



**AN ANALYSIS ON LEARNING STRATEGIES IN WRITING APPLIED
BY HIGH ACHIEVER OF UNIVERSITY OF NUSANTARA PGRI
KEDIRI IN ACADEMIC YEAR 2015/2016**



By:

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ENGLISH EDUCATION DEPARTMENT
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UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, Agustus 9th 2016

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Board of Examiners,

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ABSTRAK

Writing is one of four language skills that should be mastered by students in learning English. Writing is not simple task because it requires students to have many skills to do writing activity. Every student has different learning strategy in writing which help them to make their own learning effective. In reality, in second grade student of University of Nusantara PGRI Kediri there was one student have high achiever in writing. Thus, this study explained more detail about learning strategies in writing used by a high achiever and learning strategies applied in writing by a high achiever of university of Nusantara PGRI Kediri. This research is qualitative approach and used case study type. The subject of this research is one of student in second grade of University of Nusantara PGRI Kediri which has high achiever in writing. The data obtained from observation, interview, and documentation. The result shows that the most strategies used by student in developing ideas by paying attention to teacher explanation, making draft, watching film and searching in internet, writing the story in Indonesian language then translate in English language, and asking to her friends to give solution in content of story. The strategy in logical sequence of ideas and grammar by reviewing grammar material and applying laptop to check the grammar, then she repeats the result of her writing to find the coherence from every sentences, and she asked to her friends to give correction in sequences of her text. The last strategy is punctuation and spelling by using laptop and smart phone to check it, and she asked correction to her friend when she forgot in use some spelling and punctuation. Concerning of the conclusion above, the researcher suggest that the students applied learning strategies that used by high achiever in writing process. The writing teachers can use the result of this research as a feedback or reflection on teaching writing activity.

Keywords: Writing, Learning Strategies

I. Introduction

Writing is one of four language skill that should be mastered by students in learning English. Writing is not easy skill for every student because they should mastered in other skill in order to support their writing activity. In the writing activity, students should developing their ideas in good sentences, using appropriate grammar, spelling, punctuation, etc in order to make their writing effectively. To support those statement Horsburgh (2009 : 9), “Writing is laborious for the pupil: it is not natural activity. Writing involves many skills; the pupil must first be able to recognize that certain shapes form letter, and that these letters represent particular sounds; when the letter are put together they form words, pronounced in a particular way; these words have meaning”, in addition Brindley (2005:151) also state, “The term ‘writing’ is ambiguous: in the first place, it can refer either to the process of writing or to the written product. The term is also ambiguous between the composing aspects of writing and the secretarial aspects, such as good handwriting and spelling”. Based on two statements above, writing is one of skill that requires students to represent product well. They should know the way to produce words and put it in the sentences which having meaning.

In the writing process, students should be reach the aspect of writing such as content included development of ideas, organization included logical sequence of ideas and grammar, and mechanic included spelling and punctuation, Brown (2000:356). To achieve every aspect in writing, students should have learning strategies in writing process, according to Brown (2007:119), Oxford (1990:8) and O’Malley et al. (1990:1), in summarize that learning strategy is method to solve the problems in language learning and it is to manipulating some of information which make the students enjoyable, effective, and easier in learning language. So having learning strategies during writing process was needed for every student to make them enjoyable and faster in did writing process and also to reach the aspect of writing easily.

Students should have learning strategy in writing because it is important to reach the aspect of writing in order to produce writing well and to get maximum score in writing. Based on the experience from the writer when in first grade and second grade university level, the most problem that face in writing are content included developing ideas, organization included logical sequence of ideas and grammar, mechanic included spelling and punctuation. In the second grade of university of Nusantara PGRI Kediri there was one student which

has high achiever in writing and good score in writing, so the researcher decided to did research in order to know the learning strategies in writing process. The focus in this research on the student learning strategy in solve the problem in writing such as content included development of ideas, organization included logical sequence of ideas and grammar, and mechanic included spelling and punctuation, and the subject of this research is one of student from second grade student in English Department from University of Nusantara PGRI Kediri.

The researcher formulates chose in this research are (1) What are learning strategy in writing use by a high achiever of University of Nusantara PGRI Kediri academic year 2015/2016?, (2) How are learning strategy applied in writing by a high achiever of University of Nusantara PGRI Kediri academic year 2015/2016?. And the researcher decided the purpose of this research are to identify kind of learning strategy use in writing by a high achiever, and to explain how learning strategy applied in writing by a high achiever of University of Nusantara PGRI Kediri.

II. Research Methods

This research used qualitative approach and used case study type, because the researcher observe the natural activity

appear in the writing process, and based on the case that in second grade students there was one student has high achiever in writing and good score in writing, so the researcher decided to did research to find out the learning strategies during writing process.

