

**LEARNING STRATEGIES USED BY THE GOOD ACHIEVERS
IN ENGLISH
(A Case Study in the Tenth Grade of Private Vocational High School,
Bojonegoro in Academic Year 2018/2019)**

SKRIPSI

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ART EDUCATION
IKIP PGRI BOJONEGORO
2019**

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SKRIPSI
Submitted in Partial Fulfillment
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by
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APROVAL SHEET

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LEGITIMATION

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This is certify that the sarjana's thesis
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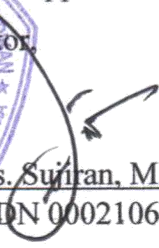
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CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the study, the statement of the problems, the objectives of the research, the benefits of the study and the definition of key terms.

A. Background of Study

English as a foreign language in Indonesia has become a compulsory subject in schools. It is a fact that there are still many students in Indonesia who are allergic to English even though from elementary school to their secondary school already taught English. Actually learning English means students must master four skills, such as listening, writing, speaking, and reading. This statement is also in line with Oxford (1990) which shows that learning English needs to involve the development of four modalities at various levels and combinations: listening, reading, speaking, and writing. These modalities are known as four language skills. In the learning process, not all students are able to develop their skills well and in the end, they also need a learning strategy that makes them successful in English. But if the student has a high interest they can have a strategy to learn English on their own and be able to master several skills from the four skills mentioned above.

In general, the strategy has an understanding of the outlines of the direction to act in an effort to achieve the targets that have been determined (Djamarah, 2000). Related to learning, strategies can be interpreted as general patterns of activities and students in the realization of teaching and learning activities to achieve the goals outlined. Learning strategies refer to behaviors and

thought processes used by students in influencing things learned. Learning strategies are also to achieve the components that exist in learning and are one of the important factors that greatly influence achievement or learning outcomes obtained. The strategic quality of learning will determine the success of student learning, especially in English lessons. Learning strategies are considered as one of the decisive success in learning language second. Oxford (1990) defines learning strategies as specific actions, behaviors, steps, or techniques and students (often intentionally) use to improve their progress in developing second or foreign language skills. Therefore, students should find and use the most appropriate learning strategies so that they can be successful in their learning.

The formation of learning strategies must apply how a student is able to solve his learning problems in a way that is possessed and carried out evaluating the learning outcomes so that the formation of learning strategies can be relatively changing or settled according to student learning needs especially someone who has more learning abilities than others in this case students who have good achievements or students who have good achievements. Travers (1970) states that achievement is the result of what someone has learned from several educational experiences. A good student is someone who knows what is needed to succeed in school and is willing to spend time and effort. They are also known as good language learners. From the explanation, it can be assumed that students who succeed in school tend to be students who get high scores or pass the standards which are determined by the school.

Achieving students are well aware of the benefits of the English learning strategies they use. The benefits are that they can understand better, learn more

effectively, improve vocabulary, reduce worries, etc. Learning strategies help them to increase their value and develop their English skills successfully. Success in learning a foreign language or English, according to Cohen & Dornyei (2004) depends on various factors such as the duration and intensity of the course, characteristics and abilities of teachers, the accuracy of the methodology of teaching, the quality of textbooks, the size and composition of the student groups, natural numbers target language practice opportunities, and characteristics of language learners. The above factors specifically focus on the characteristics of participants that influence their language learning achievements.

Students who use suitable learning strategy will perform maximally during the learning process because of their knowing the strategy they will know is the best way to learn and handle their problems in English learning (Griffits, 2010). Hurd & Lewis (2008) states that learners are the responsible agents to be aware of their needs, preferences, goals, and problems in their learning, so they have to draw on their knowledge as the learners of learning tasks and appropriate strategies to use it in certain context in order to develop a meaningful learning environment. There is a relationship between the range and frequency of strategies employed and learners' performance in the target language. More effective learners can be less distinguished effective learners by the number and range of strategies they apply (Hurd & Lewis, 2008).

