of data collection technique:

1. Observation

Observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi structured way (using some prior questions that the inquirer wants to know), activities at the research site.⁶⁰ “Observing” can be an invaluable way of collecting data because what researcher see with his/her own eyes and perceive with his/her own senses is not filtered by what others might have (self-) reported to researcher or what the

⁵⁹ *Ibid*, 309.

⁶⁰ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, Fourth Edition, 236.

author of some document might have seen.⁶¹ Sutrisno Hadi stated which is cited by Sugiyono that observation is a complex process which is conducted from biological process (watching) and psychological process (remembering).⁶²

Observation is used when the research is related with human behavior, working process, natural phenomenon and the respondent is not too wide.⁶³ Sanafiah Faisal classified observation which is cited by Sugiyono into Participant Observation (researcher is involved in the daily activity of participants or data source), Overt and Covert Observation (Overt is when the researcher make it clear to the participants that he/she is doing a research, while Covert is done by researcher to avoid if a data sought is a data that is still a secret), and Unstructured / Free Observation (researcher only uses signs in observation because the research focus is still unclear).⁶⁴ Moreover, Spradley in Susan Stainback's book which is cited by Sugiyono classified Participant Observation into four types; Passive Participation (researcher comes to the scene of action, but he/she does not interact or participate on that action), Moderate Participation (in collecting the data, researcher only follows some activities, not all of it), Active Participation (researcher generally does what are done by participants, but it is not complete), and Complete

⁶¹ Robert K. Yin, *Qualitative Research from Start to Finish* (New York: The Guilford Press, 2011), 143.

⁶² Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, 203.

⁶³ *Ibid.*,

⁶⁴ *Ibid*, 310 – 313.

Participation (researcher is being a natural participant and this is the highest level of involvement).⁶⁵

In this study, researcher applied Participant Observation as the Active Participant. Researcher tried to follow the students' learning activity and to learn what they were learning until getting good understanding by using Structured Reviewing Strategy as same as the way they learnt, but researcher did not follow the whole of students' activities. This kind of observation helped researcher to define Structured Reviewing strategy which is used by participants clearly because researcher could feel directly the implementation of Structured Reviewing strategy with the participants.

2. Interview

Interview involves unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.⁶⁶ Esterberg defined interview which is cited by Sugiyono as a meeting of two persons to gather any information and idea about a particular topic through questions and responses.⁶⁷ In addition, Sugiyono also quoted from Susan Stainback that through the interview, researcher will get more in-depth information about a phenomenon in which the information cannot be found through observation.⁶⁸ Usually, interview is used to find the information

⁶⁵ *Ibid*, 312.

⁶⁶ Robert K. Yin, *Qualitative Research from Start to Finish*, 239.

⁶⁷ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, 317.

⁶⁸ *Ibid*, 318.

about a phenomenon or an idea based on the participant's opinion or his/her experience.

Esterberg classified interview which is cited by Sugiyono into three types; Structured Interview, Semi Structured Interview, and Unstructured Interview.⁶⁹ Structured Interview is used when the researcher has prepared well the research instrument and he/she has known what information that he/she will get. While Semi Structured Interview can be categorized as in-depth interview because researcher is free to gather data until he/she gets a clear meaning. And Unstructured Interview is used when the researcher has not known what data that he/she will get. Researcher only uses the outline of the problem as the interview guideline for this kind of interview.

For this study, researcher used the combination of Semi Structured and Unstructured Interview to the participants. At the first, researcher has prepared some outline questions about Structured Reviewing Strategy as the guideline. But, researcher was still unclear about what data that he/she will get on interview. Then, researcher carefully recorded what the participants are saying and he/she provided further questions until the researcher discovered the clearer problem. Researcher conducted interviews through face to face and telephone interviews with the participants. With this interview, researcher had gotten the data more specifically from participants based on their opinion and

⁶⁹ *Ibid*, 319.

view related with the Structured Reviewing strategy which is implemented by them.

3. Documentation

Documentation is a complementary technique of observation and interview. Documentation provides the researcher with information that is used to support the available data. These may be public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails).⁷⁰ Sugiyono stated that document is any records of past events whether in the form of writing, drawing/picture, or monumental works/creations of someone.⁷¹ Moreover, he added that not all of documents are having high credibility because some of its are subjective. The documentation data which are gotten through the observation in this research are used by researcher as a complementary data to support the observation and interview data.

F. Technique of Data Analysis

Bogdan stated which was cited by Sugiyono that data analysis is seen as a systematically searching and arranging process of interview transcripts, field notes, and other materials which have accumulated by researcher to increase his/her understanding and to enable him/her in presenting what she/he has

⁷⁰ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, Fourth Edition, 240.

⁷¹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, 329.

discovered to others.⁷² Moreover, Ian Dey stated that the core of qualitative analysis lies in these related processes of describing phenomena, classifying it, and seeing how our concepts interconnect.⁷³ In qualitative research, the data are obtained from various sources by using various data collection techniques (triangulation technique), and it carried out continuously until the data is saturated.

Qualitative data analysis uses inductive analysis. Inductive is an analysis which is based on the data obtained, then the data is developed into a certain relationship pattern, so it can be drawn a hypothesis.⁷⁴ Based on that hypothesis, then researcher keeps on searching data repeatedly until he/she finds a conclusion and the hypothesis is acceptable. When that hypothesis has been acceptable, it can be developed as a theory.

Nasution stated which is cited by Sugiyono that analysis has begun since the researcher formulates the problem, before plunging the field and it will continue until the research results writing process.⁷⁵ In fact, data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after process. These are the following steps of analyzing data:

⁷² *Ibid*, 334.

⁷³ Ian Dey, *Qualitative Data Analysis: A User-Friendly Guide for Social Scientists* (New York: Routledge, 2005), 31.

⁷⁴ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, 335.

⁷⁵ *Ibid*, 336.

1. Analyzing before Entering the Field

In this step, analyzing is done to the related previous research findings, or secondary data that will be used to define the research focus.⁷⁶ However, the focus is still temporary and it will evolve once the researcher enters the field.

2. Analyzing during in the Field

According to Miles and Huberman, there are three activities during field analyzing:

a) Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions.⁷⁷ In this part, researcher selects all the data as the analytical choices, which data chunks to code and which to pull out, which patterns best summarize a number of chunks, which evolving story to tell.⁷⁸

And for this study, researcher wrote all the data that have been obtained at the times when he/she did the observation and interview to the fourth semester students of English Department in the State Institute of

⁷⁶ *Ibid.*,

⁷⁷ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis, Second Edition* (California: SAGE Publication, Inc., 1994), 10.

⁷⁸ *Ibid.*, 11.

Islamic Studies Ponorogo. And then, researcher chose the data which are related to the problem statements.

b) Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. It helps researcher to understand what is happening, and to do something either analyze further or take action based on that understanding.⁷⁹ The displays may presented in the form of matrices, graphs, charts, or networks. It is designed to assemble organized information into an immediately accessible and compact form so that the analyst can see what is happening and either draw justified conclusions or move on to the next step of analysis.

