A STUDY ON STUDENTS' LEARNING STRATEGY IN WRITING AT THE NINTH GRADE OF MTS NEGERI BANDUNG TULUNGAGUNG ACADEMIC YEAR 2014/2015

SKRIPSI

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By :

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FACULTY OF TEACHER TRAINING AND EDUCATION
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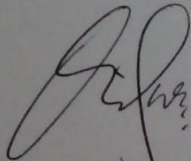NPM: 10.1.01.08.0039

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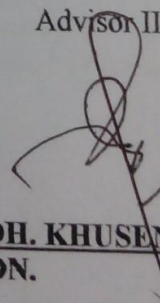University of Nusantara PGRI Kediri

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Kediri, on Mei _____, 2015

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A STUDY ON STUDENTS' LEARNING STRATEGY IN WRITING

AT THE NINTH GRADE OF MTS NEGERI BANDUNG TULUNGAGUNG ACADEMIC YEAR 2014/2015

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ABSTRAK

Writing is one of the four skills in English which is used as written communication. It is a process of transforming thoughts and ideas into written form. Through writing, people are supposed to be able to express their ideas in writing form. But in fact, students still have some problem in their writing activity, such as less vocabularies and miss grammatical structure. In order to able to write well, there are some steps or activity that have to be done by students, they are pre-writing, drafting, revising and editing. During do those activities, students may use learning strategy which is including metacognitive strategy, memory strategy, cognitive strategy, compensation, affective, and social strategy in order to write well, every the students has different way in learning strategy usage.

The purpose of this research is describe what is the students' learning strategy in writing and to describe how the ninth grade students of MTS Negeri Bandung Tulungagung academic year 2014/2015 apply their learning strategy.

This research is classified as a descriptive qualitative research which is used to investigate any students' leaning strategy in writing at the ninth grade students of MTs Negeri Bandung Tulungagung in academic year 2014/2015. The subject is class 9B consisting 28 students. Data was collected by observation, interview, questionnaire, and documentation.

Based on the result of this study, the writer concluded that most of students used four writing activities. That included pre-writing, drafting, revising, and editing. And during those activities most the students used several strategies such as metacognitive strategy, memory strategy, cognitive strategy, compensation, affective, and social strategy. Those strategy are used in different way, where memory strategy is mostly used by students. It is used in every activity of writing process. It is allowed by metacognitive strategy, compensation strategy, social strategy, cognitive strategy, and affective strategy.

Kata Kunci : Learning Strategy and Writing.

I. Background of the Problem

Writing is one of the four skills in English which is used as written communication. It is a process of transforming thoughts and ideas into written form. Writing is specific abilities which help writers put their thoughts into words in a meaningful form and mentally interact with the message. Therefore, communication through the written word needs real proficiency from the writer in order to be effective. Nunan (2003: 88) stated that writing is a mental work of inventing ideas, thinking about how to express them into statements and paragraphs that will be cleared to the reader. From that statement it can be said that someone receive the ideas which are produced by writer in written form. Through writing, people are supposed to be able to express their ideas in writing form.

Writing as one of the language skills is not an innate natural ability. White (1981: 2) stated that writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet people have to be taught how to write.It means that writing is defined as any form of communication. In other words, writing doesn't come naturally or automatically, but need thinking, training,

intruction and practice. WhileBell and Burnaby in Nunan (1989: 36) states that:

"Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation".

From the statement above, we may be able to take some important things that in learning writing need focus. Writing ability is not only about content, but also organization, word choice or vocabulary, language use, and mechanics (spelling and punctuation).

Good writing should have a good idea and constructed. Cory (1999: 19) stated that a good piece of writing is carefully constructed and all the parts are properly linked, not just put next to each other. Phrases are connected to form sentences; sentences are joined to make paragraphs; paragraphs are linked together to build a text. It means thata good writing has carefully constructed, phrases are connected to from sentences, and paragraph are linked together to build the text.

Writing is a complex process and it needs practice. According to David Nunan (1991:91), "Writing is clearly a complex

process and competent writing is frequently accepted as being the last language skill to be acquired". While Harmer (1998: 79) stated that writing as a skill, of course, it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph, construction etc). It means that writing is complex activity and work hard is a key to produce the good writing.

Actually, writing is a good way to develop English ability, but most of the students still say that it is difficult to express their idea in writing. Developing writing skills is more complicated than developing other language skills. In order to able to write well, every the students has different way in writing process which help students getting success in learning English. One of them is strategy used by learner, or it is called as learning strategy. According to Oxford (1990:8) stated that "Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations". It means that learning strategy is used by the

students to help them to understand the information and solve the problem in the classroom especially in writing subject.

