# LEARNING STRATEGIES APPLIED BY SEVENTH GRADE STUDENTS IN LEARNING WRITING AT SMP N 3 KARTASURA

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in English Department

by

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# APPROVAL


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## PUBLICATION ARTICLE


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# LEARNING STRATEGIES APPLIED BY SEVENTH GRADE STUDENTS IN LEARNING WRITING AT SMP N 3 KARTASURA

## Abstrak

Penelitian ini bertujuan untuk menjelaskan strategi pembelajaran yang digunakan siswa kelas tujuh pada pembelajaran writing.ObjekPenelitianiniadalahsiswa yang menggunakanstrategipembelajaran di SMP N 3 Kartasura.Jenis penelitian ini adalah kualitatif.Penelitianmenggunakanstrategipembelajarandari O'Malley's Taxonomy terdiri atas; metacognitive, cognitive, dan socio-affective strategi. Subjek penelitian adalah siswa SMP N 3 Kartasura yang dikategorikanmenjadi 2 kategori, yaitu: S1 (prestasi tinggi) dan S2 (prestasi rendah) berdasarkan kemampuan mereka pada writing skill. Metode pengumpulan data adalah observasi, wawancara, dan dokumen. Untuk menganalisis data penulis menggunakan step yaitu reducing, explaining, dan penarikan kesimpulan. Hasil penelitian menunjukan S1 (prestasi tinggi) menggunakan metacognitive strategi yaitu; advanced organizer, directed attention, self-management, functional planning, self-monitoring, dan self-evaluation.Pada cognitive strategi, mereka menggunakan repetition, translation, grouping, note taking, dan contextualization.Strategi terakhir yang digunakan S1 adalah socio-affective strategi, yang mana meliputi; cooperation dan question for clarification. Penelitimenunjukkan S2 menggunakanstrategipembelajaranlebihsedikit daripada S1, metacognitive strategi mereka menggunakan directed attention, delayed production, selective attention, dan self-management. Pada cognitive strategi S2 menggunakan repetition, translation, deduction, keyword, note taking, dan elaboration.Pada socio-affective strategi pembelajaran S2 menggunakan cooperation dan question for clarification.

Kata Kunci : ketrampilan menulis, LLS, O'Malley's taxonomy, metacognitive strategi, cognitive strategi, dan socio-affective strategi.

## Abstract

The study is aimed at describingthe learning strategies used by seventh grade students in learning writing. The object of the study in this research is language learning strategies used by the students in writingat SMP N 3 Kartasura. This research is qualitative research. The research uses learning strategies by O'Malley's Taxonomy consisting of metacognitive, cognitive, and socio-affective learning strategy. The subjects of the research are students of SMP N 3 Kartasura categorized into 2 categories, namely: S1 (high achievers) and S2 (low achievers) based on their ability in writing skill. The methods of collecting data are observation, interview, and document. In analyzing the data the writer takes the steps of reducing, explaining, and drawing conclusion.The result of this research shows that S1 (high achievers) used metacognitive strategy there are; advanced organizers, directed attention, self-management, functional planning, self-monitoring, and self-evaluation. In cognitive strategy, they used repetition, translation, grouping, note taking, and contextualization. The last strategy used by S1 is soci-affective learning strategy

which covers they used cooperation and question for clarification. The research shows that S2 (low achievers) use fewer number at learning strategies than S1 such as; metacognitive learning strategy, they used directed attention, delayed production, selective attention, and self-management. In cognitive strategy S2 used repetition, translation, deduction, keyword, note taking, and elaboration. In socio-affective learning strategy S2 uses cooperation and question for clarification.

**Keyword :** writing skill, LLS, O'Malley's taxonomy, metacognitive strategies, cognitive strategies, and socio-affective strategies.

## 1. INTRODUCTION

English is an international language which is used in economy, business, education, politics, etc. This is why Indonesia adopts it as foreign language which should be learned in school. To master the language there are four skills which should be learned, namely; listening, reading, speaking, and writing. Of the four skills, writing is considered as the most difficult skill to master. It is due to the fact that there are many elements contribute to good writing.

Caudery (2015: 126) states that "the process of writing includes planning, drafting, and revising". Besides, process of writing stages like planning, drafting, and revising in writing is one of the ways to create a good product. It implies that in writing students should have a plan before writing.

