

**STUDENTS' LEARNING STRATEGIES AND ABILITY IN WRITING: A
STUDY AT XI IPA MAN GERUNG IN ACADEMIC YEAR 2017/2018**



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ABSTRACT

This study was aimed to identify the students' learning strategies in writing. This study was a study research which conducted at the eleventh grade students of IPA at MAN Gerung in academic year 2017/2018. The population of this study was the eleventh grade of IPA at MAN Gerung and from the population the writer took XI IPA 1 and XI IPA 2 which were consist of 40 students as a sample. In collecting the data there were three kinds of instrument used by the writer; those were writing test, questionnaire which was adopted from SILL by Oxford (1990) and interview. The result from this study was all of the XI IPA used direct and indirect strategies in learning but the most frequently that students used was cognitive strategy from direct strategies with 50 % or 20 students used this strategy, cognitive strategy was kind of strategy that focused on students' practicing using English in daily life. Next, the lowest strategy that student used was affective strategy from indirect strategies with 2,5 % or only one student used this strategy. In affective strategy the students might had a big motivation in learning English but he felt lazy to encourage himself and never gave a reward if he got a good value in learning English. Furthermore, Most students in class XI IPA was enable to write an essay writing test because they applied the four steps in writing those were; prewriting, outlining, drafting, revising and editing.

Keywords: L2 strategies, Writing Skill, and Steps in Writing

**Strategi Belajar dan Kemampuan Siswa Dalam Menulis: Studi di XI IPA
MAN Gerung Tahun Akademik 2017/2018**

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ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi strategi pembelajaran siswa dalam menulis. Penelitian ini merupakan penelitian yang dilakukan pada siswa kelas XI IPA di MAN Gerung pada tahun akademik 2017/2018. Populasi dalam penelitian ini adalah kelas XI IPA di MAN Gerung dan dari populasi penulis mengambil XI IPA 1 dan XI IPA 2 yang terdiri dari 40 siswa sebagai sampel. Dalam mengumpulkan data ada tiga macam instrumen yang digunakan oleh penulis; tes menulis, kuesioner yang diadopsi dari SILL oleh Oxford (1990) dan wawancara. Hasil dari penelitian ini adalah semua XI IPA menggunakan strategi direct dan strategi indirect dalam pembelajaran tetapi yang paling sering yang digunakan siswa adalah strategi kognitif dari strategi direct dengan 50% atau 20 siswa menggunakan strategi ini, strategi kognitif adalah jenis strategi yang berfokus pada siswa berlatih secara langsung menggunakan bahasa Inggris dalam kehidupan sehari-hari. Selanjutnya, strategi terendah yang digunakan siswa adalah strategi afektif dari strategi indirect dengan 2,5% atau hanya satu siswa yang menggunakan strategi ini. Dalam strategi afektif, siswa mungkin memiliki motivasi yang besar dalam belajar bahasa Inggris, tetapi ia merasa malas untuk menyemangati dirinya sendiri dan tidak pernah memberi hadiah jika ia mendapat nilai yang baik dalam belajar bahasa Inggris. Selain itu, Sebagian besar siswa di kelas XI IPA memungkinkan untuk menulis karangan esai karena mereka menerapkan empat langkah dalam penulisan yaitu; prewriting, outlining, drafting, revisi dan penyuntingan.

***Kata Kunci:** Strategi Belajar, Kemampuan menulis, langkah-langkah dalam menulis.*

1. Introduction

Today the English language is used as an international language; therefore, there has been a growing tendency to learn English among a large number of people all over the world. The importance of the English language in a global era is not inevitable, people can see nowadays a lot of information in print or online media used some words in English language. Crystal, David (2003:2) argued that English is a global language. English is an official spoken language in some countries. Thus, the students should master it.