For additional, designing a display as the analytical process is deciding on the rows and columns of a matrix for qualitative data and deciding which data and in which form the data should be entered in the cells. For this study, researcher organized and presented the data which have been chosen in the form of matrix and chart.

c) Conclusion Drawing and Verification

Final conclusion may not appear until data collection is over. It is depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and the

⁷⁹ *Ibid.*,

demands of the funding agency.⁸⁰ But, they often have been prefigured from the beginning, even when a researcher claims to have been proceeding inductively. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop intersubjective consensus, or with extensive efforts to replicate a finding in another data set.⁸¹

At the last step of analyzing data for this study, researcher drew the conclusion as the research results by relating the data from the observation and interview with the theories which are related. And then, researcher gave some suggestions as verification.

G. Data Validity

There are four kinds of test in testing qualitative data validity; Internal Validity, External Validity, Reliability and Objectivity.⁸² Validity is the degree of accuracy between the data that occurs on the object of research with the reported data by researcher.⁸³ The data can be said valid if there is no difference between the data reported by researcher with the actual data occurred on the object of

⁸⁰ *Ibid.*,

⁸¹ *Ibid.*,

⁸² Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, 366.

⁸³ *Ibid.*, 363.

research. And the opposite, when researcher makes a report which are not the same as the actual data of the object, it means that the data are invalid.

Sugiyono defined research validity into two types; Internal Validity (related to the accuracy between the research design and the research result) and External Validity (related to the degree of accuracy whether the research result could be applied to the population where the sample is taken or not).⁸⁴ According to Susan Stainback which is cited by Sugiyono stated, “Reliability is often defined as the consistency and stability of data or findings”.⁸⁵ If there are any other researchers who repeat or replicate a similar study on the same object and method, then the research will produce the same data.

Meanwhile, objectivity is related to the degree of agreement (interpersonal agreement) among against a data.⁸⁶ For example, if from 100 people, there are 99 people stated that there is a red color in a research object, while 1 person expressed another color, it means that the data is objective data. If in quantitative research, the research instruments are tested to test validity and reliability, then for qualitative research, the data are tested to test validity and reliability.

H. Research Procedure

1. Preparation:

- a) Getting permission letter from the researcher’s institution

⁸⁴ *Ibid*, 363–364.

⁸⁵ *Ibid*, 364.

⁸⁶ *Ibid*,.

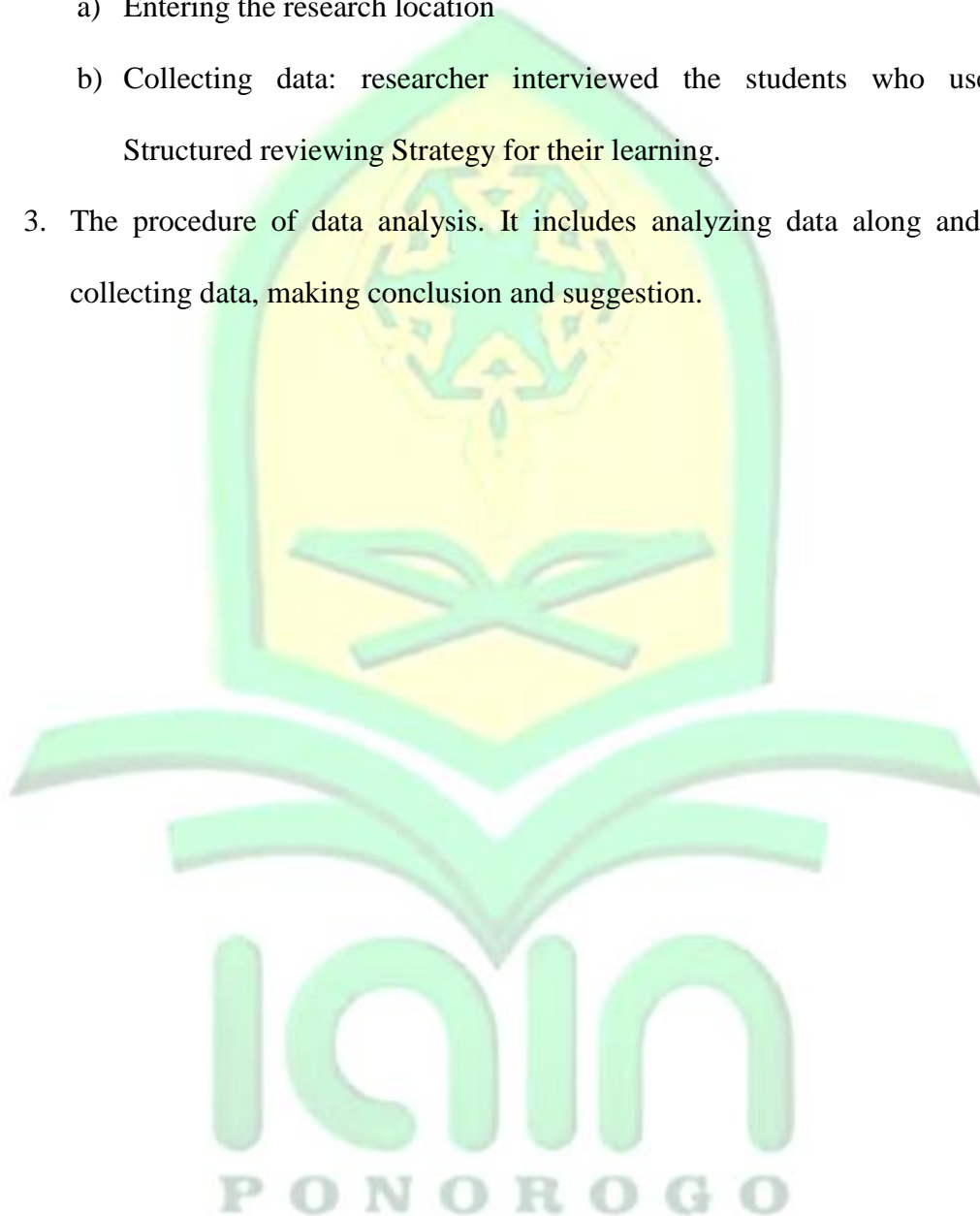
b) Getting permission from the institution that would be researched

2. Application:

a) Entering the research location

b) Collecting data: researcher interviewed the students who use the Structured reviewing Strategy for their learning.

3. The procedure of data analysis. It includes analyzing data along and after collecting data, making conclusion and suggestion.