In order to improve their writing skills, students can apply many strategies to overcome their difficulties in writing. Learning strategies refers to learners' way in applying particular techniques to accomplish learning tasks. There are some theories about learning strategies used by some experts, such as Rubin's Taxonomy, O'Malley's Taxonomy, Stern's Taxnomy, and Oxford's Taxonomyin Fauziati (2015: 24). Learning strategies is an individual way to learn skills and to facilitate students in learning tasks. Learning strategy help them in writing and this strategies is very helpful related with choice of word and related topic (Fauziati, 2015: 216).

O'Malley's categorizes the strategies into three, namely: metacognitive strategies, cognitive strategies, and socio-affective strategies (Fauziati, 2015: 26). It seems that there are so many strategies which can be applied by students in

developing their writing skill. By applying effective learning strategies students can identify their understanding in writing and improve their writing skill.

In the context at process of writing skills in teaching-learning in SMP N 3 Kartasura, students can be categorised as good and fair. Class VII B consist of 32 students. Students who have good categories, get 8-10 (19 students) or categories as S1 (high achievers). Students categorized as poor get 4-7 (13 students) or categories as S2 (low achievers).

The reason the researcher conducts this research is to identify the learning strategies that apply in learning writing. By identifying the types of learning strategies, the researcher can give the results to the teacher the teacher can teach the study strategies suitable for learning writing.

Based on the background of the study, the researcher formulates the problem statement of the study is "What are the strategies used by students in learning writing?" In the problem statement have general subsidiary question, there are:

1. What are the learning strategies used by high achievers (S1) in learning writing?
2. What are learning strategies used by low achievers (S2) in learning writing?.

Dealing with the this problem, the objectives of the study are to analyze learning strategies used by seventh grade students conclude of high achievers and low achievers in learning writing using O'Malley's Taxonomy.

To help the researcher aranges this paper, she uses several literature review as her references. They are *The Effect of Various Strategies of Learning on Writing Skill of Scientific Work* by Toufik Muhammad, *The Effect of Training in Learning strategies of Writing in Improving student's Writing skills: Hawassa University Students in Focus* by Ayele Arfidho Zeleke. In Okasha, Mohammed A and A.Hamdi Sani entitled *Using Strategic Writing Technique for Promoting EFL Writing Skills and attitudes* (2014),Lestari Budi study entitled *The Effectiveness of Fun Learning Strategy in Narration Writing by Seventh Grade Students at SMP N 3 Godean Sleman.*

## 2. RESEARCH METHOD

The object of the research is learning strategies used by students in developing component of writing in teaching learning process in SMP N 3 Kartasura. She tries to observe the students used learning strategy in learning writing. The type of the study is descriptive qualitative research. The method of collecting data is observation, interview, and document. The data and data source are divided into two namely oral and more in-depth information, namely: event, information, and document. Technique of collecting data in this research as follows: (1) Reducing data, means the researcher is choosing and selecting the data into a good data, then make conclusion (2) Explaining Data means the researcher explains the data about learning strategies by O'Malley's Taxonomy which help the students in doing assignment in writing process (3) Drawing conclusions is the researcher draw of conclusion from the data are applied by high achievers and low achievers in order to get good result in writing process. The last is credebility of data is triangulation or social science. In this researcher will describe the learning strategies used by seventh grade students in learning writing at SMP N 3 Kartasura.

## 3. FINDINGS AND DISCUSSION

This research tells us about learning strategies by O'maalley's Taxonomy used S1 and S2 in learning writing process. O'Malley's Taxonomy have three categories of learning strategies, namely: metacognitive, cognitive, and socio-affective learning strategies. In learning writing process have three stages, as follows: planning, drafting, and revising. In this research divided two subject there are S1 (high achievers) who students have good ability in writing skill, they are get score 8-10. S2 (low achievers) who students have low ability in writing skills, they are get score 4-7.

In planning stages S1 used more learning strategies. From O'Malley's taxonomy, they are: metacognitive, cognitive, and socio-affective learning strategies. Planning used metacognitive learning strategies, there are: self-

management, selective attention, functional planning, self-monitoring, and self-evaluation.