Based on the curriculum 2013, the students learn English as a foreign language in Senior high school, Junior high school, some Elementary schools, even in Pre-school. They should active in the classroom while teaching and learning process. The people used language as a tool of communication with others. There are four essential language skills that must be mastered in English, those are listening, reading, speaking, and writing. In learning English as a foreign language all of those skills should be completely mastered by students to achieve the goal of language learning. The four language skills have distinctions in a digital communication where the borders between oral and written language were no longer clearly distinguishable (Lotherington H, 2004). Furthermore, all of those skills above are interdependence which has divided into two groups; speaking and writing were the productive skills while reading and listening were the receptive skills. Productive skill means using a language to produce a message through speaking and writing. While, receptive skill means receiving a language to decode

a meaning and to understand a message through reading and listening comprehension.

Learners need motivation for writing because they usually afraid of making mistakes and they were frightened to do writing. Writing was a skill that serve individuals' communication needs as well as their learning (Asmari, A. 2013). Furthermore, students in a foreign language environment have some difficulties in writing ability. One of the main difficulties are they do not know the generic structure in writing. Instructors continuously complain about the lack of knowledge and certain skills necessary for academic writing among non-native speakers of English. Some of these strategies involving outlining, paraphrasing, and summarizing was stated by Al- Shabanah and Maher (2005).

It was assumed that writing steps were able to solve the students' difficulties. These strategies involve explicitly and systematically teaching steps necessary for planning, revising, and/or editing text was stated by Graham (2007). Next, the study focused on analyzing students' learning strategies and ability in writing. According to Dean Deborah (2010) writing strategies is the strategies all served to solve problems in writing. Additionally, strategy can also increase knowledge about the characteristics of good writing and form positive attitudes about writing and students' writing capabilities, was stated by Graham, Haris, and Troia (2010).

Furthermore. Language learning strategies were the often-conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information. There were two types of learning strategies,

those are : direct and indirect strategies. Direct strategies are specific language learning strategies which directly involves the target language, while indirect strategies only support and managed language learning in many instances, directly involving the target language (Oxford, 1990).

2. REVIEW OF RELATED LITERATURE

The writer would like to discuss some points related to the students' learning strategies and ability in writing. Those are: Learning strategies, Writing process, Writing steps.

A. Learning Strategies

According to Oxford's (1990) taxonomy, states that language learning strategies are divided into two major classes: Direct Strategies and Indirect Strategies. These two classes are subdivided into a total of six groups. Memory strategies, cognitive strategies and compensation strategies are under the direct strategies while meta-cognitive strategies, affective strategies, and social strategies.

1. Direct Strategies

- a. **Memory Strategy:** Memory Strategy is the ones that used for entering information into memory and retrieving it. Memory-related strategies help learners learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard) was stated by Oxford (2003).
- b. **Cognitive Strategy:** Oxford (1989,1990) states, cognitive strategy are the most popular strategies among language learners, these strategies

are the most frequently used ones by the learners. This strategy directly practice using English in daily life.

- c. **Compensation Strategy:** This strategy let learners produce spoken and written expressions in the target language though they lack the required complete knowledge. Some of these strategies help learners become more fluent in their prior knowledge. Oxford (1990) states that learners who reported to use more compensation strategies sometimes communicated better than learners who are not.

2. Indirect Strategies

- a. **Meta-cognitive Strategy:** Meta-cognitive strategy are the special strategies that go beyond cognitive strategies devices and enable learners to coordinate their own learning process. Oxford (1990) believes that meta-cognitive strategies are very important for successful language learning. Students who sometimes get overwhelmed by the novelty of the target language, like unfamiliar vocabulary, confusing and overlapping rules need this strategy. Consciously using meta-cognitive strategies, students can regain their focus.
- b. **Affective Strategy:** Affective strategy have been shown to be significantly related to L2 proficiency in research by Dreyer and Oxford (1996) among South Africa EFL learners and by Oxford and Ehrman (1995) among native English speakers learning foreign language.

- c. **Social Strategy:** Social strategy help the learners to work with others and understand the target culture as well as the language. Oxford (1990) states “language is a form of social behavior”. It is, therefore, impossible to discriminate language from social interaction.

