

**LEARNING STRATEGIES USED BY THE 7<sup>TH</sup> YEAR STUDENTS  
OF MTS ASSALAAM SURAKARTA TO DEVELOP THEIR WRITING SKILL**



**RESEARCH PAPER**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Studying English is very complex. It has four skills that must be mastered if someone wants to be successful in English. Those are speaking skill, reading skill, listening skill, and writing skill. Each of them has close relation. The difficulty of each skill is relative, and it depends on themselves. Many people feel that English is a difficult subject. So, to be successful in mastering English, someone needs a special strategy. Anthony (1972: 5) said that strategy is a technique that is used to get the goal. Exactly, each student has different strategy to learn English. It depends on the style of individual learning. Language learning strategies include strategies for identifying the material that needs to be learned, distinguishing it from other materials, grouping it for easier learning, and formally committing the material to memorize when it does not seem to be acquired naturally (Cohen, 1998: 5).

As one of the four language skills, writing has always occupied a place in most English language course. One of the reasons is that more people need to learn writing in English for occupational academic purposes. English department students, especially, need to learn to write and to prepare themselves for the academic assignment that is thesis writing. Thus, in term of students needs, writing occupies an equal role with the other language skills. Hairston (1981: 4) maintains that writing on a subject makes active learners

rather than passive receivers of information. Based on the phenomena at the field, just few students have good ability in writing skill. Writing skill is a complex skill, because it needs many aspects to be mastered, namely vocabulary, grammar, and idea. Suryadiputra (1992: 7) maintains that grammar and vocabulary are used to convey ideas. If the ideas are meddled, they will not to be able to write about them well.

*Pondok Pesantren Modern Islam (PPMI) Assalaam Surakarta* is one of *pesantrens* in Solo. This school is a private education institution of Muslim built under *Yayasan Majelis Pengajian Islam (YMPI) Surakarta*, and located on suburb, which most of the students come from middle-class to high family and different city. This school has been supported by more complete facilities, like a big mosques with 5.000 moslems can pray in there, 72 rooms, MIPA laboratory, computer and language laboratory, internet facilities, and so on.

Like other common schools, MTS Assalaam Surakarta also gives English lesson in the class to the students. It includes four language skills, namely listening, speaking, reading, and writing. Writing as one of the skills constitutes a process to get product and it is influenced by some elements such as vocabulary, grammatical, organization, spelling and punctuation. Although the teacher in MTS ASSALAAM SURAKARTA uses communicative method to improve their students' interaction between teacher and students and build themselves confidents to uses English language, there are many students who have low mark in writing skill. It causes some problems faced by the students. Based on the interview with the students in this school, there are some

problems in writing in learning process, such as; (1) writing makes the students feel bored, it is not interesting, (2) It is difficult for the students to organize the assignment in writing, (3) Students feel difficult to express their idea.

Based on a student's writing the writer concludes that the students still confused in expressing her idea in writing. That can be seen when the writer commands her to write a paragraph. For example:

Hai friend's my name's Eny Pratiwi. I want about story my school. My school there is PPMIA (Boarding School Assalaam) my school there are in solo city. My school a have eight teen room class, six toilets, one room for headmaster, two room for teacher. And my school also a have garden and the yard. There is I am in seventh a now. I am be happy school in here.

That result is written by Pratiwi. She is one of the subjects of the research, who has middle mark. Generally, she has good enough idea. But, she can not explain her idea clearly and orderly. So, it makes her writing still poor. In structure, the writer concludes that she is still confused of the grammar. That can be seen in her writing result in which there are many mistakes, such as; (1) I want about story my school, the correct answer is I want to tell the story about my school, (2) My school there are in solo city, the correct answer is my school is in solo city, (3) My school a have eight teen room class, the correct answer is My school has eighteen class rooms, (4) Two room, the correct answer is two rooms, (5) My school a have garden, the correct answer is My school has garden, (6) I am be happy, the correct answer is I am happy.

From the background above, the writer conduct a study entitled **LEARNING STRATEGIES USED BY THE 7<sup>TH</sup> YEAR STUDENTS OF MTS ASSALAAM SURAKARTA TO DEVELOP THEIR WRITING SKILL.**

### **B. Problem Statement**

The problem statement is “What are the learning strategies employed by the 7<sup>th</sup> year students of MTS ASSALAAM SURAKARTA to develop their writing skill?”

### **C. Objective of the Study**

In relation to the problem statements above, the objective of this research is to know what learning strategies used by the 7<sup>th</sup> year students of MTS ASSALAAM SURAKARTA to develop their writing skill.

### **D. Limitation of the Study**

In this research, the writer limits the subject of research only three students of the 7<sup>th</sup> year students of MTS ASSALAAM SURAKARTA to develop their writing skill based on the classification of learning strategies proposed by O’Malley and Chamot. Those students are mentioned below:

1. S I is student who has high mark in English subject.
2. S 2 is a student who has middle mark in English subject.
3. S 3 is a student who has low mark in English subject.

## **E. Benefit of the Study**

### 1. Practical benefit

- a. The finding of the research will be useful especially for students of MTS ASSALAAM SURAKARTA at the 7<sup>th</sup> who learn English.
- b. It also gives consideration for the English teacher at MTS ASSALAAM SURAKARTA and other English teachers especially in improving the students writing skill.

### 2. Theoretical benefit

This research will give a contribution for other researchers who are interested in analyzing and investigating the learning strategies of foreign language learners.

## **F. Research Paper Organization**

The organization of this research consists of five chapters. Chapter I is introduction, which covers background of the study, problem statement, limitation of the study, objective of the study, benefit of the study and research paper organization.

Chapter II is underlying theory. It contains review of previous study, and finds some related studies which deal with the notion of learning, the notion of learning strategy, the notion of language teaching, the classification of the language learning strategy and the notion of writing.

Chapter III is research method. It consists of research type, subject and object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is data analysis and discussion. It includes the implementation of learning's strategies in developing writing skill, the result of students' writing, the comparison learning strategies used by three students, the similar strategies used by the three subjects of the study and the differences used by the three students of the study.

Chapter V is conclusion and suggestion. In this chapter the writer draw conclusion and propose the suggestion.