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**Students' Learning Strategies in Writing Skill at University of
Nusantara PGRI Kediri
In The Academic Year 2016/2017**



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**STUDENTS' LEARNING STRATEGIES IN WRITING SKILL AT
UNIVERSITY OF NUSANTARA PGRI KEDIRI
IN THE ACADEMIC YEAR 2016/2017**

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ABSTRACT

This Students has different way to learning writing, it is called learning strategy. Different students used different strategies in their learning process in order to make their learning process enjoy and effective. Here the researcher conducted research in purpose to identify the learning strategies that used by students and how the way students applied those learning strategies in their learning writing. This research approach was qualitative research and used case study as research method. The subject of the research was two students in first grade in University of Nusantara PGRI Kediri who get good score, that is RYS and student who get stable score that is PA in writing. The data obtained from observation and interview. The observation was done to get the data of learning strategies used by students and the way to applied learning strategies then supported by the data from interview. Then, there were three stages in analyzing the data which consist of organizing and familiarizing; coding and reducing; and interpreting and reducing. Most strategy used by students in writing process is cognitive strategy, and followed by affective strategy, metacognitive strategy, compensation strategy, social strategy and memory strategy. Students almost used all of strategy in their writing process but different classification. Concerning to the statement above, the researcher suggest that the students should know about learning strategies in learning process especially writing and applied all of the types of learning strategies in their learning process.

KEYWORD : Writing, Learning strategies

I.BACKGROUND

Writing skill is the one of productive skill that must be mastered by the students because writing is useful for the students if they are able to master it. Rozimela (2004) "Learning to write is useful not only for the sake of developing student's writing skill but also improving their English skills as a whole". Suleiman (2000) also stresses that writing is an essential factor of language. From those statements it can say that writing is skill

that must be learned by the students. If the students are learning writing, students not only get the knowledge about writing but also get other knowledge that is useful for them in learning English.

When we communicate with others, we can communicate through speaking and also through writing. According weigle (2002) "Writing in classroom is taught to enable students to interact through written forms, they will be

able to communicate through writing in educational, business, or personal setting”.

To achieve the goals in learning English as a foreign language especially in writing skill, every student has different way in learning process. One of them is strategy used by students; it is called as learning strategy. Scarcella and Oxford (1992: 63) defines learning strategies as specific actions, behaviors steps or techniques as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by the students to enhance their own learning. It means that learning strategies is the own way from the students that used by them in order to make them easy understand about the material. So, students will be success in learning especially English if they applied learning strategies in learning process especially writing subject.

Learning Strategy is useful for the students to help them be success in learning process especially in learning English. Students that use strategies in their learning process are more success than the students who did not use strategies in learning process. It related with the statement from Green and Oxford (1995) “More successful students used strategies for active involvement more frequently than did less successful learners”. It means that students who applied learning

strategies in their learning process will be success then students who did not applied learning strategies in their learning process.

From statement above about Learning Strategy, it can conclude that learning strategies is important because learning strategy as like the way to help students more easy get their goal in learning process. So, students will be easier to success in learning especially English if they are able to choose the suitable of learning strategies to apply in their learning.

It is possible that different students use different learning strategies in their learning process. It is influenced by many factors to make students choose the appropriate strategies. According to Oxford (1990: 13) stated that many factors affected the choice of strategies: degree of awareness, stage of learning, task requirements, teacher expectation, age, sex, nationality/ethnicity, general learning style, personally traits, motivation level, and purpose for learning the language. When students have their own strategies characteristics, they will have different strategies that are useful and make them comfort in learing process.

According to Oxford (1990) Learning strategies have two major classes, the first major class is direct strategies and

indirect strategies. In direct strategies, including of three groups; they are memory, cognitive and compensation strategies. Then, in indirect strategies, including of three groups; they are metacognitive, affective and social strategies. Furthermore, O'Malley (1985), divided language learning strategies into three main categorizes. They are metacognitive strategies, cognitive strategies and socioaffective strategies.

Students still have problem in learning English especially writing because writing is difficult skill to acquire then other skill. According to Berman and Cheng (2010) "Students identify the skill of writing, as more difficult then reading and listening". Furthermore, Nesmalar, Teh and Saratha (2001) stated that writing is the skill that most students are least proficient in when acquiring a new language. From that statements it can concluded that writing is the most difficult for students to acquire, moreover they have problems in learning writing.