Based on the informal interview done by the writer with 6 interviewed students in MTs Negeri Bandung Tulungagung, they are VAR, YFN, DPL, YES, ZA, and ASS, the writer found some application of learning strategies. The students named VAR, VFN, DPL When the writer ask about where they get the topic and ideas for their writing, they answered that they get the topic and idea from their experience and they have known before, usually they arranges their ideas, explanation with their selves to find the topic and idea, making the draft, revising, and editing in writing process. Their answered are the characteristics from metacognitive strategies. Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, evaluating how well one has learned. Besides, VAR, VFN, DPL if they don't know about the topic and idea, sometimes they opened internet, or magazine to get ideas or topic. It means that they used cognitive strategy in writing process. But the students named as YES, ZA, ASS when the writer asked about where they can get the topic and idea for their writing, they answered from internet, television, or read from the book

related with topic on the materials. Their answered are some of characteristics from cognitive strategy, because cognitive strategy involved interacting with materials to be learned, manipulating the materials mentally or physically, or applying a specific technique to learning task.They also answered that they get topic and idea from asking to their teacher, or they will ask to their friends to help them and share the topic and idea. Their answers are the characteristic from social cognitive, because social strategies involve interacting with another person to assist learning or using affective control to assist a learning task.

Based on the explanation above the researcher would like to conduct a study about the students learning strategy in writing procedure text used by nine grade students. The focus of this research to know the learning starategies used by ninth grade students in MTs Negeri Bandung Tulungagung. Based on that problem the writers wants to do research entitled **"A Study On Students' Learning Strategy in Writing at Ninth Grade Students of MTs Negeri Bandung Tulungagung Academic Year 2014/2015".**

II. RESEARCH METHODOLOGY

In this chapter the writer discusses about methodology related the content of the research, they are research design, place and time of the research, subject of the research, research instrument, source of data, technique of collecting the data and technique of analyzing the data.

A. Research Design

There are two kinds of research design, qualitative method and quantitative method. The difference of qualitative and quantitative research is the data analysis. In qualitative research the data is analyzed using sentences. While in quantitative research, is analyzed using number. This research is classified as a descriptive qualitative research, it means that the data collected is not in the form of numbers, but it is described in form of words, sentences, or pictures. According to Sugiyono (2008: 8) stated that, "Qualitative research is a research that based on the philosophy positivism, is used to examine the condition of the natural object, where the researcher is a key instrument, data analysis is inductive or qualitative, and qualitative research result further emphasize the significance of the generalization". It means that the researcher collect the data by doing an observation, interview and documentation to described the problem naturally. The data collected is in the form of words or pictures rather than numbers and analyze the data inductively.

B. Place and Time of Research

In this research, it is necessary to determine where the research is held. Therefore, selecting the suitable place is necessary to be concerned. The researcher selects MTs Negeri Bandung Tulungagung as the place of the research because this school is near from the researcher's house, so it can save the writer's time and energy. MTs Negeri Tulungagung is located in Jl. Durenan, Suruahan Lor, Bandung district, Tulungagung regional.

The arrangement of time schedule is important in holding the research since it determine how long the research must be held. The plan can be seen in the following table:

No.	Activity	Time Schedule
1	Title Agreement	December, 2015
2	Preparing Instrument	January-February, 2015
3	Collecting data	April, 2015
4	Analyzing data	April, 2015
5	Writing report	Mei, 2015

C. Subject of the Research

The subject of this research is students from ninth grade of MTs Negeri Bandung Tulungagung academic year 2014/2015. The researcher discussed with the English teacher and choosen to use class IX-B students for the research. The total number of students of this class is 28 students which consist of 5 male students and 23 female students.

D. Research Instrument

In getting the data the researcher need instrument. It is useful to find out the validity of the data. The researcher uses four instruments. They were observation, interview, questionnaire and documentation. The instruments are as follows:

1. Observation

Observation is used to get the data about the application of teaching English. The data collected from observation gathered by using checklist and then analyzed and presented a descriptive way. It is used to know the real situation and condition that is related to the learning strategies applied by the student. Observation is used to get the data about what learning strategy the students use in writing, and also about which learning strategy mostly used by the students in writing.

2. Interview

Interview is used to support the data from observation. The researcher prepared list of questions for interview. The interviewees are the students. Interview is used to get the data about how the students apply their learning strategy in writing.

3. Questionnaire

Questionnaire is needed to support the data. The researcher provided some questions regarding the learning strategies in writing. There are three kinds of question that commonly to use, they are closed-ended question, open ended question and mixed question. This research used closed-ended question the writer used likert scale with four point scale ranging from "strongly agree, agree, disagree and strongly disagree.

4. Documentation

Documentation is used by researcher to collect the data by asking the document of student. The researcher uses the kinds of the result of their writing to get the data.

E. Source of the Data

The primary data sources in qualitative research are the words or actions. The words are the source of the data obtained from the field by questionnaire or interviewing. Researchers use questionnaire to get

information about the learning strategies that applied by ninth grade students. Secondly, the research used interview to the teacher and students

In this study the writer will take the data from the observation, interview, questionnaire and documentation. First is observation in the English class by observing the class when teaching and learning processes. Second is interview, the researcher uses interview to obtain the data about how the student implement the learning strategies in the classroom. The third is questionnaire, the researcher uses questionnaire to get information about the mostly learning strategies applied by student in writing subject. The fourth is documentation, by taking the picture to support the data that the researchers already got.