The role of the researcher here as the main instrument in this research because she observe and analyze the data herself, So in this research the researcher collect the data herself by joint to the writing activity when student did writing in classroom and outside classroom, and the researcher did not do the activity of the subject research, she just observe and write anything that she hear or listen during observation.

The subject of this research is one of student from second grade in English Department from University of Nusantara PGRI Kediri because based on the data from admin from English Department office, she got good score and stable score in writing one and writing two, so the researcher decided to chose her as the subject of this research in order to know the learning strategies used during writing process.

This research conducts in University of Nusantara PGRI Kediri the located on Jl. K.H Achmad Dahlan Kediri. This University is famous and biggest university in Kediri and the location is

strategy and easier to reach. Besides that, the researcher as students in that university so she was easier to asking permission to did research there. The data were obtained from observation during writing process, interview the student to strength data from previous observation, and took document from the result from the student task. In the process of observation, the researcher observes the natural activity that appears during writing process. The researcher joint in writing activity and she did not do activity as subject of the research, she observe and write anything that she hear or listen during observation. Beside did observation, the writer give interview to the subject of research to dig information about the use of learning strategy in writing and the way to applied it in writing process. And then the writer also took the final product from student as strength prom previous data from observation and interview.

After the data from observation, interview, and documentation were collected, then the writer analyzing the data by using some of methods, such as; familiarization and organization, coding and reducing, and the last is interpreting and representing, Ary (2010:481). And the way to checking the validity of data the researcher use methodolical triangulation because in obtain the data she used more than one methods those are observation,

interview, and documentation. After the data were collected, the researcher read and organized the data and them in the form that ready to analyze, then the data was broken down into the simple one and placed the data which having same categorize. The last is the researcher explain the data that had been analyze and present the data based on the categorize in clearly and descriptively.

III. Research Finding, Discussion, and Conclusion.

Research Finding and discussion

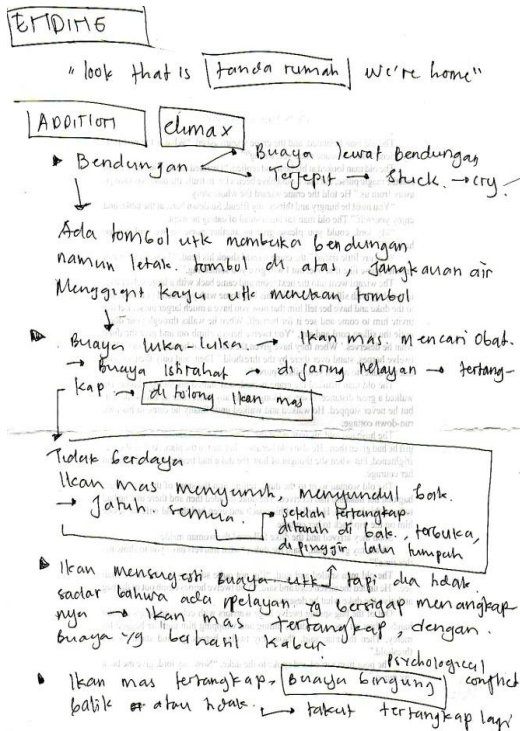
1. Strategy in Developing ideas

a. Cognitive strategy

i. Receiving and sending message by using resources for receiving and sending message strategy. To develop her ideas, she applied nonprint resources such as film and internet. She has an inspiration to create story from film, so she was easier to develop her ideas but she still modifying the concept of her story. And also she used internet to find out anything that she need during create the short story.

ii. Analyzing and reasoning by translating strategy, during writing process, she write the story in Indonesian language first, so she was easier to developing the ideas without worrying in grammar, spelling, etc.

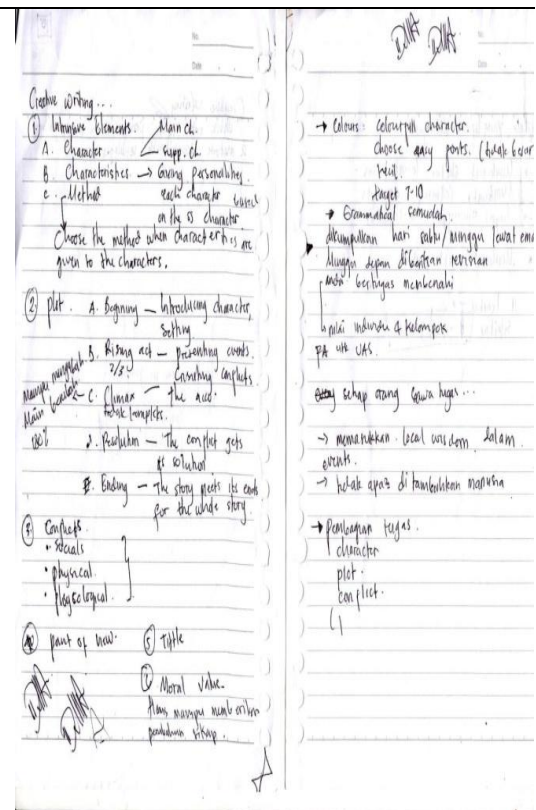
iii. Creating structure for input and output by taking note strategy, during wrote the story, she made draft first in order to easier organized for every parts of her story.



