STRATEGIES USED BY THE HIGH AND LOW WRITING ABILITY STUDENTS TO DEVELOP WRITING SKILL AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA

ARTICLE PUBLICATION

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA

2014

UNIVERSITAS MUHAMMADIYAH SURAKARTA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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STRATEGIES USED BY THE HIGH AND LOW WRITING ABILITY STUDENTS TO DEVELOP WRITING SKILL AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA.

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ABSTRACT

The research paper aims at finding out and describing strategies used by the high and low writing ability students to develop writing skill at Muhammadiyah University of Surakarta.The subject of this research are four students chosen based on the score of writing subject. The methods of collecting data are interview and observation. The result of this research shows that two students who have high mark and two students who have low mark in writing subject use almost all the learning strategies proposed by O'Malley and Chamot. However their attention in learning is different. Strategies used by the high writing ability students are eleven strategies which consist of five metacognitive strategies: advance organizer, directive attention, selective attention, self management and self evaluation; four cognitive strategies: resourcing, note taking, summarizing, repetition, and two social affective strategy: namely question for clarification and cooperation. Strategies used by the low writing ability students are six strategies which consist of three metacognitive strategies: directive attention, self management, self evaluation, one cognitive strategy that is translation, and two social affective strategies; question for clarification and cooperation.

Of the four students, the students who have high mark in writing subject uses highest number of learning strategies proposed by O'malley and Chamot. They use more metacognitive strategies than cognitive and social-affective strategies.

Key word: Learning strategies, Writing skill

1. Introduction

In English, there are integrated skills to be mastered such as: speaking, listening, reading and writing. Haycraft (1978:8) stated that there are various skills in mastering of language, namely respective skill, listening (understanding the spoken language), reading (understanding the written language), and productive skills-speaking and writing. Each of them has a close relation. For a lot of people, learning English is very difficult. Special strategies in learning English are very important to master English well. According to Gagne (in Brown: 2009) "strategies are one's internal ability to think, solve problems and make decisions".

Rayner and Riding (2002: 60) stated that "learning strategy as a set of one or more procedures that an individual acquires to facilitate the performance on learning task".A language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Based on Oxford (1989) "language learning strategies are behaviors or actions which learners use to make language learning more successful, self-direct and enjoyable". According to O'Malley and Chamot (1985: 582-584) "learning strategies are classified into three main categories, namely: metacognitive strategies, cognitive strategies and social affective strategies". Each classification strategy has many sub-categories. Usually people who use the suitable strategies will be successful in finishing their task. When learners learn English, they have to attend the all skills in English itself.

Using learning strategy in learning language is very important because of some reasons. First, learning strategies are good indicators for learners in making an approach closer for solving tasks or problems encountered during the process of language learning. Second, according to Oxford (1990: 1) "learning strategies are important for language learning because they are tools for active, self-directed movement, which are essential for

developing communicative competence". Third, according to Clouston (1997: 3) "using learning strategies help the learners understand well and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher". In conclusion, the learners who use proper learning strategies are going to be successful in learning language.

Of the four language skills, writing should also be mastered by the learners using some strategies. Therefore, the learners must know some strategies in writing such as: making outline, using picture, using dictionary, sharing with friends, using the tools (audio, audio-visual) or learning aids (a guide). Brown (2000: 113) stated that strategies are specifics methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Because of that the students should choose a good strategy.

Simon (1986) described writing as a "problem-solving activity". He arrives at this designation in his *the sciences of the artificial*where he classifies writing, among other discipline, as an "artificial system". Such a system is not a set of relationships that exists in nature for humans themselves to connect two differing environments. Writing connects the environment of individual inner thought processes and the outer world.

In English department of UMS writing is one of language skills that is taught to students. The skill is important as the thesis should be written in English students. As each student has own strategies to develop their writing skill, the researcher is interested in conducting this research to know what strategies are used by the high and low writing ability students at English education department of Muhammadiyah university of Surakarta to develop their writing skills.

2. Research Method

Type of the research conducted by the writer is case study. A case study is a problem to be studied. Which involves understanding an event, activity, process or one or more individuals. (creswell, 2002:61). The object of the research is strategies for developing writing skills used by four students of second semester, namely: Hindria, Kamila, Yulian, and Hemix. The data of the research are field note and the answer of interview. The data include the students attitude in learning english writing skill, their behaviors toward english writing skill, and their habits of using the strategies in learning english especially to master writing skill. The secondary sources come from their peers, lecturers, and their surrounding where the researcher may get additional information.

The writer used instrument of collecting data, namely: observation and interview. First, observation is a method of collecting data using observation to the research object. Object will be observed are the activities of learning strategies and the activities of the subject of the research in the classroom of four students of second semester of English Education Department of UMS. Second, interview is one of the techniques to collect data by having conversation with respondent for getting certain information from responden. The writer collected the data by interviewing the students. The writer conducted specific questions concerned with information related to the data needed, the question find out all about the learning strategies in learning writing skill four students of second semester at UMS which deals with writing. There are 26 questions that consist of three main subcategories of language learning strategy, namely: metacognitive, cognitive, and social affetive strategies. in addition, the writer is able to get the information which may be unable found through observation.

In analyzing the data, the writer analyzed the result of research and drew the conclusion from the result and also the suggestion for any further research. There are some

steps as follows: first, reducing the data, it is the process of making summary from the main points, arranging it and categorizing it based on as classification (Moleong, 2000: 190). The writer selected the data taken from observation and interview. Second, displaying the data, in this step, the writer described and discussed the selected data of the research in the form of systematic classification. Consequently, it is easy to be analyzed and to be understood. Last, drawing conclusion, in this step the writer made the conclusions and suggestions based on the displayed data.

