

**LEARNER'S STRATEGY IN DEVELOPING WRITING SKILL : A CASE  
STUDY AT THE EIGHTH GRADE OF SMP N 2 BANYUDONO  
STUDENTS IN 2016/2017 ACADEMIC YEAR**



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

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SKILL : A CASE STUDY AT THE EIGHT GRADE OF  
SMP N 2 BANYUDONO STUDENTS IN 2016/2017  
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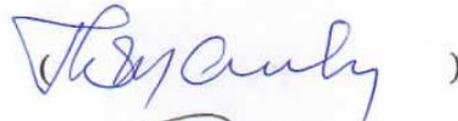
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**ABSTRAK**

Penelitian ini tentang strategi belajar yang digunakan oleh siswa kelas 8 di SMP N 2 Banyudono untuk mengembangkan kemampuan menulis mereka. Subjek dari penelitian ini adalah empat siswa. Teknik pengumpulan data yang digunakan adalah kuesioner dan interview.

Hasilnya menunjukkan bahwa keempat subjek menggunakan hampir semua strategi yang diajukan oleh O'Malley dan Chamot, meskipun strategi yang digunakan berbeda-beda. S1 menggunakan Sembilan strategi yang terdiri dari dua metacognitive strategi; planning dan evaluating, enam cognitive strategi; induction, imagery, auditory representation, making inferences, using resources, dan elaboration of prior knowledge, serta satu social/affective strategi; self-talk. S2 menggunakan enam strategi yang terdiri dari satu metacognitive strategi; monitoring, empat cognitive strategi; summarizing, making inferences, using resources, dan elaboration of prior knowledge, serta satu social/affective strategi; cooperating. S3 menggunakan enam strategi yang terdiri dari dua metacognitive strategi; monitoring dan evaluating, tiga cognitive strategi; induction, imagery, dan making inferences, serta satu social/affective strategi yaitu self-talk. Terakhir, S4 menggunakan enam strategi yang terdiri dari dua metacognitive strategi; planning dan evaluating, dua cognitive strategi; imagery dan making inferences, serta dua social/affective strategi yaitu clarifying dan self-talk.

Kata kunci: strategi, strategi belajar, writing

**ABSTRACT**

This research investigated learning strategies used by eight grade students of SMP N 2 banyudono to develop their writing skill. The aims of this research are to know the strategies used by the eighth grade students of SMP N 2 Banyudono to develop their writing skill, the dominant strategies used, and how they applied the strategies. The subjects are four students. The techniques for collecting data are questionnaire and interview.

The result shows that four subjects use almost of all strategies proposed by O'Malley and Chamot, although the strategies used are different. S1 uses nine strategies that consist of two metacognitive strategies, namely planning and evaluating, six cognitive strategies: induction, imagery, auditory representation, making inferences, using resources, and elaboration of prior knowledge, and also one social/affective strategies called self-talk. S2 uses six strategies that consist of one metacognitive strategy namely monitoring, four cognitive strategies: summarizing, making inferences, using resources, and elaboration of prior knowledge, and also one social/affective strategy called cooperating. S3 uses six

strategies that consist of two metacognitive strategies namely monitoring and evaluating, three cognitive strategies: induction, imagery, and making inferences, and also one social/affective strategy called self-talk. The last, S4 uses six strategies that consist of two metacognitive strategies namely planning and evaluating, two cognitive strategies namely imagery and making inferences, and also two social/affective strategies called clarifying and self-talk.

*Keywords: learner, learning, learning strategy, writing skill*

## **1. INTRODUCTION**

Every nation has different media to communicate with others using language. English becomes the most important language in the world. It becomes international language used by all of people in the world. In Indonesia, English is one of foreign languages and the most important language to learn. In globalization era, everyone should understand about the international language, to be expert in every developmental access.

As an international language, English language is not only used for communication, but also for academic requirement. The aim of English language learning, is to master English language as a communication media, in spoken and written, and also expert in the four skills in English, namely : reading, speaking, listening, and writing. The productive aspects in English are listening and speaking, and the receptive aspects are reading and writing.

Writing is one of language skills. Rivers (1981: 294) states that writing is conveying information or expression of original ideas in a consecutive way in the new language. Based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities.

