A CASE STUDY ON THE STUDENTS’ LEARNING STRATEGIES TO DEVELOP WRITING SKILL AT SEKOLAH MENENGAH PERTAMA NEGERI 2 KELING AT THE 8th YEAR

RESEARCH PAPER

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by

NAJMIYATUN NAFIAH
A. 320040269

SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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CHAPTER I

INTRODUCTION

A. Background of the Study

Studying English is not easy for many Indonesian students. It is because of English as a foreign language. Foreign language is the language that is being learned, not spoken in the local community (Cohen, 1998: 4). Although English is a foreign language, it is very important to be mastered, because it is as an International language. For Indonesian, education world, English is one of important subjects. It is one standard for Indonesian students to be graduated from junior and senior high school.

Studying English is very complex. It has four skills that must be mastered if some one 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, some one needs a special strategy. 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).
Teaching English in Indonesia is focused on the ability of student’s communication. The communication can be in oral and written forms. The learners should be capable of the four language skills, namely: listening, speaking, reading, and writing. The learners should have abilities in reading and listening to support their speaking and writing.

Writing is one of the important skills in teaching English. It has always occupied a place in most English language course. One of the reasons is that more and more people need to learn writing in English for occupational or academic purposes. To write well, people must have good capabilities in writing. Moreover, someone who wants to write the essay the writer must be able to organize the idea, to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange the writing into cohesive and coherent paragraphs and texts.

The appropriate teaching methods are needed in teaching-learning process, especially in teaching writing. Method is treded at the level of design in which the roles of teachers, learners and instructional materials are specified. The method is theoretically related to an approach and is organizationally determined by design (Fauziati, 2001: 5). In writing takes time and energy, it’s a long process. The students usually get difficulties in starting their writing. That will cause many students waste evaluable time just for getting started. So it needs to use appropriate method in teaching writing, in order to produce good writing.

There are many techniques in teaching writing such as brain storming, free writing, questioning, clustering, mapping, listing, observation and inference, a
discovery frame and specific external sources. When the teachers teach English in the school, they will find many phenomena. They will find many students who have good writing skills ability, many students who have middle ability, and maybe they will find many students who have low ability in writing skill. Those phenomena depend on each student and they are also influenced by the student’s learning style.

The example of paragraph writing by a student of Sekolah Menengah Pertama Negeri 2 Keling.

He Went Home by Ship

Two weeks ago Dendi went to Kendari, because he had his holiday for two weeks. He booked a ship ticket several days before the departure of the ship, because the departure was not everyday. At about 4 p.m. on Saturday his friend, Edi, took him from his boarding house to Tanjung Priok harbour by car. Then, Dendi went aboard the ship. What a long journey it was! Dendi was very tired but he was very happy.

The analysis structure of the writing paragraph by a student of Sekolah Menengah Pertama Negeri 2 Keling:

1) Orientation: Two weeks ago Dendi went to Kendari, because he had his holiday for two weeks.
2) Event 1: He booked a ship ticket several days before the departure of the ship, because the departure was not everyday.
3) Event 2: At about 4 p.m. on Saturday his friend, Edi, took him from his boarding house to Tanjung Priok harbour by car.
4) Event 3: Then, Dendi went aboard the ship.

5) Reorientation: The ship arrived at Kendari at about 3 p.m. on Thursday, so, it needed 5 days to go home by ship.

Based on the background above, the writer decides to carry out a research entitled “A Case Study on the Students’ Learning Strategies to Develop Writing Skill at Sekolah Menengah Pertama Negeri 2 Keling at the 8th Year”.

B. Research Problems

This research is concerned with the following problems

1. What are the learning strategies to develop writing skill by the students of Sekolah Menengah Pertama Negeri 2 Keling at the 8th year?

2. How is the final result of the students?

C. Limitation of the Study

In this research the writer limits her research on the learning strategies to develop writing skill especially in writing recount and narrative at Sekolah Menengah Pertama Negeri 2 Keling at the 8th year in 2007/2008 academic year.

D. Objective of the Study

The objectives of the research are:

1. To describe the students’ learning strategies to develop writing skill at Sekolah Menengah Pertama Negeri 2 Keling at the 8th year.

2. To describe the students final test result in writing skill.
E. Benefit of the Study

The significance of this research may include the following item:

1. Theoretically
   a. The result of the research can be used as input in English teaching learning process, especially in teaching writing.
   b. The result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process.

2. Practically
   The result of this research will be helpful both for students and teacher to reduce the problems in teaching and learning English in teaching writing.

F. Research Paper Organization

Chapter I is introduction that consists of background of the study, research problems, limitation of the study, objective of the study, benefit of the study and research paper organization.

Chapter II is review of related literature. This chapter discusses previous study, and underlying theory, notions of language learning, the notions of learning strategy, notions of language learning strategy, the classification of learning strategy, writing skill.

Chapter III is research method. It deals with the type of research, subject and object of the research, data and data source, method of collecting data, and technique of analyzing data.
Chapter IV is research finding and discussion. This chapter presents with the implementation of learning strategies in developing writing skill, and the result of students’ writing.

Chapter V draws conclusion and suggestion.