Metacognitive strategy in planning stages used by S1 is self-management. Self-managemet in planning stages was also shown when students are doing assignment. They checked their grammar before writing the sentence. They always open the material on their book or from another module related with material. Second strategy is selective attention. This strategy used by students in order to they can choose the appropriate vocabularies in their sentence. Students use selective attention in their planning stage to make their written form on their task correctly before they submit it to their teacher.

Another strategy used by S1 in planning stages from metacognitive strategy is functional planning student's anticipation before they get the materials from teacher. Usually S1 are studying at home before they get the materials at school. Self-monitoring means students can check the vocabularis and punctuation used in their assignment before they submit it to the teacher. The last strategy used by S1 in planning stages is self-evaluation. In self-evaluation students or S1 always check their vocabulary, grammar and punctuation to reduce their mistake.

Second strategy used S1 in planning stages is Cognitive strategy. In cognitive strategy S1 used translation, repetition, and note taking. There strategy used S1 to get high score in learning writing ability. Translation students can translate the meaning if they don't understand about materials or question to easily understaning that. Repetition to reduce their difficulties on learnin writing. Note taking used by S1 help them in answering question because there is some vocabularies they use to answer the question taken from their note taking.

Third strategy is socio-affective strategy by O'Malley's taxonomy. In planning stages they used cooperation and question for clarification. S1 used cooperation in learning strategy to develop her writing because she get a feedback from other friend get new information from some another book. Another strategy used by S1 is question for clarification. She used feedback and

pool information whenever she finds another answering question to get the correct answering.

Learning strategies used in drafting stages by S1 from O'Malley's taxonomy there are; metacognitive, cognitive, and socio-affective learning strategy. In metacognitive strategy S1 applied advanced organizers, directed attention, self-management, self-monitoring, and self-evaluation. In cognitive strategy S1 applied repetition, translation, grouping, note taking, and imagery. From of all S1 applied that strategy to get good score and classify the materials based on the topic. They use note taking has function to write an idea, outline, and important poin in their writing and summary from student's product. The last strategy is imagery, students develop idea related new concept in memory in order the familiar to understand of reader. Imagery is very important in writing, because imagery can develop of information the writer.

The last learning strategy used by S1 in drafting stages is socio affective learning strategy. In this strategy they only applied cooperation. In cooperation students worked of the question with friend, another friend can give feedback when thry are give different explanations, which their share with friend to increase knowledge.

Third stages on process learning writing are revising. In revising stages S1 used learning strategy by O'Malley's Taxonomy, namely: metacognitive, cognitive, and socio-affective learning strategy. In metacognitive strategy on revising stages students applied of self-management and self-monitoring. In self-management, S1 can manage the sentence they write appropriate with the situation. Self-monitoring as students corrrecting of language speech in choice of vocabulary, utilizing grammar in students write on writing product.

In cognitive strategy S1 uses note taking, repetition, and contextualization. S1 uses note taking to develop in revising writing ability because she open note from the teacher and dictionary to check the material and correct spelling. Repetition used by S1 to create the same formula in sentence to imitate the teacher explanation. The last strategy uses S1 in revising stages on

cognitive strategy is contextualization. Contextualization in revising has function to place that sentence related context makes by writer or students.

The last strategy used by S1 in revising stages is socio-affective learning strategy. S1 uses two types of socio-affective learning strategies namely; cooperation and question for clarification. S1 use cooperation in her writing skill, because the situation in writing class usually in a group. S1 applied of question for clarification their assignment to minimize mistake about spelling, grammar, and word before their assignment submit to the teacher to get a good result in her writinng.

Learning strategies used by Low achievers (S2) are students of SMP N 3 Kartasura. The researcher uses 3 low achievers in this research to know their learning strategy in teaching learning process. From of all stages writing process, S2 used learning strategy by O'Malley's taxonomy, namely; metacognitive, cognitive, and socio-affective learning strategy.

To develop planning in writing process S2 uses metacognitive strategies. S2 uses types of metacognitive strategies, namely; delayed production and directed attention in his writing process in planning stages. Delayed production used by S2 to delay task or activity from teacher, it because they are confuse with the vocabulary and outline they have made.Directed attention applied S2 in planning stages. S2 use that strategy because that strategy can help students in doing task. They are doing the task used that strategy but they can not answer of question or makes sentence related that material or ideas develop paragraph to get good product.