B. Writing Process

Writing is one of the essential skills that students must develop. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Teaching English writing in MAN Gerung School is based on the belief that the students who learn more vocabulary will be good writers. Meyers (2005) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper or on a computer screen. Therefore, students are required to memorize a great deal of vocabulary in order to speak, read, listen, and write in English. The process of approach to writing also places more emphasis on writing skill (planning, revising and drafting) than on linguistic knowledge (spelling, grammar, punctuation and vocabulary) (Badger & White, 2000). Students therefore have to be taught writing through its process and stages such as planning, drafting, revising, editing and publishing in order to write freely and arrive at a product of good quality (Belinda, 2006). Writing is also an action or a process of discovering and organizing your ideas, putting them on paper and revising them. Moreover, one of the beneficial aspects of the process approach to writing in the ESL setting is that teachers consider a writer to be an ‘independent producer of text’ (Hyland, 2003). However, while the

process approach to writing has positive advantages for the writer, it does not pay much attention to the reader, which is not particularly helpful for those readers who expect to acquire some knowledge from a text (Tribble, 2003).

C. Steps in Writing

Schmitz Andy (2012) describes some steps for the students in writing and it will be discussed as follows:

- 1. Prewriting:** Schmitz Andy (2012) states that, Prewriting is the step of writing process during which you transfer your abstract thoughts into more concrete ideas in ink on paper (or in type on a computer screen), although prewriting techniques can be helpful in all stages of the writing process
- 2. Outlining:** In these sets involves two kind of outlining: informal outline and formal outline. For an essay written test, the students may need to prepare a short, informal outline in which they jot down key ideas in order the students will present them. This kind of outline reminds the students to stay focus in a stressful situation and to include all the good ideas that help them to explain or prove the point. While a formal outline is a detailed guide that shows how all the students supporting ideas relate to each other. It helps the students distinguish between ideas that are of equal importance and ones that are of lesser importance. The students build their paper based on the framework created by the outline

- 3. Drafting:** Drafting is the step of writing process in which you develop a complete first version of a piece of writing. Schmitz Andy (2012) states that, your objective for this portion is to draft the body paragraphs of a standard five-paragraph essay, a five-paragraph essay contains an introduction, three body paragraphs, and a conclusion.
- 4. Revising and Editing:** Revising and editing are the two tasks you undertake to significantly improve your essay. Both are very important elements of the writing process. You may think that a completed first draft means little improvement is needed it was stated by Schmitz Andy (2012). In revising the students need to take a second look at their ideas. They might add, cut, move, or change information in order to make the ideas clearer, more accurate, more interesting, or more convincing. While editing the students need to take a second look at how their expressed the ideas.

3. RESEARCH METHOD

a. Research Design

This research used descriptive research method to explain the students' strategies in writing. Soejono and Abdurrahman (2005) states that descriptive method was the way to solve problems observed by describing the situation of the subject or object based on the fact. In this study, the writer used writing test, questionnaire, and interview as the instruments. It is used to get information about the students' learning strategies in writing skill.

b. Population

Arikunto (2006) defines population is the whole subject of research. The population of this study is all of the eleventh grade students of IPA at MAN Gerung divided into two classes: IPA1 consists of 20 students, IPA2 consists of 20 students.

c. Sample

The sample involves taking a representative selection of the population and using the data collected as research information (Latham Bobbie, 2007). It means sample is subgroup of a population, it was claimed by Frey in (Latham Bobbie, 2007). From those definitions above, it can be concluded that sample is a small group from the population that the writer used to collect the data. Arikunto (2006) states that if the total population is more than 100, the sample of the research can be 10%, 15%, or 20-25%, but if the total population is less than 100, then it is better to take all of the population as the subject of the research. In this study the writer takes XI IPA 1 and XI IPA 2 students consist of 40

students to collect the data because they can write an essay better than the other class.

d. Method of Data Collection

1. Writing test : Writing test is a way to collect the data that aimed to know the students' ability in writing. In the writing test the students were asked to write an essay based on the topics that was given. Furthermore, the English teachers of MAN GERUNG and the writer cooperated to control the students during the test.