In fact, many students in all level find a lot of difficulties in mastering writing skill. First problem is the students had limited knowledge about many aspects in writing process. Such as vocabulary, grammar, punctuation, organization, and many more about the aspects of writing. It makes them

confused to deliver their idea in writing. Second problem is the students may have different characteristics, some of them can be active in classroom and the other can be shy and silent to ask to the teacher or to their friend when they find the difficulties. Third problem, many students did not know to use some learning strategies in learning process, so they did not able to choose the learning strategies that appropriate with their needed in learning language.

Moreover, students also did not aware about the importance of apply learning strategies in their learning process in order to help them more enjoy and easy to understand the material. According to Oxford (1990: 8) "learning strategies is specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable in new situation". It means that if students able to apply learning strategies in their learning process especially in writing, they will more faster and more easier.

By looking the reality, students still have problems in their writing. They have limited knowledge in elements of writing, such as; vocab, grammar, content, how to build paragraph, etc. Moreover they did not aware yet that learning strategies have important role in their learning process if

students able to choose the suitable learning strategies in their learning especially English, it will help them to be success in writing.

The researcher choose University of Nusantara PGRI Kediri to conducted her research because University of Nusantara PGRI Kediri is one of university that has potential students. Especially in English Department, there are many potential students in English Department. Most of them have good score in listening, speaking, reading and writing. Especially in writing subject, they were good enough to finished their writing subject even thought writing subject is the most difficult subject for each students. So, the researcher decide to take the research in University of Nusantara PGRI Kediri.

Based on informal interview done by the researcher with students of Nusantara PGRI Kediri, the researcher found some application of learning strategies. The researcher has done to interviewed two students, they are RYS and PA. Moreover, the lecturer also give recomendation for the researcher, because they get good score in writing. The researcher focuse to observe their kinds of strategies that apply by students in learning English especially writing subject.

Based on the explanation above the writer hopes that learning strategies can

help students more eay, enjoy, faster and comfort to achieve their goal in learning English especially in writing. So the writer would like to conduct a study about the students learning strategy in writing. This study focus on investigated what learning strategy that applied by student in University of Nusantara PGRI Kediri.

II. RESEARCH METHOD

In this study, the researcher used qualitative research because she presented qualitative data. Qualitative research does not use numerical data but in the form of words to be sentences that is called description. In this research, the researcher wants to know about the learning strategies that used by students and the way how applied learning strategies. In this research, the researcher used case study as a type of the research.

The researcher conducted the research in University of Nusantara PGRI Kediri at the firt grade. It is located at Jl. Ahmad Dahlan.76 Kediri. The researcher did the research from March until July 2017 in academic year 2016/2017.

The instruments of the research were observation and interview. In observation, the researcher got information by observing students when learning writing. In observation, the researcher observes the first grade students during writing activity

in University of Nusantara PGRI Kediri. The researcher brings observation checklist which contains about general information of learning strategies that possibly applied by first grade student in writing subject. After that the writer makes important note about the learning strategies of that are occurred in every step or process in writing. But the reseracher did not communicate with students in the classroom during teaching learning process. In interview, the writer tries to collect information from the students. First, the researcher prepares list of questions for interview, then the researcher interview the students. The list of interview question is about the process in writing and learning strategies that applied by student in writing.

Furthermore, in analyzing the data, the researcher used qualitative data analysis. According to Ary (2010: 481), the steps in analyzing the qualitative data were three stages. They are familiarization and organization, coding and reducing, interpreting and representing.

In checking the finding validity of the research, the researcher did triangulation based on method which consisted of observation, field notes and interview.

III. RESEARCH FINDINGS AND DISCUSSION

In Oxford (1990), Cognitive strategies is one of direct strategy. There are some classification that can applied in writing such as repeating, formally practicing with sounds and writing system, recombining, practicing naturalistically, using source for receiving and sending message, translating, transferring, taking notes, summarizing and highlighting. The classification were dominant used by students such as using source for getting information, transferring, translating, summarizing, taking notes and highlighting.