CHAPTER IV

DATA DESCRIPTION

A. General Data Description

1. History of State Institute of Islamic Studies Ponorogo

The existence of State Institute of Islamic Studies (IAIN) Ponorogo is inspired from the Syariah Academy of Abdul Wahhab (ASA) as its embryo. ASA was established on February 1st, 1968 by the idea of K.H. Syamsuddin and K.H. Chozin Dawoedy. Then, on May 12th, 1970, this academy was declared to become the Faculty of Syariah Ponorogo IAIN Sunan Ampel which was led by R.M.H. Aboe Amar Syamsuddin by organizing the Undergraduate Program. Furthermore, growth and development of this institution began in 1985/1986 by organizing a complete Bachelor (S-1) program and opening the Department of Qodlo' and Muamalah Jinayah. Here are the list of leaders in Faculty of Syariah Ponorogo IAIN Sunan Ampel:

- a. M.H Aboe Amar Sjamsoeddin, Dean of Syariah Faculty on 1970 – 1975
- b. H.A. Herry Aman Zainuri, Dean of Syariah Faculty on 1975 – 1983
- c. H. Sjamsul Arifin AR, Dean of Syariah Faculty on 1983 – 1988
- d. H. Zein Soeprapto, Dean of Syariah Faculty on 1988 – 1991
- e. Mohammad Sofwan, Dean of Syariah Faculty on 1991 – 1994
- f. H. Nardoyo, Dean of Syariah Faculty on 1994 – 1998

Based on the demands of college development and organization, the Republic of Indonesia's president issued a decree No.11 of 1997 about the establishment of State Islamic High School (STAIN). It made all the faculties in the scope of IAIN which were located out of the moth institution were transformed in to STAIN. Including the Faculty of Syariah Ponorogo IAIN Sunan Ampel, it changed to the State of Islamic High School (STAIN) Ponorogo.

STAIN Ponorogo was one of region faculty that was Faculty of Syariah Ponorogo IAIN Sunan Ampel in Ponorogo. It had been changed on March 21st, 1997. By that status change, STAIN Ponorogo could open three majors; Syariah Major, Tarbiyah Major and Ushuluddin Major. The existence of STAIN Ponorogo had been ended when the status changed from STAIN Ponorogo to IAIN Ponorogo on 2016 based on Presidential Regulation No.75 of 2016. When it established for about 19 years, there had been the chairman change for about four times. Here are the following list of chairmen in STAIN Ponorogo since 1997 – 2016:

- a. H. Anshor M. Rusydi, the Chairman of STAIN Ponorogo on 1998 – 2002
- b. H. Sugihanto, M.Ag., the Chairman of STAIN Ponorogo on 2002 – 2006
- c. H. A. Rodli Makmun, M.Ag., the Chairman of STAIN Ponorogo on 2006 – 2010
- d. Hj. Siti Maryam Yusuf, M.Ag., the Chairman of STAIN Ponorogo on 2010 – 2016

Along with the development of IAIN Ponorogo from the Academy of Syariah Abdul Wahhab (ASA) to the Faculty of Syariah Ponorogo IAIN Sunan Ampel and then STAIN Ponorogo, there were the development and displacement of campus location too. Here are the locations of IAIN Ponorogo campus by the following times:

- a. 1968 – 1974 : Campus of Durisawo
- b. 1974 – 1976 : Campus of Irian Jaya Street
- c. 1976 – 1981 : Campus of upper Sriwijaya Street 20
- d. 1981 – 2016 : Campus of Pramuka Street

In 2016, the status of STAIN Ponorogo officially changed to IAIN Ponorogo. The purpose of this status change is that college not only provides professional and academic education within the scope of a particular discipline of science, technology or art, but more broadly it is able to organize professional and academic education within the scope of a particular discipline of science, technology or art.

In addition to the quantity increase, the existence of study programs in IAIN Ponorogo environment also improved its quality. By 2015, accreditation has been undertaken on two years old new study program and reaccreditation for the old study program. As the result, five new study programs were successfully accredited B and five old study programs were accredited B. Furthermore, in 2016, the name of institution STAIN Ponorogo has received B accreditation from BAN-PT by the Decree Number:

1146/SK/BAN-PT/Akred/PT/VII/2016. Due to the status transfer from STAIN Ponorogo to IAIN Ponorogo, BAN-PT conducts surveillance. As the result, IAIN Ponorogo institution re-accredited with the predicate B.

2. Geographical Position

The campus location of State Institute of Islamic Studies (IAIN) Ponorogo:

Campus I: Pramuka Street No.156 Po.Box. 116 Ponorogo 63471

Campus II: Niken Gandini Street, Pintu, Jenangan, Ponorogo

Ma'had Al Jami'ah 'Ulil Abshar: Letjen Suprpto Street, Ngembak, Ponorogo

Telp. (0352) 481277 (Hunting) Fax. (0352) 461893

Website: www.iainponorogo.ac.id

E-mail: www.info@iainponorogo.ac.id

3. Vision, Mission and Goal of State Institute of Islamic Studies Ponorogo

a. Vision of State Institute of Islamic Studies Ponorogo

As a center of study and development of Islamic science which is superior in order to realize civil society

b. Mission of State Institute of Islamic Studies Ponorogo

- 1) Producing scholars in the field of Islamic sciences who excel in the study of materials and research
- 2) Producing scholars who are capable to realize civil society
- 3) Producing characteristic and tolerant scholars

c. Goal of State Institute of Islamic Studies Ponorogo

- 1) Providing an access to Islamic higher education to the community with good governance
- 2) Preparing educated human resources
- 3) Producing quality research and dedication to the society