2. Questionnaire: The questionnaire consists of 30 items and it was given to the students in order to know their learning strategies in writing. The writer used open-ended questions to make students easy in answering the questionnaire. The questionnaire was written in Indonesia language so that the students easier to understand. The questionnaire was taken from Oxford's Strategy Inventory for Language Learning (SILL).

3. Interview: the writer asks the students about some important information related to students' strategies in writing. The interview will be taken only 5 minutes depends on the respondents' time taking.

e. Method of Data Analysis

In analysis data, firstly the writer identifies interview, questionnaire, and writing essay answer form from the students. Secondly, the writer will analyze and percentage their strategies that they use. The last, the

writer explained the students' learning strategies in writing after doing identifying. The writer conducted the students' score in writing test based on four aspects as the table writing scoring rubric below:

3.1 table writing scoring rubric.

Attribute	Criteria				
	Score 5	Score 4	Score 3	Score 2	Score 1
Ideas	Fully developed and support ideas	Develop and support ideas	Ideas exist and develop	Ideas exist but are not developed or support adequately	Lack of ideas, developed and/or support
Structure	Particularly clear ideas with logical transitions	Consistent focus and good transitions	Paragraph flow and transitions are adequate	Weak paragraph structure and illogical transitions	Lack of focus in structure of writing task
Vocabulary	Use of vocabulary and idiom	uses wrong or inappropriate words fairly frequently	Limited vocabulary and frequent errors clearly hinder expression of ideas	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation	Vocabulary limitations so extreme as to make comprehension virtually impossible
Grammar	There are not significant grammatical errors of meaning and the text content can be understand clearly	Few noticeable errors of grammatical or word order	There are some grammatical errors but there is no effect on the meaning of sentences and text content	There are found the grammatical errors but the meaning and content of the text can be understood	There are a lot of grammatical errors that the meaning and content of the text is difficult to understand
$\text{Score} = \frac{\text{students' score}}{\text{maximum score}} \times 100$					

(Buku Guru Bahasa Inggris SMA/SMK 2014)

- Explanation
 1. The number of scores obtained by students is the number of scores obtained in students from criteria 1 to 4
 2. Maximum/ ideal score is the result of the highest score (5) with the number of criteria set (there are four criteria). The maximum score = $5 \times 4 = 20$

Furthermore, the writer used five qualification of students' score as follow in the table.

3.2 Table five qualification of students' score

No	Range	Category
1	80-100	Very High
2	70-79	High
3	56-69	Average
4	46-55	Low
5	0-45	Very Low

(Buku Model Penelitian KBK (BSNP) 2007)

- To analyze the obtained frequency and expected frequency from the strategy was chosen by students. The writer has the chi square (χ^2) formula based on Sugiyono (2013)

$$\chi^2 = \sum_{i=1}^k \frac{(f_o - f_h)^2}{f_h}$$

Explanation:

χ^2 = Chi square

f_o = obtained frequency

f_h = expected frequency

4. RESULT

4.1 Types of Students Learning Strategies

The result of the data collection about the students learning strategies in writing where showed in table 4.1

Table 4.1 types of learning strategies

No	Strategies	The Number of Students	Percentages
1	Direct Strategies	27	67.5 %
2	Indirect Strategies	13	32.5 %
Total		40	100

From the table 4.1 above it could be concluded the result from the questionnaire that was distributed by the writer on 15 January 2018, there are two types strategies; direct and indirect strategies that students of grade XI IPA 1 and XI IPA 2 MAN Gerung used in writing skill, the total percentages from direct strategies was 67.5 % or 27 students used this strategies and the total percentages from indirect strategies was 32.5 % or only 13 students used this strategies. It means that the direct strategies have higher percentage than indirect strategies and more students choose direct strategies than indirect strategies.

