AN ANALYSIS OF LEARNING STRATEGIES IN WRITING USED BY SECOND SEMESTER STUDENTS AT DEPARTMENT OF ENGLISH EDUCATION IN MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2016/2017 ACADEMIC YEAR

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

by

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APPROVAL

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Surakarta, 8 November 2017

The Researcher

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ABSTRACT

This study is aimed at describing: (1) learning strategies in learning writing second semester students at Department of English Education in Muhammadiyah University of Surakarta (2) the application of these strategies in learning writing. The data of this research are the result of interview with students. The data are analyzed by using O’Malley theory (1985).

This study shows that four strategies used by students, They are metacognitive strategy, cognitive strategy, and socio-affective strategy. The research also describes the students application of these strategies in learning writing. The type of the research is descriptive qualitative. The object of this research uses four students. The method of collecting the data uses interview, observation and recording.

Keyword: learning strategy, learning writing

1. INTRODUCTION

English is one of international languages used by people for their needs to communicate with the other person. It is very important because English is required as a bridge of communication. In learning English, there are four skills that should be mastered by the students. One of them is writing skill. Writing is one of the importance skills in teaching English. It has always occupied place in most English
language course. Learning writing have a part of the difficulty, namely vocabulary and structure.

As started by Crebert, et, al, (2011:17) started, writing is labeled as written production and is one of the branches; when learning a second language, that four language must develop those four skills. Writing skill is specific ability which helps writers put their thoughts into words in a consequential form and to mentally interact with the message. Langan (2005: 12 ) said that writing can be used as a means of communication. In the global era, many aspects of life need writing skill as a part of the requirements. One of the examples which writing takes an important role is in the educational setting. In the educational setting, students are predictable to be able to write a kind of academic writing

According to Schumker & Deshler (1992) in Fauziati (2015:23), language learning strategy are simply refers to an individual’s approach to complete a task. This is “an individual’s way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings” (Schumker&Deshler, 1992: 56). Learning strategies for students is very important because everyone has different methods in terms of understanding of a subject.

In accomplishing this research the writer uses the previous research dealing with the topic. The first research has been conducted by Irin Manila Choriyah entitled “Learning Strategies used by twelfth year students to upgrade their English for facing national examination of SMK Muhammadiyah Sukoharjo Academic Year 2015/2016”. This type of the research is descriptive qualitative which aims to describe the strategies applied by the twelfth year students for facing national examination. The result of her research shows that the twelfth year students use kinds of learning strategies based on O’Malley and Chamot.

The second previous research has been conducted Nurliana Okttavianti Lestari entitled “Language Learning Strategies of English Education Department of FITK”. This research was to describe learning strategies employed by the students of English Education Department in UIN Syarif Hidayatullah Jakarta which pursue in the fourth semester and sixth semester. The results of the study reveals the FITK students used
all learning strategies, including memory, cognitive, comprehension, meta-cognitive, affective and social. Practical benefit of this study consists of the result of this research will be useful for students second semesters of Muhammadiyah University of Surakarta. Theoretical Benefit, It can be used as the reference for the next researchers, and will help the researcher solve their problem in writing skill and can enrich the theory of learning strategies of the students second semester in Department English of Education in Muhammadiyah University of Surakarta.

2. RESEARCH METHOD

The type of the research is descriptive qualitative. Descriptive qualitative is applied to solve the problem by collecting, classifying, analyzing, and describing a certain situation objectively. It is qualitative research because the researcher analyzed the data from interview. The researcher used descriptive method because she analyzed the data and then described the through to answer research question. The technique collecting data is interview with four students in second semester students. In collecting data, the researcher uses recording and observation to collect the data learning strategies. The technique analysis data proposed by Milles and Huberman (1994) was done through these steps: data collection, data reduction, data display, and conclusion.

3. RESEARCH RESULT AND DISCUSSION

3.1 Strategies in writing used by second semester students

The research findings were discovering learning strategies used by second semester student at Department of English Education. The researcher have collected the data from observation and interview.

3.1.1 Learning strategies used by second semester student (S1)

S1 is student second semester at Department of English Education, she is a diligent person, but not active in the classroom. S1 applied 6 strategies proposed by O’Malley taxonomy include metacognitive strategy, cognitive strategy, and socio-affective strategy
3.1.1.1 Metacognitive strategy

Based on interview on May, 29th 2017 there are some strategies used by student second semester. S1 used to directed attention strategy, this strategy focused on planning, monitoring, and problem-solving. From interview, S1 used directed attention when overcoming to lack of grammar, usually asked friend how grammatical better than us. It can be seen from quotation below:

“If overcoming the shortage of grammar, usually ask for help friends to checking grammatical there are something wrong or not, if there are friend who grammatical better than us). (Interviewer 1).