In this study, researchers want to investigate the learning strategies used by good achievers in English. Indicators of good achievers in this study will be obtained from teacher's and student's statement's. Firstly, they don't leave the class. Secondly, they have good learning achievement. Thirdly, they dare to

express their opinion in English even though there are some mistakes. Fourthly, they have the willingness to improve their capacity. Lastly, they always get a value above passing grade (not an additional value from the teacher). This is supported by empirical evidence that is from the every day learning scores, middle exam score ,final exam score and others. Therefore, researchers want to conduct a study entitled " **Learning strategies used by good achievers in English " (case study in class X of SMK PGRI BOJONEGORO) Academic Year 2018/2019.**

B. Statement of the Problem

Based on the background above there are some problems that can be identified as follows:

1. What are the learning strategies used by the good achievers in English?
2. In what ways are the strategies implemented by good achievers in learning English?

C. Objectives of the Study

The objectives of this research are:

1. To know kinds of learning strategies used by good English achievers.
2. To investigate the strategies Implemented by good English achievers.

D. The Benefit of the Study

1. Theoretical Benefit

1. Provide contributions to the defense of student learning strategies achievement either as a contribution of thought to educational learning English.
2. Provide feedback to develop advanced research on students with good achievement.

b. Practical Benefit

1. Provide knowledge for students to understand the strategies - learning strategies in accordance with the ability of students to obtain and improve learning achievement.
2. Provide insight for teachers in order to develop a learning system in accordance with the needs of students to improve student achievement.

E. Definition of Key Terms

1. Learning Strategies:

Oxford (1990) defines learning strategies are as specific actions, behavior, steps, or techniques and students (often intentionally) use to improve their progress in developing second or foreign language skills. It means learning strategies can make the learning process to be easier. Because students have their own learning strategies as their guide.

According to Jasmina (2006) learning strategies refer to students self generated thoughts, feelings, and actions, which are systematically oriented toward the attainment of their goals. In addition, language learning strategies as one that determines success in language learning. Therefore it make the students realize that the learning strategies are very important in their learning process. According to the above definitions, it can be concluded that learning strategies are strategies that can be assumed as thoughts to achieve goals.

2. Learning Achievement

Learning Achievement based on KBBI (2005) is mastery of knowledge or skills developed by subjects, usually indicated by test scores or numerical values

given by the teacher, or abilities that really exist or can be observed (actual ability) and that can be measured directly by certain tests. It indicates that learning achievement is a tangible result of developing self-potential. Achievement can only be achieved by helping all the strengths, abilities and efforts that are within us.

According to Suryabrata (2006), learning achievement is the result of students' efforts during a certain period of activity. Where students in every effort must do it seriously. The more students seriously in their efforts they can produce achievements easily. From the definitions above, it can be concluded that the learning achievement is the result of students' efforts which can be achieved in the form of mastering knowledge, the ability of habits and skills and attitudes after following the learning process that can be proven by the test results.

3. Good Achievers

Salikana, Bin-Tahir & Emelias (2017) explain high achievers learner is a person who knows what it takes to be successful in school and is willing to put in the time and effort. They are also known as a good language learner. Becoming an outstanding student is one of the learning goals of each student. In addition, it is a pride for him as a motivation in the learning process.

Rubin in Hardan (2013) explain high achievers learner are willing and accurate guessers, have a strong drive to communicate, are often uninhibited, are willing to make mistakes, focus on form by looking for patterns and analyzing, take advantage of all practice opportunities, monitor their speech as well as that of others, and pay attention to meaning. Based on the above definitions it can be concluded that outstanding students are students who have achievements or get

success in a matter for their efforts. Student achievement can be known after a teaching and learning activity is held that will produce a change in learning outcomes or can be called an academic achievement. While students who have good achievements in language are students who not only succeed in academic grades or achievements but also in terms of mastery of good language.

CHAPTER II

LITERATURE REVIEW

This part is present a review of related literature which covers a review of related theories. The review of related theories is done to find theories that can be the foundation of the research. In this chapter, cover the learning strategies, learning achievement and student achievers.

A. Literature Review

1. Learning strategies

a. Definition Learning Strategies

Learning strategies are important in learning languages because they are tools for active, self- involvement directed, which are important for developing communicative competencies (Oxford, 1990). The basic term strategy comes from the ancient Greek strategy word which means gender or actions taken for the purpose of winning the war imply the characteristics of planning, competition for manipulation, and movement towards the goal. O'Malley & Chamot (1990) explain that learning strategies are taken by individuals to help them understand, learn, or comprehend new information. This theory is also supported Zare (2012) that learning strategies are thoughts and behavioral learners use intentionally during the learning process in order to help them to remember, learn and understand new information.