4.2 The Subtypes of Students' Learning Strategies

The learning strategies are classified in subtypes of learning strategies as follows:

Table 4.2 Direct Strategies

No	Direct Strategies	The Number of Students	Percentages
1	Cognitive Strategy	20	50 %
2	Compensation Strategy	5	12.5 %
3	Memory Strategy	2	5 %
Total		27	67.5%

Table 4.3 Indirect Strategies

No	Indirect Strategies	The Number of Students	Percentages
1	Meta-cognitive Strategy	7	17.5 %
2	Social Strategy	5	12.5 %
3	Affective Strategy	1	2.5 %
Total		13	32.5%

The data from the table above was gathered by giving questionnaire to the students in MAN GERUNG proposing to know the learning strategies that they used in writing. the writer wanted to know the students' responses to each strategy that was provided in the paper. The subtypes of learning strategies in writing that the students used are direct and indirect strategies, from figure 4.2. and 4.3 it could be concluded the most frequently strategies that the students used is cognitive strategies from direct strategies with 50 % or 20 students use this strategies, followed by compensation strategy with 12.5 % or 5 students use this

strategy and the less strategies that students use was memory strategy with 5 % or 2 students use this strategy, the total of students used direct strategies was 27 students or 67.5 %. Whereas the most frequently that the students use in indirect strategies was meta-cognitive strategy with 17.5 % or 7 students use this strategy, followed by social strategy with 12.5 % or 5 students use this strategy and the lowest strategy that the students use is affective strategy with 2.5 % or only one student chose this strategy and the total of students used indirect strategies was 13 students or 32.5 %. It means that all of the students were used these strategies.

4.3 The Most Effective Strategy Used by The Students

In order to know the better learning strategy that the students used in writing, the writer showed the obtained frequency (f_o) and the expected frequency (f_h) table from strategies was chosen by students, the writer was used chi square (χ^2) formula. It is show in table 4.4 bellow:

Table 4.4 the frequency obtained and the frequency expected

No	Subtypes of strategies (direct and indirect)	f_o	f_h	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
1	Memory Strategy	2	6.6	-4.6	21.16	3.2
2	Cognitive Strategy	20	6.6	13.4	179.56	27.2
3	Compensation Strategy	5	6.6	-1.6	2.56	0.38
4	Meta-cognitive Strategy	7	6.6	0.4	0.16	0.024
5	Affective Strategy	1	6.6	-5.6	31.36	4.75
6	Social Strategy	5	6.6	-1.6	2.56	0.38
Total		40	40	0.4	237.36	35.93

Note:

χ^2 = Chi square

f_o = Frequency obtained

f_h = Frequency expected

In this research the subtypes of direct and indirect strategies divided into 6 categories those are; memory strategy, cognitive strategy, compensation strategy, meta-cognitive strategy, affective strategy and social strategy . It means, the dk (derajat kebebasan)= $6-1 = 5$. Based on the dk and the mistakes 5% (it was claimed on the book).Then, the value of chi square table = 11.070 (see appendix chi square). The writer found that the value of chi square quantification higher than the value of chi square table ($35.93 > 11.070$). It means H_0 was rejected and H_a was received, so the students have opportunity to chose the learning strategies in writing.

According to the result from chi square (χ^2) above, all of the direct and indirect strategies was applied by students, but the most frequently strategy that students used is cognitive strategy from direct strategies with 50% or 20 students used this strategy. It means that all of the strategies have the same effectiveness in writing skill. Although, the students who used cognitive strategy has a high score in writing, this strategy was chosen as most strategy used by the learner because the students need to learn by themselves to understand the material that was explained by the teacher and they can apply their knowledge in English to learn more. But overall the differentiation of score between each strategy is relatively a small

4.4 Students' Score in Writing

In order to decide the students' score based on the four aspect in writing scoring rubric, the writer calculated the students' score in writing test. The result were showed in 4.5 table below.