4. Organizational Structure of State Institute of Islamic Studies Ponorogo

a. Leader Element

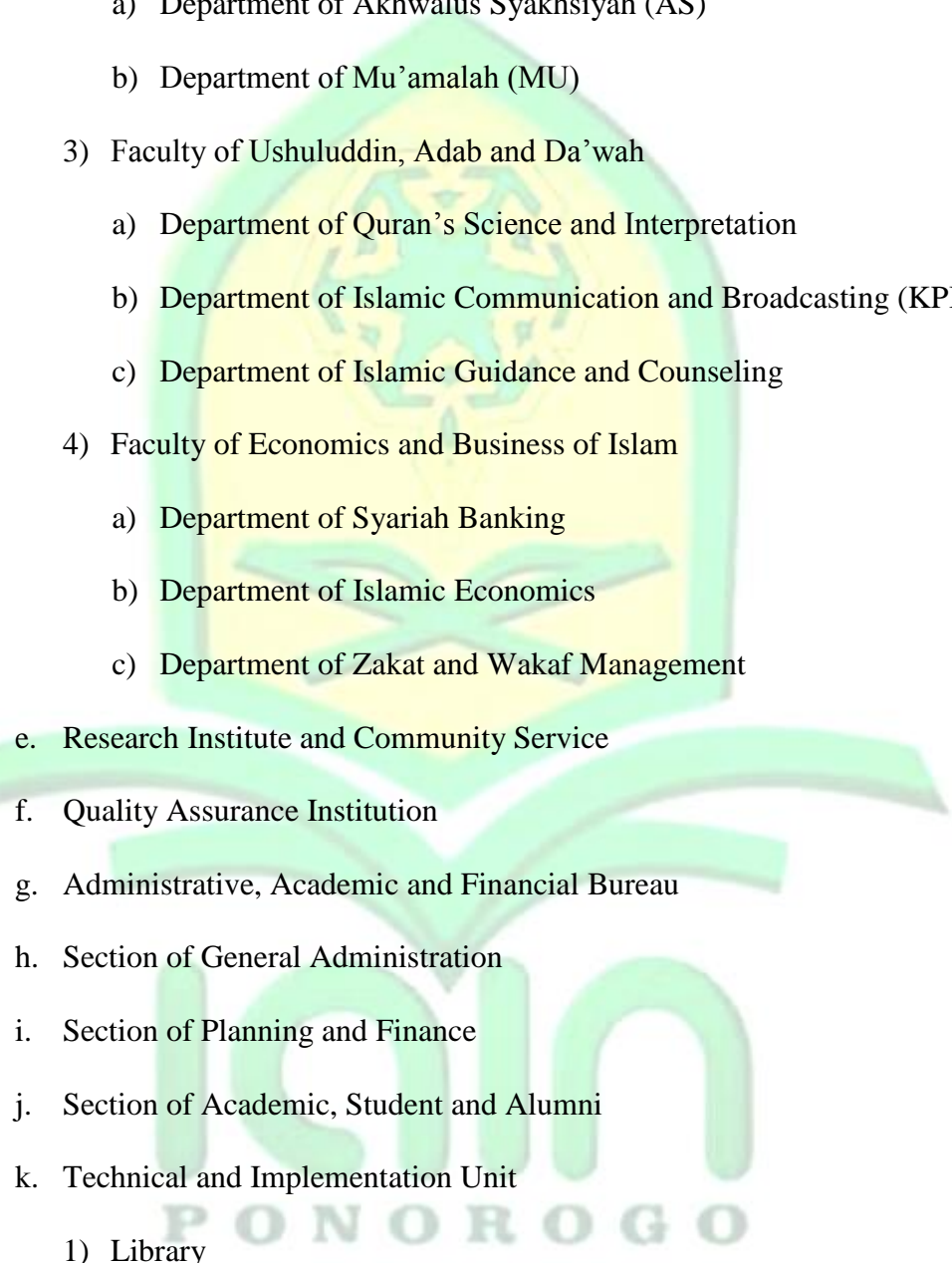
- 1) Rector of State Institute of Islamic Studies Ponorogo
- 2) Vice Rector of Academic and Institutional Fields
- 3) Vice Rector of General Administration, Planning and Finance
- 4) Vice Rector of Student Affairs and Cooperation

b. Internal Control Unit

c. Senate of State Institute of Islamic Studies Ponorogo

d. Faculty

- 1) Faculty of Tarbiyah and Teachers' Training
 - a) Department of Islamic Education (PAI)
 - b) Department of Arabic Education (PBA)
 - c) Department of Madrasah Ibtidaiyah Teachers' Education (PGMI)
 - d) Department of Islamic Education Management (MPI)
 - e) Department of English Education (TBI)
 - f) Department of Early Childhood Islamic Education (PIAUD)
 - g) Department of Science Education (Tadris IPA)

- 
- h) Department of Social Science Education (Tadris IPS)
 - 2) Faculty of Syariah
 - a) Department of Akhwalus Syakhsiyah (AS)
 - b) Department of Mu'amalah (MU)
 - 3) Faculty of Ushuluddin, Adab and Da'wah
 - a) Department of Quran's Science and Interpretation
 - b) Department of Islamic Communication and Broadcasting (KPI)
 - c) Department of Islamic Guidance and Counseling
 - 4) Faculty of Economics and Business of Islam
 - a) Department of Syariah Banking
 - b) Department of Islamic Economics
 - c) Department of Zakat and Wakaf Management
 - e. Research Institute and Community Service
 - f. Quality Assurance Institution
 - g. Administrative, Academic and Financial Bureau
 - h. Section of General Administration
 - i. Section of Planning and Finance
 - j. Section of Academic, Student and Alumni
 - k. Technical and Implementation Unit
 - 1) Library
 - 2) Technical implementation unit of information technology and database
 - 3) Technic and Language Development Unit

1. Postgraduate

5. Department of English Education (TBI)

In this State Institute of Islamic Studies Ponorogo, English Education Department is called *Tadris Bahasa Inggris (TBI)*. It is established under Faculty of Tarbiyah and Teachers' Training. The profiles of graduate from this department are as English teacher, English translator and tourist guide. There are following vision, mission and goal of English Education Department in the State Institute of Islamic Studies Ponorogo:

a. Vision of English Education Department

As an educational and development center for prospective English teachers

b. Mission of English Education Department

- 1) To implement the process of Islamic learning and teaching
- 2) To implement and develop English teaching
- 3) To conduct English educational research
- 4) To perform a dedication to society in the field of English teaching
- 5) To implement the founding of English Education Department academicians
- 6) To cooperate with educational and non-educational institutions

c. Goal of English Education Department

The goal of this department is to graduate the bachelors of English education who are;

- 1) capable to teach English professionally from Elementary to High school level,
- 2) having good active and passive English capability, and
- 3) master on English learning issues.

From 2015 Generation, English Education Department started using University Curriculum based on *KKNI (Kerangka Kualifikasi Nasional Indonesia)* based on Presidential Decree No. 8 on 2012).⁸⁷ And the course materials are taught for fourth semester students in Academic Year 2017/2018 can be seen on Appendix 3.⁸⁸

B. Specific Data Description

In this study, researcher divided the observation into two parts, there are pre-observation and main observation. Pre-observation was done when the first time researcher observe the social setting and condition. And main observation was done when researcher started to observe the participants who applied Structured Reviewing Strategy from the first time they began their study at Fourth semester in English Education Department until their mid-term examination was done.

Researcher observed the participants from March 5th, 2018 as the first day on fourth semester in The State Institute of Islamic Studies Ponorogo. The observation supposed to be ended when the mid-term examination had finished

⁸⁷ *Pedoman Penyelenggaraan Pendidikan Tahun Akademik 2016/2017* (Ponorogo: STAIN Ponorogo, 2016), 58.

⁸⁸ See Appendix 3 No. 01/D/08-III/2018.

on May 3rd, 2018, but researcher took an additional time during observation to make sure that researcher had gotten the complete and correct data. So the observation was ended on June 11th, 2018. The data display can be seen as follow:

1. The Utilization of Structured Reviewing Strategy by the Fourth Semester Students of English Department in the State Institute of Islamic Studies Ponorogo on Preparing English Examination

In this study, researcher chose the students from fourth semester of English Department in the State Institute of Islamic Studies Ponorogo as the research participant. There are some students who apply Structured Reviewing strategy in their daily learning activity and in preparing the English examination especially. Structured Reviewing Strategy is better known as *Sistem Kebut Semalam (SKS)* by students. It is called *SKS* because its implementation is only one night or maximum one day before the examination take place, but the procedure is still the same as Structured Reviewing Strategy. Researcher chose them as the research participant for the reason that they have a scientific background which is accordance with researcher's target.