Around the 1970s, there were many definitions of learning strategies, so there were no technical definitions from them. Griffiths (2008), shows that "the concept of strategy language learning is difficult to define". Although difficult to

define, Rubin (1975) begins the language of learning strategies by defining it as "a technique or device that students can use to acquire knowledge". Furthermore, Cohen (1998) shows that language learning strategies are "processes that are consciously chosen by students and which can produce actions taken to enhance learning or second use or foreign languages", while according to Chamot (2005), "the strategies most often aware of and goals have been driven especially in the early stages of handling foreign language assignments. Bin-Tahir (2017) defines strategies as internal or affective cognitive actions carried out by students or teachers to learn simple and complex material Once the learning strategy becomes familiar through repeated use, it can be used with some automaticity. "If we take a closer look at the definition of learning the concept of strategy, we can find consistent general features such as awareness, action, and purpose. In summary, language learning strategies can be assumed to be conscious actions towards achieving goals.

Some experts classify learning strategies into several classifications. Stern (1992) classified language teaching strategies into five categories. There are management and planning, cognitive, communicative-experience, interpersonal, and effective strategies. In addition, O'Malley & Chamot (1990) combine three components in language learning strategy models such as metacognitive, cognitive, and socio-affective. While this study uses the type of Oxford learning strategy. Oxford (1990), as considered by Brown (1994), is one of the most useful manuals of training of learning strategies currently available because the taxonomy that distinguishes between direct and indirect strategies is both comprehensive and practical. Oxford (1990) consists of two main strategies,

namely direct and indirect strategies. The direct strategy is a strategy that directly involves the target language. The direct strategy is divided into three categories consisting of strategies related to memory, cognitive strategies, and compensation strategies. While the indirect strategy is a strategy that supports and manages language learning without directly involving the target language which is also categorized into three categories namely metacognitive strategies, effective strategies, and social strategies. There are six strategies derived from these two strategies:

1) Memory strategy

Memory strategies, as suggested by Oxford (1990) reflect principles such as arranging things in sequence, making associations, and reviewing, which all involve meaning, memory strategies help learners develop their mentality by connecting all information through images, sounds, words or numbers. Memory strategies have very specific functions such as helping learners to store and retrieve new information.

Examples of memory strategies: Grouping, linking, placing new words into context, using imaginary, semantic mapping, using keywords, representing the sound in memory, structured review, using physical responses or sensations, using mechanical techniques.

2) Cognitive strategy

Cognitive strategy refers to the mental processes of students to achieve certain goals to perform special tasks such as summarizing or thinking deductively. This allows learners to understand and produce new languages in various ways.

Examples of cognitive strategies: repeating, practicing formally with sound and writing systems, recognizing and using formulas and patterns, combining, practicing naturally, getting ideas quickly, using resources to receive and send messages, think deductively, analyze expression, translate, transfer, record, summarize, and highlight.

3) Compensation strategy

Compensation strategies show that learners know what they already know and use what they get to fill in unknown information gaps by guessing instructions from the context.

Examples of compensation strategies: use linguistic clues, use other clues, switch to mother tongue, get help, use mime or movement, avoid partial or total communication, choose topics, adjust and approximate messages, coining words, use circumlocution or synonyms.

4) Metacognitive strategy

Metacognitive strategies are actions that go beyond pure cognitive devices, and which provide a way for students to coordinate their own learning processes (Oxford, 1990). Strategies metacognitive enable learners to coordinate the learning process by using functions such as centralizing, organizing, planning, and evaluation. This allows language learners to control their own cognition.

Examples of metacognitive strategies: watching excessively and connecting with familiar material, paying attention, delaying speech production to focus listening, knowing about language learning, organizing, setting goals and objectives, identifying goals from language

assignments, planning for language assignments, looking for opportunities for training, self-monitoring, and self-evaluation.

5) Affective strategy

Affective strategies help learners to manage their emotions, motivations, and attitudes during the learning phase. Brown (1994) revealed that affective refers to emotions or feelings both about oneself and about other people with whom they usually contact and communicate.

Examples of affective strategies: Reducing anxiety, encouraging oneself (such as making a positive statement, taking risks wisely, and self-respect), using a checklist, writing a language learning diary, and discussing feelings with others.