In second rank of strategy that dominant used by students is affective strategies refer to emotions, attitudes, motivations and values. According to Oxford (1990) affective strategies are classified into eleven classifications. They are using progressive relaxation, deep breathing or meditation, listening to music, using laughter, making positive statements, taking risks wisely, rewarding themselves, listening one's own body, using set criteria, writing a diary and discussing one's feelings with someone else..

In the third rank of learning strategies that dominant used by students is metacognitive strategy. In metacognitive strategy, overviewing comprehensively and self monitoring were dominant strategies that applied by students.

The fourth rank that popularly used by students is compensation strategy. According to Oxford (1990), compensation strategies classified into three classifications. They are adjusting the intended messages or guessing, coining words and synonym.

The fifth rank is social strategies. According to Oxford (1990), social strategies fall into six sets of classification. They are asking someone for clarification or for verification, asking someone for correction, cooperating with peers, cooperating with proficient users, developing culture understanding and becoming aware of others feelings and thoughts.

The last strategy used by students is memory strategy. Memory strategy helps the learner remember and memorize a particular things. According to Oxford (1990), memory strategies fall into three classifications. They are placing new words, structured reviewing and using mechanical technique .

Based on the explanation above, it showed that students applied almost all learning strategies, they combine cognitive, affective, metacognitive, compensation, memory and social. It showed that cognitive strategies was dominant strategies that used by students.

In the learning process, students can learn quickly in every subject or several subject. But, some students also face some problems in learning. In this case, students namely RYS and PA were cover their problems in learning writing by applied learning strategies in their learning process in writing subject. They covered their weaknesses by doing some ways in order to make their learning process in their writing was run well. The researcher investigated some ways as follows:

Based on Cognitive strategy, *using source for receiving and sending message* become the most strategy used by students. It make students more easy to getting information that related with their material in internet, or students open dictionary to find the difficult meaning of vocabulary. Translating and transferring also become dominant used by students in their writing.. Translating was used by students when they made a sentence into Bahasa then changing into English. Transferring was used by students when students made sentence based on structure, they write in Bahasa then changing into English. The students also applied translation. When the students made a note for the important things, and used it to their writing. It means that the students applied *taking notes*. When the students make summary to their writing and then explore in their

writing in long passage, it means that students applied summary.

Students also applied affective strategies in their writing. The researcher analyzed that students applied using progressive relaxation, using deep breathing, listening to music and using laughter. Before doing writing students made themselves relax in order to help them get inspiration in writing. It means that the students applied *progressive relaxation* and *deep breathing*. When the students listening to music in order to make them in positive mood, it means students applied listening music strategy in their learning writing. Students also applied laughter in their process of learning writing. Sometimes students make a joke with their friends, watching funny movie or doing fun activity with their friends in order to give pleasure for them. It means students applied laughter strategy.

The students applied metacognitive strategy in writing, but overviews comprehensively and self-evaluating were most used by students in writing process. In process of writing students write by remember the material that already known before. It means the students applied *overviews comprehensively* in their writing. The students check again their writing to make sure their writing

right or wrong, it means students used *self monitoring* strategy in their writing

Compensation strategies also applied by student in this class in writing process. When students made up new words, they try to make new words based on what they known even they did not know their words correct or incorrect. It means that students applied *coining words* in their writing. When students got difficulties to choose appropriate words in made sentence, students used the another words in the same meaning. It means students applies circumlocution or synonym strategy in their learning writing.

Based on memory strategies, students applied *structure reviewing*. They learned the material that already done before continuously in order to help them more easy in did writing task.

In the area of social strategy, the researcher analyzed that ask to the other for correction and ask to the other for clarification. When the students finished writing they asked to other to check their writing, checked the vocabulary, grammar and organization of their writing. When students found the difficulties in writing such as grammar, punctuation, organization and vocabulary they ask to their friends. When they confused about what they should do in their writing they also ask to their friends. If their friends did

not answer they ask to their lecturer. It means that students applied *ask someone for correction and ask someone for clarification strategy* in their writing. This strategy most often used in writing process.

Based on all the explanation above, students applied almost all learning strategies to overcome their problem in writing process. The used learning strategies in different way. It showed that RYS and PA that got higher score in writing applied learning strategies but in different classification of learning strategies.

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