According to the interview with Ms. Luluk Rahmatia as one of the participant in this study, she has been implementing Structured Reviewing strategy for long time in her learning activities, but she just knew that the strategy used is known as *Sistem Kebut Semalam (SKS)*.

“...I ever heard, but just lately I know that the impromptu learning which is done just before the examination is called *SKS* (*Sistem Kebut Semalam*). And actually, I did it for a long time already.”⁸⁹

Whereas by the expert terms, that strategy is known as Structured Reviewing Strategy. Moreover, according to Ms. Firda, another student of Fourth Semester in English Education Department stated that she even often applied *SKS* in her learning activity, “...I ever did, even very often before examination.”⁹⁰

The other students from the same department such as Ms. Luluk Mazidah and Ms. Umiatul Mufidah also stated the same statement. When researcher asked about the meaning of *SKS* according to their experience, Ms. Luluk Rahmatia gave an opinion that, “*SKS* as a way of learning by some students which it makes students understand quickly just overnight before the examination.”⁹¹

While Ms. Firda stated the meaning of *SKS* as follow,

“*SKS* is an urgent situation where a student has not learnt at all about the examination material, and that student does a study in just overnight with a goal that the important one is he/she had study.”⁹²

In additional, Ms. Luluk Rahmatia stated that,

“*SKS* can be defined as the effective strategy and ineffective strategy. As what I say, a definition about effective learning is a quick and impromptu method from students who are either willing or unwilling, they are required to learn and understand the material. And vice versa, the method

⁸⁹ Based on interview No. 01/I/05-III/2018.

⁹⁰ Based on interview No. 02/I/06-III/2018.

⁹¹ Based on interview No. 01/I/05-III/2018.

⁹² Based on interview No. 02/I/06-III/2018.

is lost easily in mind if there is not any following step to repeat and repeat the material in the implementation of that *SKS* method.”⁹³

In other words, the meaning of her statement is that this strategy could be effective or ineffective in learning. It can be said effective when students are required have to be able in understanding the material whatever the circumstances. And it can be said not effective when students do not repeat their learning material, so that can make their memory about the material is easy to get lost.

Continued from meaning to the strategy application, each students applied *SKS* in the different ways as follows;

By Ms. Luluk Rahmatia, she stated to the researcher that,

“I apply *SKS* after making a summary from some small notes which are ready to be memorized and understood in more depth. But, day by day, I learn rarely. I only learn before the class is begun or before the material takes place and when there is a task from lecturer. When the materials have given, I use that time to summarize the materials. At night before the examination day is a time for me to review all the materials and that is a time when I implement the *SKS*.”⁹⁴

Ms. Luluk Rahmatia apply *SKS* on the night before the examination, but the material collection or summarizing has been done since long time ago. That accumulated records made her easier to learn and apply *SKS*. At the first time when she received the learning material, she made some notes about the materials which explained by her lecturers. If she had a spare time after her class, she would like to summarize the material that she just learnt. After that, she almost never review her notes back until the examination was coming.

⁹³ Based on interview No. 01/I/05-III/2018.

⁹⁴ Based on interview No. 01/I/05-III/2018.

There is a little bit different from Ms. Luluk Rahmatia, Ms. Luluk Mazidah said that she only reads the important points in implementing *SKS*. She stated, “I only read the important points of the examination material in applying *SKS*.”⁹⁵

As said at the beginning, *SKS* is implemented at one night or maximum one day before the examination take place. Some of students really implement *SKS* at the day or at night before the examination take place such as done by these following students;

“I apply *SKS* when the mid-term test, final examination and daily quiz are coming.”, was said by Ms. Firda.⁹⁶

“I do *SKS* when I do not have time to prepare the examination in more detail.”, was said by Ms. Umiatul Mufidah.⁹⁷

“When I have not study yet and tomorrow is the day that the test will be done, that is the time when I apply *SKS* as my last option.”, said by Ms. Luluk Mazidah.⁹⁸

It is different with those students, another student has more preparation in applying *SKS* such as Ms.Luluk Rahmatia which is stated,

“As I usually do, the implementation of *SKS* is done at night before the examination, but the collection of materials has been done well in advance. So, it will simplify learning process to apply *SKS*.”⁹⁹

Even though she applies *SKS* just like other students do, but she has prepared the material that need to be learnt to make her easier in study and implement the *SKS*. The following data display of student’s learning activity

⁹⁵ Based on interview No. 03/I/08-III/2018.

⁹⁶ Based on interview No. 02/I/06-III/2018.

⁹⁷ Based on Interview No. 04/I/09-III/2018.

⁹⁸ Based on interview No. 03/I/08-III/2018.

⁹⁹ Based on interview No. 01/I/05-III/2018.

in order to prepare English mid-term examination by Ms. Luluk Rahmatia is shown in Table 4.1:

Table 4.1
Learning Activity in Preparing English Mid-Term Examination

| Date | Time of Learning | Activity |
|-------------------------------|-------------------------|---|
| March 5 th , 2018 | 9.00 a.m. | Interviewing |
| April 15 th , 2018 | 4 – 5.30 p.m. | Practicing some questions and doing discussion with friend about Grammar for examination on April 16 th , 2018 |
| | 7.30 – 9.00 p.m. | |
| April 22 nd , 2018 | 7.10 – 7.30 p.m. | Reviewing Syntax notes for Syntax examination on April 23 rd , 2018 |
| | 8.15 – 8.40 p.m. | |
| April 23 rd , 2018 | 10.45 – 12.00 a.m. | Doing discussion with a friend and answering some questions before Syntax examination at 1.00 p.m. |
| April 24 th , 2018 | 7.10 – 8.30 p.m. | Reviewing TEFL notes for TEFL 1 examination on April 25 th , 2018 |
| April 25 th , 2018 | 9.45 – 10.30 a.m. | Reviewing TEFL notes before TEFL examination was started at 11.00 a.m. |
| April 26 th , 2018 | 10.30 – 10.45 a.m. | Reviewing English Curriculum material before examination time at 11.00 a.m. |
| May 3 rd , 2018 | 1.00 – 2.00 p.m. | Reviewing English Instructional Media material before examination time at 11.00 a.m. |

2. The Reason of Structured Reviewing Strategy Using by Fourth Semester Students of English Department in State Institute of Islamic Studies Ponorogo on Preparing English Examination

There are some reasons of SKS / Structured Reviewing Strategy using by Fourth Semester students of English Department:

a. Laziness

Laziness becomes the reason of most students when researcher asked them why they apply SKS. It is as revealed by Ms. Luluk Mazidah,

“Mostly, SKS is applied because students are too trivial the time and feel hard to resist the laziness, and the time to study only left one night.”¹⁰⁰

As well as the opinion of Ms. Firda and Ms. Umiatul Mufidah, they suggested the same thing when the researcher asked the same question.