Picture 1. The result of draft

b. Metacognitive strategy

i. Centering your learning by applying attention strategy. Based on observation did in classroom, the student give nice attention to the teacher explanation and example, the she wrote material and important information in her note book. By she gave attention to the teacher explanation, she understands the task and easier to decided the theme of her story.



Picture 2. The material of short story

c. Social strategy

i. Cooperating with other y cooperating with peers strategy. When students stop to write for the parts of the story, she asked to her member to give solution and ideas for the next parts story.

2. Strategy in logical sequence of ideas and grammar

a. Memory strategy

i. Reviewing well by structure reviewing strategy, based on the interview data, students reviewing grammar material in last semester in order to remembering the use of some pattern or form in grammar.

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| <p>ii. Employing action by using mechanical technique strategy. Student writes the story in laptop, so she got correction if there is incorrect grammar directly.</p> <p>b. Cognitive strategy</p> <p>i. Practicing by repeating strategy, after finished to create story, she read the text slowly in order to find out the incorrect grammar and to know which parts of story that not appropriate with other sentences or paragraph.</p> <p>c. Social strategy</p> <p>i. Asking question by asking for correction strategy, she asked to her member to give correction by read the text and to check if there are some sentences or paragraph that not linked each other and to find the missing grammar.</p> | <p>i. Receiving and sending message by using resources for receiving and sending message strategy. The student use print resources such as dictionary to check the spelling.</p> <p>c. Social Strategy</p> <p>i. Asking question by asking for correction strategy. She asked correction to her member when she forgot in some spelling of some words and she asked to them to give correction if she got difficulty in punctuation.</p> <p>Based on discussion above, the most strategy used by students in writing is social strategy because she applied it in all of activity during developing ideas, knowing logical sequence of ideas and grammar, and using appropriate spelling and punctuation. In social strategy, student use asking for correction, and cooperating with peers strategy. In memory strategy used reviewing well and using mechanical technique strategy. In cognitive strategy applied repeating, using resources for receiving and sending message strategy, translating, and taking note strategy. The last is metacognitive strategy by applying attention strategy.</p> <p>In conclusion that The high achiever of student in University of Nusantara PGRI Kediri as subject of this research was implementing the learning strategies well which consist of cognitive strategies by</p> |
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- 3. Strategy in Spelling and Punctuation**

a. Memory strategy

i. Reviewing well by structure reviewing strategy, she was reviewing the punctuation material in also semester in order to remembering kinds of punctuation.

ii. Employing action by using mechanical technique strategy, student used laptop during writing process, directly she got correction in spelling and punctuation.

b. Cognitive strategy

repeating, using resources for receiving and sending message, translating, and taking notes. In metacognitive strategies student applied only one strategy like paying attention. In social strategies thought asking for correction and cooperating with peers. In memory strategies thought reviewing well, and using mechanical technique. This finding support the Oxford theory (1990:57-173) about applying of direct and indirect strategies to the four language skills show that in memory strategies applied by placing new word in context, reviewing well, and using mechanical technique. In cognitive strategies through repeating, using resources for receiving and sending message, translating, taking notes, summarizing, and highlighting. Metacognitive strategies by overviewing and linked with already know about material, and paying attention. And social strategies by asking correction, and cooperating with peers.

Conclusion

based on the discussion above, the researcher concluded that the learning strategy used by a high achiever in developing ideas is cognitive strategy by using resources such as internet and film, taking note by make a draft to make concept in her story, translating from Indonesian language first. In metacognitive

strategy she used paying attention to the teacher explanation. And social strategy by cooperating with peers to get ideas for part of her story. The strategy in logical sequence of ideas and grammar is memory strategy by reviewing well grammar material in also semester, employing action y using laptop to check grammar directly. In cognitive strategy by practicing the result of story to find the missing grammar or sentences, inn social strategy by asking correction to the member to give correction in sequence of ideas or grammar. The strategy in spelling and punctuation in memory strategy by reviewing the punctuation material in last semester, and cognitive strategy by using resources for receiving and sending message strategy such as dictionary to check spelling. In the social strategy by asking correction of the use of some spelling and punctuation.

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