

ABSTRACT

Vijaya, Rosyidah Jayanti. (2010). *Student's Socioaffective Strategy in Reading*. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

Informatics grows fast along with articles related to it. In order to adjust with study and work place, the students of STMIK AMIKOM need to have the ability to read comprehensively. This qualitative study was aimed to explore the student's lived experience on socioaffective strategies in reading and how they were applied. As the socioaffective strategy found, it would be easier for the teachers to build English reading instruction the material that suited their strategy preferences and more enjoyable for the student as well as raised student's awareness of socioaffective strategy. Hopefully, it will lead student to become autonomous in reading and it will foster her good adjustment in study and work place.

Three classifications of learning strategies that are designed by O'Malley and Chamot (1985), Rubin (1987), and Oxford (1990) would be the main guidance of this study. Oxford's comprehensive chart of learning strategy gave access to find indicators of sosioaffective strategy which support the finding of this thesis.

One Information System student of semester 3 who had just experienced reading class was involved in this study. A preliminary observation was taken to choose which student would be asked to participate in this project. Data were collected through a couple of interviews with 16 indicators of socioaffective strategy, while the student's diary was not used since it did not fulfill the needs of this research. The steps of data analysis and data coding system were also prepared to make it easier to organize the research and analyze the data.

The result showed that based on the participant's lived experience on socioaffective strategy in reading, she applied 13 of 16 socioaffective strategies indicators: Asking for clarification or verification and asking for correction (asking questions strategy), cooperating with peers and cooperating with proficient users of the new language (cooperating with others strategy), becoming aware of others' thought and feelings (empathizing with others strategy), using progressive relaxation, deep breathing, or meditation, using music, and using laughter (lowering anxiety strategy), making positive statements, taking risks wisely, and rewarding herself (encouraging one-self strategy), and taking emotional temperature strategy in the form of listening to her body, and discussing her feelings with someone else. A good self-confidence and maturity made her able to encourage herself to be sure of what she did. The study also found that the best socioaffective strategy preferences used by the student were taking emotional temperature through taking risk wisely and cooperating with peers, as part of cooperating with others' strategy, as well as encouraging herself. Three socioaffective strategies were not found in the student's lived experience of the student's socioaffective strategy, they were: developing

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cultural understanding (empathizing to others strategy), using checklist, and writing a language learning diary (taking emotional temperature strategy).

This study is also expected to bring a wider awareness of socioaffective strategy in reading and invite further research related to this strategy using more varieties of instrument in order to get a clearer transformation of the student's lived experience.



ABSTRAK

Vijaya, Rosyidah Jayanti. (2010). *Student's Socioaffective Strategy in Reading*. Yogyakarta: Program Pasca Sarjana, Kajian Bahasa Inggris, Universitas Sanata Dharma.

Informatika berkembang cepat seiring dengan artikel-artikel yang berhubungan dengan informatika. Kemampuan membaca sangat diperlukan bagi mahasiswa-mahasiswa STMIK AMIKOM agar dapat menyesuaikan diri terhadap lingkungan kuliah dan kerja. Studi kualitatif ini bertujuan untuk menggali pengalaman hidup seorang mahasiswa akan strategi *socioaffective* dalam membaca. Bila strategi *socioaffective* sudah ditemukan, akan lebih mudah bagi pengajar untuk menyediakan petunjuk pengajaran membaca yang sesuai dengan pilihan strategi mereka dan terasa menyenangkan, selain meningkatkan kesadaran mahasiswa terhadap strategi *socioaffective*. Diharapkan, kesadaran tersebut akan menjadikan mahasiswa mandiri dalam membaca dan meningkatkan kemampuan beradaptasi terhadap lingkungan belajar dan pekerjaan.

Tiga klasifikasi mengenai *learning strategies* yang dikemukakan oleh O'Malley dan Chamot (1985), Rubin (1987), dan Oxford (1990) menjadi petunjuk utama dalam studi ini. Bagan learning strategy milik Oxford memberikan akses untuk mendapatkan indikator-indikator yang digunakan dalam penelitian mengenai strategi *socioaffective* yang akan mendukung penemuan penelitian ini.

Seorang mahasiswa jurusan Sistem Informasi semester 3 yang sudah menempuh kelas reading dilibatkan dalam penelitian ini. Sebelumnya, dilakukan observasi awal untuk menentukan peserta tersebut. Data dikumpulkan melalui dua kali wawancara dengan menggunakan 16 indikator strategi *socioaffective*, sementara *student's diary* tidak dapat digunakan karena tidak ditemukan data yang berhubungan dengan studi ini. Langkah-langkah yang ditempuh dalam menganalisa data dan sistem pengkodean data juga disiapkan untuk kemudahan pengaturan penelitian dan penganalisaan data.

Hasil menunjukkan bahwa berdasarkan pengalaman hidupnya akan strategi *socioaffective* dalam membaca, mahasiswa tersebut menerapkan 13 dari 16 indikator strategies *socioaffective*: *Asking for clarification or verification and asking for correction (asking questions strategy)*, *cooperating with peers and cooperating with proficient users of the new language (cooperating with others strategy)*, *becoming aware of others' thought and feelings (empathizing with others strategy)*, *using progressive relaxation, deep breathing, or meditation, using music*, dan *using laughter (lowering anxiety strategy)*, *making positive statements, taking risks wisely*, dan *rewarding herself (encouraging one-self strategy)*, dan *taking emotional temperature strategy* dalam bentuk *listening to her body*, dan *discussing her feelings with someone else*. Kepercayaan diri yang baik dan kedewasaan mahasiswa tersebut

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membuatnya bisa mendorong dirinya sendiri untuk yakin terhadap apa yang dia lakukan. Studi ini juga menunjukkan bahwa strategi *socioaffective* yang paling sering digunakan adalah pengendalian emosi melalui *taking risk wisely*, *cooperating with peers* sebagai bagian dari strategi *cooperating with others*, dan *encouraging herself*. Tiga strategi *socioaffective* yang tidak ditemukan dalam pola strategi *socioaffective* dalam penelitian ini: *developing cultural understanding (empathizing to others strategy)*, *using checklist*, dan *writing a language learning diary (taking emotional temperature strategy)*.

Diharapkan penelitian ini dapat meluaskan kesadaran terhadap strategi *socioaffective* dalam membaca dan menggugah peneliti lain untuk melakukan penelitian yang berhubungan dengan strategi ini dengan menggunakan alat yang lebih beragam untuk mendapatkan transformasi pengalaman hidup 'lived experience' yang lebih jelas.