Self-evaluation is done when student checking outcomes of writing. S1 always re-read to avoid unity in the results of her writing. She checking their content before writing sentence, she always checked grammatical error in her writing. It can be seen from quotation below:

“If I avoid incompatibility, usually if I have written a paragraph, I re-read the previous sentence” (Interviewer 1).

3.1.1.2 Cognitive Strategies

S1 used cognitive strategies in learning writing. The strategies are repetition, imagery, and elaboration. Repetition is used by student when she felt confused to choose vocabulary. It can be seen based on quotation below:

“If the repetition of a word is always there, when sometimes vocabulary still shortage, so I confused choosing the word and I choosing to use repetition word”. (Interviewer 1)

Imagery has been examined from problem solving point of view with the goal of connecting performance toward task variables such as novelty, complexity or difficulty. S1 used this strategy when lecture gave a picture, and she can explain the picture in detail. The S1 like this strategy, it makes it easy to describe something and develop its writing. it can be seen from quotation below:
“If given a picture, usually already detailed in one theme there are some picture, easier to explain, but if only one image is rather difficult”. (Interviewer 1)

Elaboration is a process elaborated to the information given in the direction of them during a lecture. S1 used elaboration strategy. When S1 writing text, she used to an easily vocabulary, to make it easier to develop into a more complex sentence. It can be seen from quotation below:

“How to develop it, write using an easy and related vocabulary, to become more complex”. (Interviewer 1)

3.1.1.3 Socio-affective strategy
S1 used to socio-affective strategy. The S2 only used to question for classification. She asked to friend when she did not understand the material, when her friend did not understand, she asked the lecturer. It can be seen from the quotation below:

“Usually if I do not understand when lecturer explained to the material. Asking friends, but if friends cannot explain it, I asking the lecturer”. (Interviewer 1).

3.1.2 Learning strategies used by second semester student (S2)
S2 is second semester student at Department of English Education. She is an active person in the classroom. S2 applied strategies proposed by O’Malley taxonomy. Based on interview with S2, the researcher has this information and their strategies are:

3.1.1.1 Metacognitive Strategy
The strategies used to student (S2). Based on the interview, student (S2) used to directed attention, self-management, and self-evaluation. Firstly, the researcher discussed about directed attention. Directed attention is focused about process of planning student when she shortage grammatical. In interviews, she said when she did not understand about grammatical, she asked the lecturer to explain again about grammatical. It can be seen from quotation below:
“Grammar is so hard and important in English language. But student are shortage about grammatical, the teacher please understand. If I feel so hard, maybe I will be asked to friends who can more than me”. (Interviewer 2).

The second strategy is self-management. Self management is condition that helps one learns; knowing herself, planning how to study. Based on interview, student has planning when pre-writing in the classroom. It can be seen from quotation below:

“How first, determine what topic sentence it is, finished it looking for its core, like that framework. Then I developed sentences”. (Interviewer 2)

The third strategy is self-evaluation. The strategy focused on unnoticed form of overt evaluation. The student (S2) used this strategy. In interview, she used strategy when avoid the unity between sentences, student uses google translate, but she corrected sentences before written. It can be seen based on quotation below:

“How to not coherent between sentences in a way paying attention before I write the sentence, for example I translate using ‘google translate’. Usually there are sentence that is not coherent do not written. I re-read and understanding to sentences”. (Interviewer 2).

3.1.1.2 Cognitive strategy

The student (S2) used this cognitive strategy such as repetition, resourcing, elaboration. Repetition is when student (S2) makes sentences, she often uses repetition. It can be seen from quotation below:

“So far, I often use repetition words”. (Interviewer 2).

The strategy is resourcing. It focused on people resources management method. Based on interview, the student (S2) uses this strategy. It can be seen from quotation below:
“How to finding references, I using to searching in ‘google’ or campus library”.(Interviewer 2).

The strategy in cognitive strategy used by student S2, the strategy is elaboration. From interview, the researcher conclude student S2 used this strategy when determined main idea of writing sentences. It can be seen from quotation below:

“To determine the main ideas of writing, I can either develop it through our own ideas or take other people’s ideas, but changes their words”. (Interviewer 2)

3.1.1.3 Socio-affective Strategy

The strategy in socio-affective used by student S2 is question. It done when student asked a teacher because she did not understand about writing. The student asked to friend or lecturer when she did not understand the material. It can be seen based on quotation below:

“If I not understand what explained to lecturer, maybe I asked to lecturer or friend better than understand”. (Interviewer 2).

