

# A STUDY ON THE ENGLISH LEARNING STRATEGIES USED BY GIFTED STUDENTS IN ACCELERATION CLASSES AT SMUN 3 MALANG

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## Abstract

Learning English is not an easy step that can be managed in a short time, especially in acceleration program because in this program, students have to learn and memorize all materials of English faster than those who are in the regular classes. The researcher wanted to investigate the strategies of gifted students in acceleration classes in learning English. The purposes of this study were to know the kinds of learning strategies, and the most dominant of learning strategies employed by gifted students in acceleration classes in learning English.

This study used descriptive research design because the researcher wanted to describe the English learning strategies employed by gifted students in acceleration classes. The respondents who were investigated were the tenth grade students of acceleration classes at SMUN 3 Malang in the academic year 2006-2007. They were selected because they were the first students who join in acceleration classes at SMUN 3 Malang in the academic year 2006-2007. The subjects of this study consist of 30 students in acceleration classes. Afterwards, they were given the Likert Scale on English learning strategies.

After collecting and analyzing the data, the researcher found that the gifted students employed all of the learning strategies. The most dominant learning strategies used among three strategies employed by gifted students in learning English were cognitive strategies with the mean score 79.7 which was appropriate with their intellectual characteristics. The mean score for metacognitive strategies was 73.8 and socio affective strategies was 68.6 which were in the average of usage.