F. Technique of Collecting Data

To get the data, the researcher used four techniques of collecting data. The techniques which are used to collect the data in this research are observation, interview, questionnaire and documentation.

1. Observation

In observation, the writer observes the ninth grade students during classroom activity in MTs Negeri Bandung Tulungagung. The writer brings a observation checklist which contains about general information of learning strategies that possible applied by ninth grade student in writing subject. After that the writer makes note about the learning strategies of that are occurred in every step or process of writing.

2. Interview

In interview, the writer tries to collect the additional information from the teacher and students. The data from the interview will support the questionnaire data. First the writer prepare list of questions for interview, then the writer ask to the teacher time to do interview and choose ten students randomly to do the interview. The list of interview question for students is about their process in writing and learning strategies that applied by students in writing. This list of interview for teacher is about student's writing process, possible learning strategies that applied by students.

3. Questionnaire

In questionnaire the writer prepare set of questionnaire with close-ended question. Then the writer gives the questionnaire to all the ninth grade students in one class there are 28 students. The questionnaire is used to get the data about the learning strategies that possible applied by ninth grade students in writing subject.

4. Documentation

Documentation is used by researcher to collect the data by asking the document

of student. The researcher uses the kinds of the result of their writing to get the data.

G. Technique of Analyzing Data

According to Powel and Renner (2003) there are some steps in the process of analyzing qualitative data, they are; get to know the data, focus the analysis, categorize information, identify patterns and connections within and between categorize, the last is interpretation. The short description following is as:

a. Get to know the data

Good analyzing depends on understanding the data. For qualitative analysis it means that the writer read and re-read the text also listen to the recordings data. In this step the writer read and re-read the data from questionnaire. The writer also listened to the interview recording several times. After that, write down any impressions from the data.

b. Focus the analysis

Focus the analysis is review the purpose of evaluation and what to be found. On this step the writer identify some of key questions, from this step the writer can decided how to start the analysis.

c. Categorize information

Categorizing information is coding the data or indexing the data. In this step the writer categorizing the data from observation, interview, questionnaire and documentation. Before make the

questions for questionnaire the writer make the categories first, so in this step it is not difficult for the writer to categorize. The writer only given some points for the answer and analyze it with likert scale. The data from the interview organize by questions to look across all respondents and their answer in order to identify consistencies and differences. Then put all the data from each question together.

d. Identify patterns and corrections within and between categorize

After organize data into categorize either by interview or questionnaire in this step the writer begin to find out the patterns and connections between the categories. The assessing the relative importance of different themes and highlighting subtitle variations that can be important for the result of analysis.

e. Interpretation

In this step the writer uses themes and connection to explain the findings. The writer also gives the description and rich details of the data. In this stage the interpretation of the findings is the answer of research questions.

III. CONCLUSION AND SUGGESTION

After doing the research and counting the data, the research has to make a conclusion and suggestion. In this chapter, the writer will discuss about conclusion and suggestion of the research.

A. Conclusion

Based on the previous chapter, it can be concluded that most of students applied four writing activities that was including pre-writing, drafting, revising, and editing where during those activities, students used several strategies; memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy.

From the research finding in the previous chapter, memory strategy was mostly used, it used in three writing activities including pre-writing, drafting, and revising. The part of memory strategy, " remember and memorize a particular things" was used when student look for idea in pre-writing activity, drafting and revising activities. "place new word and expression that have heard and read" was used when students created their text. Cognitive strategy that was including "repeating, translating, taking note, summary, and highlighting" was used by students during drafting and revising activities. Translating was done by opening the dictionary or asking to the teacher, and

highlighting was done by underlining or circling the important idea. Compensation strategy including "guessing", "coining word/ making up new words", and " using cirmcumulation synonym". "guessing", "making up new word", and "using synonym" strategies are rarely used. Metacognitive strategy which is including "overviewing and linking with already known material" and " self monitoring" are used by student to look for supported material/idea and check their work.

Affective strategy involves "using progressive relaxation, deep breathing or mediation"," using music", "using laughter", and using "checklist" are used to relax students' mind. Students used "taking deep breathing or mediation" rather than other strategies. Social strategy includes "ask to the other about difficult things", and "ask to the other for correction". Students use "ask to the other about difficult things" by asking to the teacher or their friend. But asking to the teacher was mostly done than ask to the friend. And students use "ask to the other to correction" in editing process where they ask to the teacher to checked their work before submit it.

B. Suggestion

Some suggestions can be exposed by the writer that should be developed by the teacher in the teaching learning process, in order to improve the students' motivation

in learning process better than before. The students will be able to improve themselves to get better in learning writing. The writer gives suggestion to both the teacher and the students as follows:

1. For the teacher

   The teacher should be creative in giving materials in teaching learning process in order to make the students more interested to learn the materials. So, it is better if the teacher uses interesting teaching learning strategy. Teacher also suggested to explain learning strategy that can be used by students and monitoring students learning process.

2. The students

   a. The students should pay attention in teaching learning process in order to make them understand to learn the materials.

   b. The students should more active in teaching learning process

   c. Students should be able to choose their appropriate learning strategy

   d. Students should be increase their learning frequency

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