3.1.3 Learning strategy used by second semester student(S3)

Based on observation in the classroom, the student (S3) is passive student, but when she writes something, she always writes it in detail. From interviews, student used 6 strategies such as directed attention, planning, repetition, elaboration, resourcing, and cooperation. The following strategies are:

3.1.1.1 Metacognitive Strategy

The strategy used by student (S3) is directed attention. The strategy used by student when pre-writing she defines the main ideas, determine the overview sentences. It can be seen from quotation below:

“To determine main ideas, overview sentences and conclude material”. (Interviewer 3).
The strategy is functional planning. It focused on planning students when determine main ideas. It can be seen based on quotation below:

“To determine main ideas, firstly I determine material and then write specific material”. (Interviewer 3).

3.1.1.2 Cognitive strategy

The strategy is cognitive strategy. Cognitive strategy used by student are, repetition, elaboration and resourcing. The strategy is repetition. This strategy used by the student when writing. She said when writing, she can open ‘google translate’ can reduce the repetition of words. It can be seen from the quotation below:

“If given time to open ‘google translate’ I can reduce repetition, but when UAS I always uses repetition”. (Interviewer 3).

The next strategy is elaboration. Student used elaboration when developed the topic sentences. It can be seen from quotation below:

“find to more information, developing to main idea in details, in order to elaboration”. (Interviewer 3).

The last strategy in cognitive strategy is resourcing. The strategy used to student S2. The researcher concludes this information from interview. It can be seen from quotation below:

“Because I still second semester, so I still learner. If enable open ‘google translate’”.(Interviewer 3).

3.1.1.3 Socio-affective strategy

The strategy is cooperation. This strategy is done on interaction between the students and friends or lecturer. The student S3 uses this strategy when she need friend to correct the writing.
“When writing I need help to friend to correcting”

3.1.4 Learning strategy used by second semester student (S4)

S4 is second semester student at Department of English Education, S4 applied 6 strategy in writing. In interview, she used repetition, planning, self evaluation, self-management, cooperation, and question for classification. It can prove with the statement below

3.1.1.1 Metacognitive Strategy

Based on the interview with student, she used metacognitive strategies. She used self-evaluation and self-management. First, the strategy is self-evaluation, it is used when writes to sentences she re-read to check their content. The following explain the strategy:

“Re-reading to the topic sentences”. (Interviewer 4).

The second strategy is self-management. This strategy is done for students when they feel difficult on something so they ask to their friend. The following statement below:

“If typing on the computer can be automatic, but if the manual I asked my friend in good grammatical”. (Interviewer 4).

The next strategy is functional planning. The strategy used to student S4 when pre-writing she makes framework, order to she was not confused. Based on statement, it can be seen in quotation below:

“Usually, makes framework, and then determine what to write let me not confused”. (Interviewer 4).

3.1.1.2 Cognitive Strategy

From interview, the student (S4) used strategies are learning writing to makes it easier to write. She used repetition. The strategies are often used by students in writing. The student used repetition when out of ideas. It can be seen from quotation below:

“Often using repetition of word, usually when out of ideas”. (Interviewer 4).
3.1.1.3 Socio-affective strategy

The socio affective strategy is done when the student are cooperating and questioning for classification. It can be seen from quotation below:

“asking by friend, about the paragraph is corrected or not”.(Interviewer 4).

3.2 How to apply the strategies in learning writing

Based on interview, S1 applied the strategies in writing for checking of words. S1 also asked friend to check the grammatical. After that, S1 did repetition, made point of views, elaborated information. Sometimes, S1 asked to her lecturer. S2 applied the strategies in writing about grammatical, S2 made framework, checked coherent, found references, determined of main idea, asked her friend and lecturer. S3 applied the strategies in writing for determined of main ideas, found more information, opened ‘googletranslate’, and helped to friend for correcting. S4 applied the strategies for checked topic sentences, asked about grammatical, made framework, repetition of word and asked friends to correcting sentences.

In paragraph below, the researcher conclude how second semester students applied the strategies in learning writing according to O’Malley Theory. The researcher can make the statement based on information obtained from students who has been interviewed.

4. CLOSING

Based on analyzing, the respondents use O’Malley strategies in learning writing. The respondents S1, S2, S3 and S4 use the strategy and they tried to know her weakness in writing. The respondent S1 prefer to use cognitive strategy, the S1 use 3 cognitive strategies, 3 metacognitive strategies, and 1 socio-affective strategy. The respondent S2 use to 2 metacognitive strategies, 2 cognitive strategies and 1 socio-affective strategy. The respondent S3 only use to 1 metacognitive strategy, 3 cognitive strategies and 1 socio-affective strategy. The respondent S4 use to 3 metacognitive strategies, 1 cognitive strategy and 1 socio-affective strategy
BIBLIOGRAPHY