In this research, the researcher takes the focus of learning writing. Learning can broadly be defined as any process that in living organisms leads to permanent capacity change and which is not solely due to biological maturation or ageing (Illeris 2007, p. 3). Learning is a change of human side in their capacity for long time. Learning also a process of human change in their social life. According to Wakefield (1996: 364) learning can be

described as a relatively permanent change in the behavior of an individual based on his/her experiences or discoveries. Thus the processes of experience and discovery lead to a new understanding of the world and ourselves, and enable us to apply the acquired knowledge in new situations.

Learning may change someone's behavior. In a way of learning, the strategies are required in learning; it is called learning strategies. Learning strategy refers to "characteristics we want to stimulate in students to enable them to become more proficient language learners". (Oxford, 1990, p.ix). Strategies must first be identified as important to a given task, and then, they are purposely taught. For example, a common task teachers use is to ask students to make a written summary of information acquired from listening to or reading text. The task is to say or write the main idea. This is a cognitive strategy known as summarizing. Strategies are specific means that learners use to learn or improve their language. There are many different kinds of learning strategies, depending on the content and tasks. The example of writing course in junior high school is writing a text using descriptive text. The students learn the descriptive text from the basic principle, the rule, and then they try to make it. In conducting research, the researcher formulates some problem statements. Based on the background of study above, the problem statements are as follows:

what are the strategies used by 8<sup>th</sup> grade students of SMP N 2 Banyudono to develop their writing skill in 2016/2017 academic year?

What is the dominant strategy used by 8th grade students of SMP N 2 Banyudono to develop their writing skill?

How do they apply the strategies?

In relation to the problem statement in this research, the objectives of this research are to know (1) the strategy applied by 8<sup>th</sup> grade students of SMP N 2 Banyudono to develop their writing skill in 2016/2017 academic year, (2) know the dominant strategy used by 8<sup>th</sup> grade students to develop their writing skill, and know (3) how do the students apply the strategies.

Then, the researcher formulates the benefits of this study that are divided into two, practical and theoretical benefits. The practical benefits are (1) The result of this research will be useful for students of grade 8 of SMP N 2 Banyudono in learn English, and (2) It gives confidence for the English teachers in SMP N 2 Banyudono and also other English teacher in improving students' writing skill. The theoretical benefit, is in the form that this research will give contribution for other researchers who want to analyze and identify students learning strategies of English foreign students.

## **2. RESEARCH METHOD**

In collecting data about learning strategies used by the eighth grade students of SMP Negeri 2 Banyudono, the writer uses documentation and questionnaire. Documentation is described as a technique to get data from students. The documents of result explains learner's strategy in developing writing skill used by the eighth grade students of SMP Negeri 2 Banyudono. While a questionnaire is a data collection instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. In this research, the researcher uses the questionnaire to collect the data by taking random sampling of questionnaire.

To collect data about how students apply the strategies at the eighth grades of SMP Negeri 2 Banyudono in 2016/2017 Academic Year, the writer uses interview. Interview is conversation between interviewer and interviewee which has a certain purpose. Interview is the way to get information about problems faced by the eighth grade students of SMP Negeri 2 Banyudono in 2016/2017. The respondents are the teacher and students of the eighth grade students of SMP Negeri 2 Banyudono.

## **3. FINDING AND DISCUSSION**

### **3.1 The strategies used by students**

Based on questionnaire, the strategies used by the eight grade students of SMP N 2 Banyudono are planning, monitoring, evaluating, summarizing, induction, imagery, auditory representation, making inferences, using resources, elaboration of prior knowledge, cooperating,

clarifying, and self-talk. In applying the strategies, there is a difference between one and other subjects, as noted below :

Metacognitive strategies are terms to express executive function, which requires 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. The strategies used by S1 are planning and evaluating.

Cognitive strategies is a descriptive view of language comprehension which indicates that comprehension of both oral and written texts is active. The strategies used by S1 are induction, imagery, auditory representation, making inferences, using resources, and elaboration of prior knowledge.

Social/affective strategies consist of three sub categories. Those are cooperating, clarifying, and self-talk. The strategy used by S1 is self-talk.

As noted before, the learning strategies used by S2 in metacognitive strategy is monitoring.