6) Social strategy

Social strategies help learners to learn through interaction with others. Social strategies include actions that participants choose to take to interact or work with others and they are important in language acquisition because language involves other people and is very involved in collaboration and asking questions for clarification (Oxford, 1990).

Examples of social strategies: asking for clarification or verification and correction, working with advanced users who are new to the language, developing cultural understanding, and becoming aware of other people's thoughts and feelings.

2. Learning Achievements

a. Definition Learning Achievements

Learning Achievement based on KBBI (2005) is mastery of knowledge or skills developed by subjects, usually indicated by test scores or numerical values given by the teacher, or abilities that really exist or can be observed (actual ability) and that can be measured directly by certain tests.

According to Suryabrata (2006), achievement can also be defined as follows: "value is the last formulation which can be given by the teacher regarding the progress/learning achievement students for a certain period of time ". So, learning achievement is the result of student effort during certain periods of activity.

In the opinion of Hutabarat (1995), learning outcomes divided into four groups, namely:

- a) Knowledge, that is in the form of material information, facts, ideas, beliefs, procedures, laws, rules, standards, and another concept.
- b) Ability, that is in the form of ability to analyze, reproduce, create, organize, summarize, make generalizations, think rationally and adjust.
- c) habits and skills, namely in the form of behavioral habits and skills in using all abilities.
- d) Attitudes, namely in the form of appreciation, interest, consideration, and taste.

From the opinion above, it can be concluded that learning achievement is the result of students' efforts that can be achieved in the form of mastering knowledge, the ability of habits and skills and attitudes after following the learning process that can be proven by the results of the test. Learning achievement is something that students need to know the abilities they get from an activity called learning.

3. Good Achievers

a. Definition of Good Achievers

Amirin (2015) explains that students are someone who is registered in an education pathway, who wants to develop their potential in the academic and non-academic fields through the learning process. Whereas Achievement in the KBBI (2001) means the results of lessons obtained from learning activities in schools that are cognitive and usually determined through measurement and assessment. Achievement according to Bloom (2006) is the learning process experienced by students and produces changes in the fields of knowledge, understanding, application, the power of analysis, synthesis, and evaluation. Whereas someone who achieves a high level of success or someone who is successful in their studies or work, usually as a result of their efforts are outstanding students (Oxford, 1990). Salikana, Bin-Tahir & Emeliaa (2017) explain high achievers learner is a person who knows what it takes to be successful in school and is willing to put in the time and effort. They are also known as a good language learner. Becoming an outstanding student is one of the learning goals of each

student. In addition, it is a pride for him as a motivation in the learning process.

Whereas according to Rubin (1975) good language learners are predictors who are willing and accurate; have a strong urge to convey; often without obstacles; willing to make mistakes; focus on form by looking for patterns and analyzing; take advantage of all chance exercises; monitor their words and those of others; and pay attention to meaning.

Based on the above understanding it can be concluded that outstanding students are students who have achievements or get success in a matter for their efforts. Student achievement can be known after a teaching and learning activity is held that will produce a change in learning outcomes or can be called an academic achievement. While students who have good achievers in language are students who not only succeed in academic grades or achievements but also in terms of mastery of good language.

According to Rubin & Thompson (1983), learners with good language mastery must have some of the 12 characteristics.

Characteristics of Rubin and Thompson from a Good Student (1983):

- 1) Good learners find their own way
- 2) Good learners organize information about language
- 3) Good learners are creative and experiment with language
- 4) Good learners make their own opportunities and find strategies for getting practice in using the language inside and outside the classroom

- 5) Good learners learn to live with uncertainty and develop strategies for making sense of the target language without wanting to understand every word
- 6) Good learners use mnemonics (rhymes, word associations, etc. to recall what has been learned)
- 7) Good learners make errors work
- 8) Good learners use linguistic knowledge, including knowledge of their first language in mastering a second language
- 9) Good learners let the context (extra-linguistic knowledge and knowledge of the world) help them in comprehension
- 10) Good learners learn to make intelligent guesses
- 11) Good learners learn chunks of language as wholes and formalized routines to help them perform 'beyond their competence'
- 12) Good learners learn production techniques (e.g. techniques for keeping a conversation going)
- 13) Good learners learn different styles of speech and writing and learn to vary their language according to the formality of the situation

According to McClelland (2011) the characteristics of high achievers, have three general characteristics, namely:

- 1) A preference for doing tasks with moderate degrees of difficulty.
- 2) Like situations where performance arises because of self-efforts, not because of other factors.
- 3) Want feedback about their successes and failures, compared to those with low achievement.