Table 4.5 Students' Score in Writing Test

No	Students' Name	Score	Level
1	AF	92	Very High
2	AH	88	Very High
3	BNU	90	Very High
4	DA	91	Very High
5	FR	86	Very High
6	IR	78	High
7	LPNI	88	Very High
8	MZ	85	Very High
9	MBA	86	Very High
10	MR	55	Low
11	NI	45	Very Low
12	NHS	68	Average
13	NFJ	78	High
14	RA	88	Very High
15	RWS	90	Very High
16	RJA	96	Very High
17	SA	76	High
18	SR	98	Very High
19	SLP	92	Very High
20	TH	86	Very High
21	AAS	79	High
22	AAR	78	High
23	AAF	88	Very High
24	APR	79	High
25	DA	75	High
26	EDI	75	High
27	KR	65	Average
28	ML	65	Average

29	MBD	65	Average
30	MSK	65	Average
31	MWD	65	Average
32	PJ	55	Low
33	RAI	76	High
34	RR	76	High
35	RAJ	55	Low
36	SMW	55	Low
37	SF	55	Low
38	SAA	55	Low
39	US	45	Very Low
40	QA	45	Very Low
Total		3008	High
Mean		75.2	

Based on the result of students score in writing test on the table above 4.5. the writer needs to find out the range of students' individual score to identify the category of students' skill in writing, whether very high, high, average, low, and very low. In this case the writer used the formula of percentages.

Table 4.6 Students' Individual Category in Writing Test

No	Score	Category	Frequencies	Percentages
1	80-100	Very High	17	42.5 %
2	70-79	High	8	20 %
3	56-69	Average	6	15 %
4	46-55	Low	6	15 %
5	0-45	Very Low	3	7.5 %
Total				100

To analyze the score of students based on scoring method, the students were divided into five categories; very high (80-100), high (70-79), average (56-69), very low (46-55), and low (0-45). Based on the data from the table 4.6 above with the total number of students are 40 students showed that the level of learner in writing test is very high category. The total number in very high category is 17

students (42.5 %), in high category is 8 students (20 %), in average category is 6 students (15 %), in low category is 6 students (15 %), and in very low category is 3 students (7.5 %) or all of the students IPA with the mean score were 75.2. It mean all of the IPA were in very high category of learner.

5. CONCLUSION

Based on the result of the data analysis the writer concluded as follows;

1. Most students were able to write an essay. It could be seen from their mean score was 75.2. From 40 students who followed the test, there were 31 students passed the writing test, and 9 students who did not pass the minimum score. Thus, the result of written test was satisfying.
2. Based on the result, all the students of class XI IPA 1 and XI IPA 2 at MAN Gerung where this study was conducted showed that all of the direct and indirect strategies used by students in writing skill. Direct strategy was the most frequent strategy students used in learning such as cognitive strategy appeared as the most frequently strategy used by students with 50 % or 20 students chose this strategy, followed by compensation strategy with 12.5 % or 5 students chose this strategy, the lowest strategy which students used was memory strategy with 5 % or 2 students chose this strategy. From indirect strategies meta-cognitive was the most frequently strategy students used with 17.5 % or 7 students chose this strategy, followed by social strategy with 12.5 % or 5 students chose this strategy, and the lowest strategy from indirect strategy that students used was affective strategy with 2.5 % or only 1 student chose this strategy.
3. The better strategy that students chose was cognitive strategy from direct strategies with 50 % or 20 students chose this strategy. The students who used this strategy had a good score in writing test, they used this strategy because they could learn English not only from teacher but the students

could learn English from other things, for example watching English movie or read the English story to get the new target language in English and directly practice to make written summaries form of moral value about the movie that they watched, the students also used the new words that they learned from books and they usually tried to remember words , synonyms, good structure and used them in essay. The lowest strategies that students used was affective strategy from indirect strategy with 2,5 % or only 1 student chose this strategy, In this case the student might had a big motivation in learning English but he felt lazy to encourage himself and never gave a reward if he got a good value especially in learning English. However all of the students applied the strategies in writing skill.

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