The strategies used by S2 are summarizing, making inferences, using resources and elaboration of prior knowledge.

The strategies used by S2 in social/ affective strategy is cooperating.

The strategies used by S3 in metacognitive strategies are monitoring and evaluating.

The strategies used by S3 are induction, imagery, and making inferences.

In social/affective strategy, the strategy used by S3 is self- talk.

Metacognitive strategies as was noted before. The strategies used by S4 are planning and evaluating.

The strategies used by S4 in cognitive strategies are imagery and making inferences.

Social/affective strategies consist of three sub categories. Those are cooperating, clarifying, and self-talk. The strategies used by S4 are clarifying and self-talk.

Based on the questionnaire, there are some dominant strategies used by students namely: evaluating, imagery, making inferences, and self-talk.

Based on the interview, S1 applied the strategies by writing down the theme and making the framework, corrected the work, found another idea, viewed the object clearly, found other sources, and asked to her friends and teacher. Then, S2 applied the strategies by making framework, corrected the work, then tried to make an essay, and took some examples from other sources. S3 applied the strategies by writing down the theme and main idea then corrected it, tried to practice her ability by looking for the sample from other sources such as book and internet, asking for difficulties to the teacher and peer group. S4 applied the strategies by making schema and framework of main idea, corrected the schema, and asked the difficulties to the teacher and peer group.

### 3.1 Discussion

After finishing the research, the researcher presents the discussion of the research about learning strategies used by the eight grade students of SMP N 2 Banyudono.

Based on the questionnaire, the researcher finds that S1, S2, S3, and S4 almost used same strategies proposed by O'Malley and Chamot. They use Metacognitive strategies, cognitive strategies, and socio-affective strategies in developing writing skill. O'Malley and Chamot (1994) proposed fifteen learning strategies, three metacognitive strategies, nine cognitive strategies, and three socio-affective strategies. Based on the analysis, S1 applies two metacognitive strategies, six cognitive strategies, and one socio-affective strategy. Then, S2 applies one metacognitive strategy, four cognitive strategies, and one socio-affective strategy. S3 applies two metacognitive strategies, three cognitive strategies, and one

socio-affective strategy. Whereas S4 applies two metacognitive strategies, two cognitive strategies, and two socio-affective strategies. The similarities between the subjects, S1, S3, and S4, they almost use same strategies. But, there is only one strategy that similar with S2.

#### **4. CONCLUSION**

Based on the findings discussed in the previous chapter, the researcher can draw some conclusions. Based on the findings, the 8<sup>th</sup> grade students of SMP N 2 Banyudono use some of learning strategies in developing their writing skill. There are three learning strategies in this research. They are metacognitive strategies, cognitive strategies, and social/affective strategies. Metacognitive strategies contain three strategies, namely planning, monitoring and evaluating strategy. Cognitive strategies cover nine strategies; they are summarizing, induction, imagery, auditory representation, making inferences, using resources, grouping, note-taking, and elaboration of prior knowledge. The social/affective strategies consist of three strategies; they are cooperating, clarifying, and self-talk strategy. The dominant strategies used by the students are evaluating, imagery, making inferences, and self-talk strategy. While the strategies that are almost never used by the students are summarizing, cooperating, and clarifying strategy.

In applying the strategies, there are some differences of each subject. The amount of sub-strategies used is different, and also the kind of strategies used. S1 uses nine strategies, which consist of two metacognitive strategies, six cognitive strategies, and one social/affective strategies. The strategies used are planning, evaluating, induction, imagery, auditory representation, making inferences, using resources, elaboration of prior knowledge, and self-talk. S2 uses six strategies, that contain one metacognitive strategy, four cognitive strategies, and one social/affective strategies. The strategies used are monitoring, summarizing, making inferences, using resources, elaboration of prior knowledge, and cooperating. Then, S3 used six strategies that consist of two metacognitive strategies, three cognitive strategies, and one social/affective strategy. The

strategies used are monitoring, evaluating, induction, imagery, making inferences, and self-talk. The last, S4 used six strategies which contain two metacognitive strategies, two cognitive strategies, and two social/affective strategies. The strategies used are planning, evaluating, imagery, making inferences, clarifying, and self-talk.

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