Moreover, Fourth Semester students of English Education Department in Academic Year 2017/2018 only have 10 course materials which each material has only two credits as shown in the Appendix A.¹⁰¹ By that small amount number of courses and credits, students feel that their responsibility of learning is not too heavy, then they think that they can study anytime they want. In additional, some courses such as Advanced Listening and Speaking for Academic Purpose do not require

¹⁰⁰ Based on interview No. 01/I/05-III/2018.

¹⁰¹ See Appendix 3 No. 01/D/08-III/2018.

any specific time for study even during the examination. It is because both are related to the ability of each individual.

b. Schedule tightness

Commonly, most of the college students have side activities besides study as a college student. For example, they follow some organizations whether in campus or in community around their environment and do a part time job. Students take part time job for many reasons, such as have to earn more money or just to use their spare times for something that can benefit them in financial terms. Those kind of side activities will give some impact directly to the students. One of the impacts is the student's learning time will be cut off automatically for those side activities.

One of the students who have side activities besides as a college student is Ms. Luluk Rahmatia from Fourth Semester of English Education Department. Besides as a college student, she also became an English tutor in one of the tutoring institutions. In that tutoring institution, she had some teaching schedules that she had to do and follow. So, she adjusted her own schedule to create a balance between her study and her part time job as a tutor. She divided her time as shown in Table 4.2:

Table 4.2
Daily Schedule of Ms. Luluk Rahmatia

| No. | Time | Activity |
|-----|-------------------------------------|--|
| a. | Morning (waking up) – 12.00 p.m. | for her study at campus |
| b. | 12.01 p.m. – 18.00 p.m. | for her teaching schedule as an English tutor |
| c. | 18.01 p.m. – 20.00 p.m. | free time |
| d. | 20.01 p.m. – Sleeping time | for her to do her college assignments |

Usually, she applies the *SKS* at the times around her free times and forward till her sleeping time.¹⁰² Those are her usual daily activity and the way how she applies *SKS* during her schedules as a college student and as an English tutor in a tutorial institution.

c. Limited time left

As listed in point “a.”, the small amount of courses and credits makes students feel that their responsibility of learning is not too heavy. So, few days before the examination, students do not learn and choose to learn at the last minutes with the limited time. The other one is sometimes, lecturer give an impromptu test to the students and they do not have much

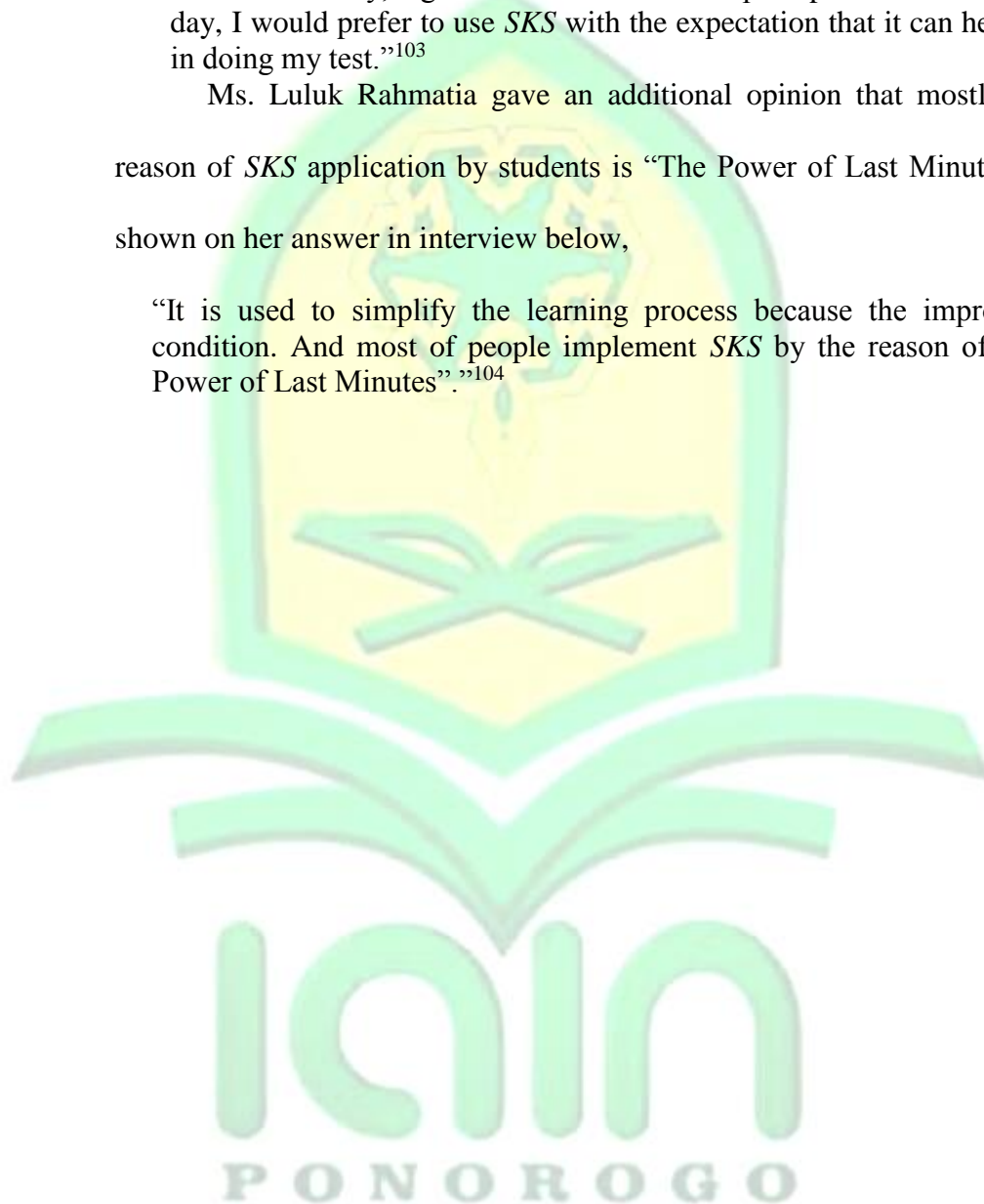
¹⁰² Based on interview No. 01/I/05-III/2018.

time to study. Then, they do not have any choice except using *SKS* as revealed by Ms. Umiatul Mufidah,

“When suddenly, I get an examination or impromptu test for the next day, I would prefer to use *SKS* with the expectation that it can help me in doing my test.”¹⁰³

Ms. Luluk Rahmatia gave an additional opinion that mostly, the reason of *SKS* application by students is “The Power of Last Minutes” as shown on her answer in interview below,

“It is used to simplify the learning process because the impromptu condition. And most of people implement *SKS* by the reason of “The Power of Last Minutes”.”¹⁰⁴



¹⁰³ Based on Interview No. 04/I/09-III/2018.