In planning stages, S2 applied cognitive learning strategy by O'Malley's taxonomy in her process writing skills. S2 only applied some learning strategies; there are deduction, translation, and keyword. Deduction S2 have planning in writing process but they don't apply it to make the correct spelling. In other way S2 use translation strategy in order to be understand with the meaning of sentence. The last S2 uses keyword to make easy in doing exercise or task from teacher. In planning stages S2 uses all types of socio-affective learning strategies to develop planning in writing process. S2 asks more friends when he doesn't

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know the correct spelling in doing activity. It seems that this students use socio-affective learning strategies especially in question for clarification with his friend about how to write the correct spelling. Cooperation used by students to cooperate doing of activities when discuss with group. This strategy was applied by S2, because they believe that doing exercise in group is very easy. Whereas in individually activity they also asks the other to get the correct written form.

In drafting stages process writing is very important, because in drafting students have creativity to write their idea. Before drafting stages they have a clear outline as direction when they learn in writing process. In cognitive strategy they used two strategy, they are: delayed production and selective attention. Delayed production can be seen when students consciously write "twoelef", but he does not check in dictionary what is the correct spelling to write "twelve". In selective attention students choose the appropriate word to create a good sentence.

S2 uses strategy in drafting stages that is repetition and note taking. In repetition, S2 often use the word is repeated, but they don't understand the meaning of word. They just write the word without checking the right of spelling they have written. Another strategy used by S2 is note taking. S2 also uses some note when the teachers explain they make a note taking. This can be used by them to create some sentence in doing the exercise. S2 can be quickly written a sentence taken from the note taking has.

The last strategy used by S2 in drafting stages on writing process is socio-affective strategies. In this strategy students only use cooperation strategy. Cooperation strategy used by students to get feedback and pool information from other friend.

The last writing process is revising stages. In revising stages students are checking again the product of writing from spelling, grammar, punctuation or appropriate word in sentence. S2 uses learning strategy from metacognitive strategy, namely; self-monitoring and selective attention. In self-monitoring used by low achievers (S2) to minimize mistakes on spelling, grammar, appropriate word related with sentence. Another strategy used S2 in revising stages is

selective attention. Selective attention used by S2 to attend word in arrange of sentence or choice vocabulary in related sentence. Selective attention used by S2 to minimize mistake in order to get high score as S1.

In cognitive strategies S2 uses repetition, translation, and elaboration. Repetition used by students to makes sentence related with the picture in module. Second strategy uses S2 in cognitive strategies is translation. Translation always S2 used to easy understand of materials. By using translation students can be easily create the sentence related the picture. The last strategy used by S2 in revised stages is elaboration. In elaboration relating the new information to make another concept from idea someone. It implies that in elaboration strategy students should have new information when revised sentence or writing product. So, cognitive strategy is very important applied in learning writing by students to be easily materials and revised the correct spelling.

In revising stages on writing process, the students also uses socio-affective learning strategy include cooperation and question for clarification. There are two strategy can be applied by students in learning writing. Students ask with friend to make a question for clarification to get correct answering question. In other side students used cooperation strategy to get pool information or feedback, if they confuse with materials. To minimize mistakes in revising stages students ask with friend to check of writing product before give score by teacher.

## 4. CONCLUSION

Based on the analysis, the writer would like to draw the following conclusion: In metacognitive strategy S1 (high achievers) uses advanced organizers, directed attention, self-management, functional planning, self-monitoring, and self-evaluation. In cognitive learning strategy, they used repetition, translation, grouping, note taking, and contextualization. The last strategy used by S1 is socio-affective learning strategy they used cooperation and question for clarification.

The research shows that S2 use learning strategy less than S1 such as; metacognitive learning strategy, in which they used directed attention, delayed production, selective attention, and self-management. In cognitive strategy S2 used repetition, translation, deduction, keyword, note taking, and elaboration. The last strategy proposed by O'Malley's Taxonomy used by S2 is socio-affective learning strategy. In this strategy S2 used cooperation and question for clarification.

There is a different learning strategy used by S1 and S2, it makes this score also different. S1 practice learning strategy more than S2 that make S1 more accurately in doing their task than S2.

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