

**LEARNING STRATEGIES USED IN WRITING SKILL BY THE STUDENTS AT
THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**



RESEARCH PAPER

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by

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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 by the learners if they want to be successful in English. Those are listening skill, speaking skill, reading skill and writing skill. Each of them has close relation and the difficulty of each is relative. Many people think that English is a very difficult subject. So in mastering English, people need a strategy to make them easier in learning English. "Language learning strategies include strategies for identifying the material that need to be learned, distinguishing from other materials, grouping it for easier to memorize when it does not seem to be acquired naturally" (Cohen, 1998: 5)

Speaking skill is more dominant activity in learning English, but writing is also important to be mastered. Holiday (1998) stated "that writing emerged in societies as a result of cultural changes, which created new communication needs." 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: 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, however much vocabulary and grammar they know.

Writing is very important, so in UMS especially in English Department writing subject is given to the students from the first semester until the forth semester. The lesson given by the lecturer is step by step in order that the students

understand about how to write well. The students learn about how to build some kinds of sentence, make paragraph with good composition and grammar.

When the lecturers teach English especially in teaching writing in the class they will find many students who have good ability, middle ability and low ability in writing skill. Those phenomena depend on each student and influenced by the students learning strategies. It is important for the lecturer to know their students strategies in order to help the students who have difficulty in writing skill.

Based on phenomena above, the writer is interested in understanding more deeply about the learning strategies used by the students at the second semester of English Department of Muhammadiyah University of Surakarta in writing. Muhammadiyah University of Surakarta is one of big universities in Surakarta. In English department the students learn about four skills in English, namely listening, speaking, reading and writing. To support the teaching learning process English department has a lot of instructors that have good quality in order to make the students that have good ability in English.

Writing is one of the skills which constitutes a process to get product and it is influenced by some elements such as vocabulary, grammatical, spelling and punctuation. Although the lecturer tries to improve their students interaction between them and built their confidence to use English language, there are many students who have low mark in writing skill. It is caused by some problems faced by the students.

Based on a student's writing the writer concludes that the students are still confused in expressing her idea in writing. Following is the example of a student's writing.

My room located between kitchen and living room. In my room there are one single bed, my bed is very comfort and clean, this is my favorite furniture in my room, on my bed there are one pillow, one bloster, chipmunk doll. I love my doll because I got it from my sister when my birthday and green blanket, without the blanket I can't sleep better because it is my favorite blanket since I was at elementary school. The colour of my bed cover is pink, it is my favorite colour.

The paragraph above is written by R.A.T. She is one of the students in class D. Based on the paragraph above, generally she has good idea but she can't explore the idea clearly and orderly. She is confused with the grammar. It can be seen in her writing result in which there are many mistakes, such are: (1) *My room located between kitchen and living room.* The correct sentence is My room is located between kitchen and living room. (2) *In my room there are one single bed.* The correct sentence is In my room there is one single bed, (3) *my bed is very comfort and clean.* The correct sentence is my bed is very comfortable and clean, (4) *one bloster, chipmunk doll.* The correct sentence is one bolster and chipmunk doll. (5) *I love my doll because I got it from my sister when my birthday and green blanket.* The correct sentence is I love my doll because I got it from my sister on my birthday and there is a green blanket.

Based on the background above, the writer will conduct a study entitled

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B. Problem of the Study

Based on the background of the study above, the research problem can be stated as follows

What are the learning strategies used by the students of English department of Muhammadiyah University of Surakarta at the second semester in writing skill?

C. Objective of the Study

Based on the problem statement, the objective of the study is to describe the learning strategies used by the students at the second semester in learning writing in English Department of Muhammadiyah University of Surakarta.

D. Limitation of the Study

In this research, the writer limits the subject of research only fifteen students of the 2nd semester of English department in Muhammadiyah University of Surakarta. Those are the students from class A, B, C, D and E to develop their writing skill based on the classification of learning strategies proposed by O'malley and Chamot. Those students are mentioned below:

1. Students of group I (S1) are the students who have high marks.
2. Students of group II (S2) are the students who have middle marks.
3. Students of group III (S3) are the students who have low marks.

E. Benefit of the Study

The writer hopes that this research will have some benefits in teaching writing.

1. Practical benefit

- a. The finding of the research will be useful for the students of English Department of Muhammadiyah University of Surakarta at the second semesters who learn writing skill.
- b. It also gives consideration for the lecturers who teach writing subject at English Department of Muhammadiyah University of Surakarta.

2. Theoretical benefit

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

F. Research Paper Organization

The writer divides this research paper into five chapters.

Chapter I is Introduction that consists of background of the study, problem statement, objective of the study, the limitation of the study, the benefit of the study, and research paper organization.

Chapter II is review of related literature. It contains review of previous study and some related theory, which deals with notion of learning, notion of learning strategy, notion of language learning strategies, classification of learning strategy, notion of writing, and theoretical framework.

Chapter III presents research method. In this chapter the writer presents the subject of the study, object of the study, data and the data source, method of collecting data, and technique for analyzing data.

Chapter IV is analysis and discussion. In this chapter the writer shows the implementation of learning strategies used by the second semester students in English Department of Muhammadiyah University of Surakarta in learning writing. At this occasion, she also will discuss the finding of the research.

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