3. Research findings and Discussion

Based on the interview and observation done by the writer with the four students of the second semester at UMS on May 30, 2014 in campus UMS, the writer collects the data related to answer the research problem of this research. It is about learning strategies in writing which deals with O'Malley et al theory including, metacognitive, cognitive, and social affective strategies.

3.1 Metacognitive strategies

Metacognitive strategies are a term to express executive function, or strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. In here the writer discussed the strategies which were used by the students on the research findings in metacognitive strategies.

The first study is advance organizer. According to the result from the interview and observation, the learners applied the advance organizer learning strategy in mastering their writing skill, they try to give attention to the teacher explanation. The second strategy is directed attention. The result of the classroom showed that, although the learners not always concentrate on the lecturer explanation but they always focus on the materials

which are derived by the lecturer. The third strategy is selective attention.according to the observation and interview, the learners read again her note, to remain of certaion formula or sentence. The fourth strategy is self management. In this case, after knowing their skills, the learners understand the condition that help their succes in learning, they also control their mood to still focused. The last strategy is self evaluation, in learning writing the learners evaluates the production and their ability in writing, they ask to their friends to correct their assignment.

3.2 Cognitive strategies

Second, cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. In here, the writer discussed the strategies which were used by the students based on research findings in cognitive strategies.

The first strategy is repetition. According to the results of interview and observation, the writer concluded that the application of the repetitoion learning strategy is good in improving writing skill because the learners often repeat their teacher speech to add their pronounciation.cing. from the research findings, it can be showed that the learners applied

The second strategy is resourcing learning strategy in mastering their writing skill. Learners need reference sources of information to improve their writing subject.

The third strategy is translation. According to the results of interview and observation, the learners applied this strategy, because the learner makes in indonesian first, then translate in to english in writing.

The last strategy is note taking, according to the results, the writer concluded that the learners applied the note taking strategy in mastering their writing skill by make keyword to remember the material.

3.3 Social-affective strategies

In here, the writer disccussed the strategies used by the students based on the research findings in social-affective strategies. The first strategy is cooperation. According to the result, the learners always work togeteher with peer in solving the problem. The last strategy in social affective strategy is question for clarification strategy, the high and low writing ability students uses this strategy but in different ways. If they get some difficulties about the lesson, the high writing ability students always ask to the lecturer to explain about the material and sometime they ask their friends. But the low writing ability students only ask their close friend when get difficulties. Based on the observation with their lecturer, they are classified into passive learners.

After analyzing the data of this research, the researcher would like to discuss the description of the learning strategies used by the high and low writing ability students as the subjects of this study of the case study in writing skill. The high writing ability students use more strategies than the low writing ability students.

The writer focuses on the students of English education department in Muhammadiyah University of Surakarta. To master writing skill the high writing ability student 1 (Hindria) applies eight strategies proposed by O'malley and Chamot. Those are four metacognitive strategies; advance organizer, directed attention, selective attention, self management. Three cognitive strategies; resourcing, note taking, summarizing and one social affective strategies namely question for clarification. The high writing ability student 2 (Kamila) applies eleven strategies, five metacognitive; advance organizer, directed attention, selective attention, self management and self evaluation strategy, four cognitive strategies; repetition, resourcing, translation, note taking and two social affective strategies; namely question for clarification and cooperation. The student who have low mark 1 (Yulian) used five strategies, namely three metacognitive strategies; directive

attention, self management, self evaluation, one cognitive strategies; namely translation, and one social affective strategies; question for clarification. However the low writing ability student 2 (Hemix) just applies three strategies, thoese are one metacognitive strategies; directive attention and two social affective strategies; namely question for clarification and cooperation. He does not use cognitive strategies.

4. Conclusion

Based on the data findings, the implementation of learning strategies in writing skill of the students who have high and low mark are metacognitive strategies, cognitive strategies, and social affective strategies.

The high writing ability student 1 (Hindria) uses four subcategories in metacognitive strategies, those are advance organizer, directive attention, selective attention and self management. In cognitive strategies the student (Hindria) uses three strategies, namely resourcing, note taking and sumarizing, and in social affective strategies uses question for clarification and cooperation.

The implementation of metacognitive strategies of the high writing ability student 2 (Kamila) are advance organizer, directive attention, selective attention, self management, self evaluation. While in cognitive strategies the student (Kamila) uses four subcategories, namely repetition, resourcing translation, and note taking, and uses all subcategories of social affective strategies.high writing ability students

So, the total strategies used by the high writing ability students are eleven strategies which consist of five in metacognitive strategy; advance organizer, directive attention, selective attention, self management and self evaluation, four in cognitive strategies; resurcing, note taking, summarizing, repetition, and two in social affective strategy; namely question for clarification and cooperation.

The low writing ability student 1 (Yulian) applies three in metacognitive strategies, namely directive attention, self management and self evaluation. Then in social affective strategies the student (Yulian) only use one subcategories, there is question for clarification.

The last student also the student who have low mark in writing subject, he is (Hemix). The students (Hemix) use one subcategories in metacognitive strategy, namely directive attention. But the student (Hemix) does not use cognitive strategy, and that student use all subcategories of social affective strategy.

The total strategies used by the low writing ability students are six strategies which consist of three in metacognitive strategies; directive attention, self management, self ealuation, one in cognitive strategies that is translation, and two in social affective strategies; question for clarification and cooperation.

There are the differences between strategies used by the high and low writing ability students. Based on the analyzes, the students who have mark in writing subject mostly use the metacognitive strategy, but the students who have low mark mostly use the social affective strategy. The low writing ability students tend to have interaction with lecturer or friend, to understand about the material.

So, based on the analysis above the writer concludes that by using the learning strategies, the students could improve their interest to study in writing and it could stimulate the students to comprehend better. In the action, the students give different response in applying learning strategies to develop writing skill.

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