B. Review of Related Study

Before the researchers conducted this research, there were several researchers who had conducted other studies that were relevant to the topic. The first was done by Salikina, Bin-Tahir & Emeliaa (2017) This study used a mixed research method which was a combination of quantitative methods and qualitative methods. The aims of this study are to know the learning strategies and its role in high achiever students' achievement and what we can take advantages of their strategies. The subjects of this study were outstanding students at the University of Jember in English Department faculty of Humanities. The results of this study show that high achiever students used all six categories of learning strategies in the English Department Faculty of Humanities, Universitas Jember.

The Second is done by Khasanah (2014) This study used a case study. The aims of this study are to analyze learning strategies used by the three students who have a high, middle and low mark in reading to develop vocabulary skill, pronunciation skill, and understanding of implicit information. The subjects of this study were outstanding 3 of high, mid and low achiever students. This study confirmed the existence of learning strategies used to develop Vocabulary, used to develop Pronunciation and used to understanding Implicit Information at the Muhammadiyah University Of Surakarta.

The third was done by Nurhidayah (2017) This research uses the quantitative method. The aims of this study are to know of this : to find out of the six learning strategies which learning strategies applied by high achievers of English Department of Tarbiyah Faculty at STAIN Palopo, to find out the most frequently strategies used by the students of English Department of Tarbiyah

Faculty at STAIN Palopo, to find out differences between high achievers and low achievers in their learning strategies. The subject was the sixth-semester students of English Department STAIN Palopo. This study confirmed the existence of the six learning strategies and learning strategies applied by achievers students in the English Department of Tarbiyah Faculty at STAIN Palopo.

The difference between previous research and the research that will be conducted is that previous studies only tested learning strategies, but this study wanted to know the learning strategies used by good achievers in learning English. Previous research also did not discuss good achievers while in this study we will discuss good achievers. Subjects from previous studies were university students. But this subject's research 3 students of grade X in Private Vocational High School Bojonegoro academic year 2018/2019. And furthermore, the uniqueness of this research is emphasizing on the used of learning strategies by people who excel in English learning while previous research only explained or studied learning strategies.

CHAPTER III

RESEARCH METHODS

In this chapter, the writer will describe the research design, research setting, and participants, instrument, data collection. Then the writer elaborated one by one as follows.

A. Research Design

The research design in this study is a qualitative approach. Sugiyono (2010) states that qualitative research methods are research methods that are used to examine the condition of natural objects and the results of research emphasize the meaning rather than generalization. Researchers use this type of research because they want to describe a phenomenon in accordance with the actual situation and present it in the form of words using the scientific method.

This study included a case study qualitative study. Creswell (2010) states that case studies are research strategies in which researchers carefully investigate a program, event, activity, process, or group of individuals. The purpose of using case study research according to Yin (2011) is to explain how the existence and why of the case. Case study research is not just about answering research questions about "what" (what) objects are examined, but more comprehensive and comprehensive is about "how" (how) and "why" (why).

In this study, the researcher intends to describe, analyze and describe the learning strategies of high achieving students in English in the grade X class of a private vocational high Bojonegoro.

B. Time and Place of Research

This research is conducted in grade X of a Private Vocational High School Bojonegoro in Academic Year 2018/2019. This school is located on JL. Panglima Polim No.39, Bojonegoro. This research started on February 26 and end on March 12, 2019. The Private Vocational High School Bojonegoro is the school which create the next generation who are ready to work and ready to study in order to face the era of globalization. The school includes educational institutions that are the choice of graduate students who wish to pursue higher degrees who open Light Vehicle Engineering and Computer and Network Engineering expertise programs.

C. Research Subjects and Objects

Qualitative research examines a case that exists in a particular social situation, and the results are not applied to the population, but transferred to another place that has the same social situation as (Sugiyono, 2010).

The research subjects in this study are people who can provide in-depth information related to research. The subjects in this study 3 good achievers in grade X at, which are based on preliminary observations that the authors made on January 7, 2018, and also the midterm results that had been conducted by school institutions and through interviews conducted with subject teachers English and teachers class related to some of the students with the highest number of achievement and active in the English class that achieves in terms of the learning process in the classroom.