¹⁰⁴ Based on interview No. 01/I/05-III/2018.

CHAPTER V

DATA ANALYSIS

For this chapter, researcher analyzed the data that has been collected from observation and interview before. Researcher sought the compatibility between the adopted strategies by fourth semester students of English Education Department in the State Institute of Islamic Studies Ponorogo with the existing strategies according to the experts. The result of analyzing data from the student who applies SKS/Structured Reviewing Strategy as follows;

A. Analyze to the Utilization of Structured Reviewing Strategy by the Fourth Semester Students of English Department in the State Institute of Islamic Studies Ponorogo on Preparing English Examination

On that day of mid-term test, researcher found that students from fourth semester of English Department used Structured Reviewing Strategy rapidly for short time period. As stated by Oxford on her book, *Language Learning Strategies: What Every Teacher should Know*, that Structured Reviewing Strategy entails reviewing at different time intervals, at first close together and then increasingly far a part. Usually, people called this kind of structured reviewing strategy with *SKS (Sistem Kebut Semalam)*. The meaning is an overnight racing system. It was occurred on a day before examination.

At that time, students reviewed the same subject several times until they understood it. And according to Asis Saefuddin on his book, *Pembelajaran*

Efektif, this strategy is called Topical Review Strategy. Topical Review Strategy is a strategy where students have to recall all the material that they have learned, whether by answering some questions or by reviewing the existing notes and files.

The first step that was done by researcher is giving some questions which had to answer by participants. The question was related with the *SKS* or the strategy that used by them in preparing English examination. For the following steps, researcher observed and followed their learning activities whether at the college, their rent house or even everywhere they studied for English examination preparation. Researcher combined the interview technique with the observation to get more accurate data in this step. For the next step, researcher focused the observation on one student who is actually implementing Structured Reviewing Strategy and that student is willing to be examined more deeply. While other participants are observed to get the additional data, so the data that collected is more complete.

Based on the Table 4.1, it can seen that participant learnt her materials only a day before the examination time, even sometimes only few minutes before it. But, although she learnt at the last minutes, she had prepared the materials such as notes and summaries which are related with the examination materials. If that is correlated with the theories from experts, she combined two theories on her own learning strategy.

The first one is Structured Reviewing strategy which is stated by Rebecca L. Oxford. Structured Reviewing strategy entails reviewing at different intervals,

at first close together and then increasingly far a part. Student practices the materials immediately, waits 15 minutes before practicing them again, and practices them an hour later, three hours later, the next day later, two days later, four days later, the following week, two weeks later, and so on until the materials become more or less automatic. The application of this Structured Reviewing strategy can be seen on these following dates in Table 5.1:

Table 5.1
The Implementation of Structured Reviewing Strategy by Participant

| Subject | Amount of Learning Activity | Time of learning |
|--------------------------|-----------------------------|---|
| Advanced English Grammar | Two times | April 15 th , 2018 at: • 4 – 5.30 p.m. • 7.30 – 9.00 p.m. |
| English Syntax | Three times | April 22 nd , 2018 at: • 7.10 – 7.30 p.m. • 8.15 – 8.40 p.m. |
| | | April 23 rd , 2018 at 10.45 – 12.00 a.m. |
| TEFL 1 | Two times | April 24 th , 2018 at 7.10 – 8.30 p.m. |
| | | April 25 th , 2018 at 9.45 – 10.30 a.m. |

Table 5.1 presents how many time participant repeats her learning activity at the same subject as her effort to understand those subjects well. So,

it means that she applies Structured Reviewing Strategy on her learning activity as English examination preparation.

And for the second one is Topical Review Strategy which is stated by Asis Saefuddin. Topical Review Strategy is a strategy where students have to recall all the material that they have learned, whether by answering some questions or by reviewing the existing notes and files. The application of this Topical Review strategy can be seen on Table 4.1. Table 4.1 shows that almost all of her learning activities are only reviewing her notes and sometimes she practices some questions related to the materials and discussed it with her friends. And by the theory from Asis Saefuddin, when students review or just read the material which they have learnt, they are using Topical Review Strategy.

By the discussion above, it shows that participant utilized Structured Reviewing Strategy, but she shortened its time. And she also used Topical Review Strategy during the implementation of that Structured Reviewing Strategy. In other words, she combined two strategies; Structured Reviewing Strategy and Topical Review Strategy. And that strategy combination that used by participant is known as *Sistem Kebut Semalam (SKS)*.

B. Analyze to the Reason of Structured Reviewing Strategy Using by Fourth Semester Students of English Department in State Institute of Islamic Studies Ponorogo on Preparing English Examination

Based on the data display on previous chapter, researcher would like to present the data analyzing related with the theories from experts:

1. Laziness

That was a statement from Ms. Luluk Mazidah that “Mostly, SKS is applied because students are too trivial the time and feel hard to resist the laziness, and the time to study only left one night.”

That statement can be attributed with the Cognitive theory which is stated by Tom Hutchinson on his book, *English for Specific Purpose: A Learning-Centered Approach*. He stated that cognitive theory maintains that learners will learn when they actively think about what they get from their study. By that theory, it can say that if inside student's mind do not have any thought about the benefits of learning, there will be no encouragement by themselves to study. So, it will make that student feels lazy to study. They will easily underestimate or trivial their own time and postpone to learn.

In additonal, Fourth Semester students of English Education Department in Academic Year 2017/2018 only have 10 course materials which total only 22 credits for all course. According to Mentalism Theory by Chomsky on the book *English for Specific Purpose: A Learning-Centered Approach*, learner's mind does not just respond to a stimulus, it uses the

individual stimuli to find the underlying pattern of system. This system of knowledge can be used in other similar or even same situation to predict whether what will happen and what the appropriate response can be done. By that small amount number of courses and credits, students could predict that their responsibility in learning is not too heavy. Then, as the response, they think that they can study anytime they want.

2. Schedule Tightness

Ms. Luluk Rahmatia divided her time as shown in Table 4.2:

Table 4.2
Daily Schedule of Ms. Luluk Rahmatia

| No. | Time | Activity |
|-----|-------------------------------------|--|
| a. | Morning (waking up) – 12.00 p.m. | for her study at campus |
| b. | 12.01 p.m. – 18.00 p.m. | for her teaching schedule as an English tutor |
| c. | 18.01 p.m. – 20.00 p.m. | free time |
| d. | 20.01 p.m. – Sleeping time | for her to do her college assignments |

Usually, she applies the *SKS* at the times around her free times and forward till her sleeping time. Those are her usual daily activity and the way how she applies *SKS* during her schedules as a college student and as an English tutor in a tutorial institution. What is done by Ms. Luluk was in line

with the statement from Laurie Rozakis in his book, *Test-Taking Strategies & Study Skill for the Utterly Confused*, which is stated that making a schedule can help students accomplish all their activities so they can achieve their goals. That schedule had made by her helps her to break down her tasks into manageable parts, keep up with assignments, and get into a study routine.