The object of research is something that will be researched and obtained from research subjects. The object in this study are the strategies used by good

english achievers in the grade X of a Private Vocational High School Bojonegoro in Academic Year 2018/2019.

D. Data Collection Techniques

There are various ways/techniques to find out good student learning strategies. In qualitative research, data collection is carried out on natural settings, primary data sources, and more data collection techniques on role observation (participant observation), in-depth interviews, and documentation (Sugiyono, 2011). The collection techniques in this study are:

1. Observation

Observation is a systematic observation and recording of symptoms or phenomena investigated (Marzuki, 2000). The observation method uses an observation guide in the form of a checklist as a research instrument. The format compiled contains a list of activities to be observed (Arikunto, 2010). Sugiyono (2011) reveals that the observed social situation consists of three components, namely place (place), actor (actor), and activities (activities). The natural data sources of this study are: 1) Person: students with academic achievement in grade X as primary data sources, teacher of grade X , 3 students of grade X, and subject teachers, 2) Place: learning activities of students grade X in the class, and 3) Paper: value documentation, interview transcripts, and field notes of the researcher. The type of observation used in this study is role observation and unstructured observation. Researchers come at the daily activities of the research subjects but are not involved in the activity (Sugiyono, 2011). Observations in this study were not systematically prepared, but only in the form of observations of the

behavior of outstanding students when learning English. This observation activity aims to collect data on the strategies of good students in English.

2. Interview

The interview method is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer (interviewer) who asked the question and the interviewee (interviewee) who gave the answer to the question (Moleong, 2006). The interview is a technique of gathering information through direct communication with the respondent (the person requested for information). Interviews can be conducted in a structured and unstructured manner (Sugiyono, 2011). In this study, the interview was conducted in a structured manner to students with academic achievements as primary sources, as well as teacher class, friend and English subject teacher as secondary sources. Researchers make questions that are alternative answers already prepared but are freer so that informants can express their opinions (Sugiyono, 2011). Research questions are made based on operational definitions of variables described through sub-variables and indicators in the research instrument grid.

3. Documentation

The documentation method is done by investigating written objects such as books, magazines, minutes of meetings, diaries etc (Arikunto, 2010). In this study, the documentation is used to complete the data. Documents can take the form of students artifact, evaluation test, interview transcripts and observations, researcher field notes, and photos of learning activities.

4. Questionnaire

Creswell (2012) states that the questionnaire is a form of design survey that participants complete and return to the researcher. So participants choose answers to questions and basic personal inventory or demographic information. In this study, questionnaires were given to high achieving students and were accustomed to finding out about their learning strategies and motivation to learn English. This study uses an Inventory Strategy for Language Learning by RL Oxford to find out their learning strategies and a semi-closed questionnaire to find out their learning motivation.

This study provides response options and allows participants to write down answers that might not match the answer choices. This type of questionnaire is considered very useful because it provides limited openness. end information to encourage responses, but do not burden researchers with information that needs to be coded (Creswell, 2012). Formulas for calculating questionnaires; Questionnaire quizzes and motivation questionnaires are attached to the appendix and the range of questionnaire scores.

E. Research Instruments

In qualitative research, the main instrument is the researcher himself or a member of the Sugiyono research team (2011). Researching is taking measurements so that research must use a good measuring instrument. The measuring instrument used in the study is called a research instrument. A research instrument is a tool used to retrieve data. According to Nurul Zuriah (2006), the questionnaire method uses questionnaire and checklist instruments, interview methods with interview guideline instruments, observation methods with

observation sheet instruments, and documentation methods with table instruments. The instrument in this study was in the form of guidelines for observation and interviews made based on the operational definition of research, namely good student learning strategies.

F. Data analysis technique

Bogdan and Biklen (Nurul Zuriah, 2006) stated that Data analysis is a systematic process of tracking and setting interview transcripts, field notes, and other materials collected to increase understanding of these ingredients so that the findings can be interpreted to others. Data analysis according to Miles and Huberman (Sugiyono, 2011) conducted by 1) The period of data collection, carried out through instruments that have been made and then sorted the important data, 2) Reducing data, is the process of reducing data that is less relevant to the focus of research, 3) Displaying data, the results of data reduction are presented in various visual ways so data can clarify data, namely with graphs and diagrams, 4) interesting the conclusion of the verification is done by looking back at the report want to be achieved .