3. Limited Time Left

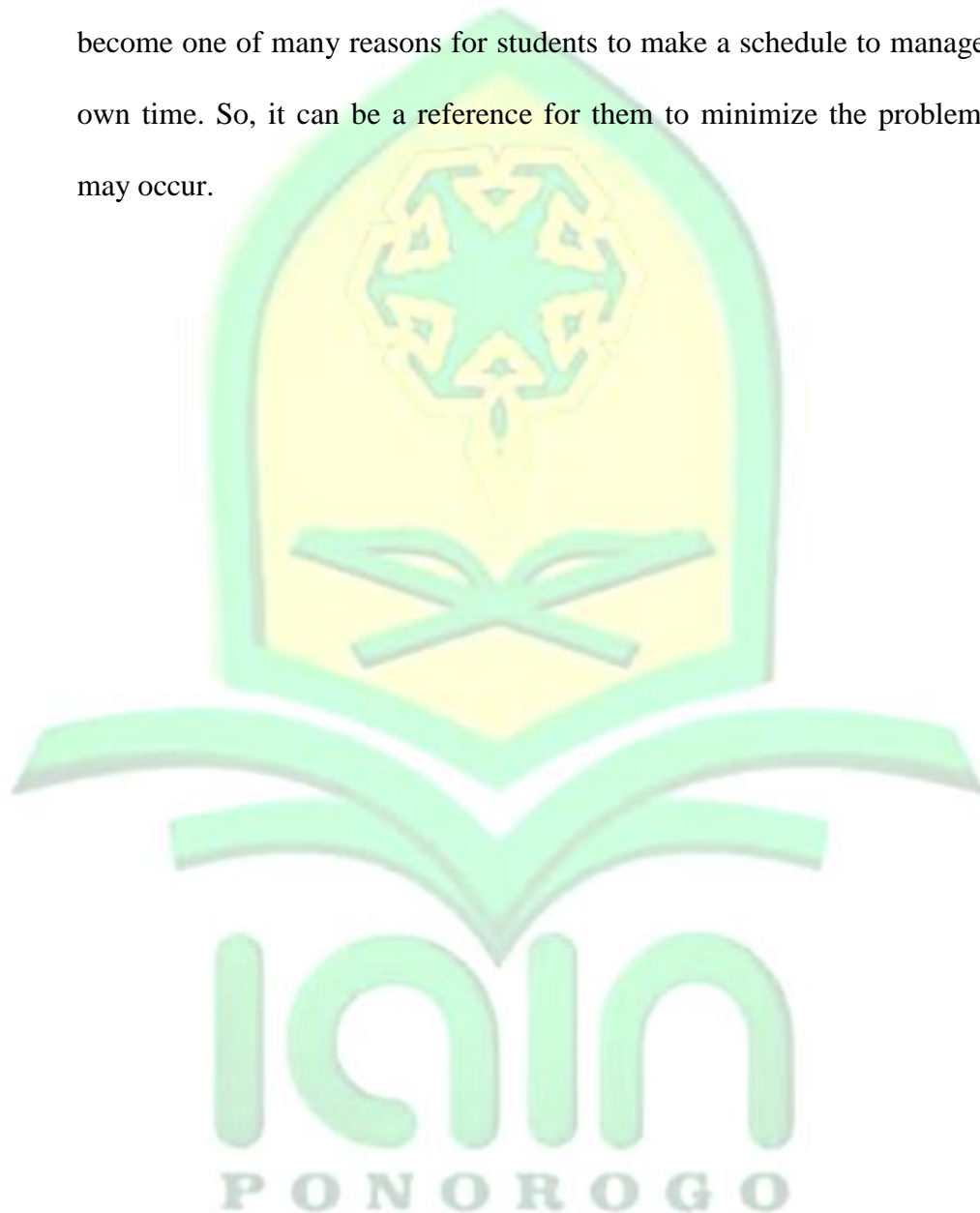
Sometimes, lecturer give an impromptu test to the students and they do not have much time to study. Then, they do not have any choice except using *SKS* as revealed by Ms. Umiatul Mufidah, “When suddenly, I get an examination or impromptu test for the next day, I would prefer to use *SKS* with the expectation that it can help me in doing my test.”

Actually, when suddenly students get an impromptu test or quiz, that is the right choice for them to use this *SKS*. It is proved by a suggestion from Judi Kesselman-rurkel and Franklynn Peterson which stated on their book, *Test-Taking Strategies*, that when students prepare for the test, they just ought to study specific kinds of information in a specific way for each individual kind of test and don't necessarily read and memorize every detail in their notes. What they need to do is just review their own small notes.

Ms. Luluk Rahmatia gave an additional opinion that mostly, the reason of *SKS* application by students is “The Power of Last Minutes” as shown on her answer in interview below,

“It is used to simplify the learning process because the impromptu condition. And most of people implement *SKS* by the reason of “The Power of Last Minutes”.”

The unpredictable condition such as revealed by both students above become one of many reasons for students to make a schedule to manage their own time. So, it can be a reference for them to minimize the problems that may occur.



CHAPTER VI

CLOSING

A. Conclusion

By the discussion in the previous chapter, researcher finally could draw the conclusion as follows:

1. The utilization of Structured Reviewing strategy by the Fourth Semester students of English Department at the State Institute of Islamic Studies Ponorogo on Preparing English Examination in Academic Year 2017/2018 is by combining two strategies. Those strategies are Structured Reviewing Strategy and Topical Review Strategy. Structured Reviewing strategy using was shown by the material they learnt in some periods is the same material. And Topical Review strategy using was shown by the way they learnt is reviewing their notes and answering some questions. But, on its utilization, they shortened the amount of time, so this strategy is known as *Sistem Kebut Semalam (SKS)*.
2. There are three reasons of Structured Reviewing strategy using by Fourth Semester students of English Department at the State Institute of Islamic Studies Ponorogo on Preparing English examination in Academic Year 2017/2018. They are laziness, schedule tightness and limited time left.

B. Recommendation

Based on the finding and the conclusion, researcher would like to contribute some suggestions as follows:

1. The students should be more attractive and apply in the right way of any learning strategies, so the application of the chosen strategies can improve their quality of learning and achievement in English examination especially.
2. For the readers, the finding of this study is expected to increase the reader's knowledge about the strategies which are considered effective and efficient to be applied in facing the examination.
3. To the further researcher, particularly those who have the same problem and interested in conducting research, it is suggested that this study about the Implementation of Structured Reviewing Strategy can be a reference. Hopefully, there will be any further research that can be better complement to this study.

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