

LEARNING STRATEGIES EMPLOYED BY STUDENTS IN INTERNATIONAL CLASS OF UMS TO DEVELOP THEIR WRITING SKILL

Lala Devi Ovita¹; Agus Wijayanto²; Phil. Dewi Chandraningrum³
Magister English Education, Faculty of Teacher Training and Education,
Muhammadiyah University of Surakarta

Abstrak

Penelitian ini berfokus pada (1) jenis strategi pembelajaran yang digunakan oleh mahasiswa di kelas Internasional UMS untuk mengembangkan keterampilan menulis mereka, dan (2) kesulitan yang dihadapi oleh mahasiswa di kelas Internasional UMS dalam mengembangkan keterampilan menulis mereka. Penelitian ini merupakan penelitian kualitatif khususnya studi kasus. Data penelitian ini adalah hasil kuesioner dan wawancara. Dalam mengumpulkan data, peneliti menggunakan kuesioner dan wawancara. Dalam menganalisis data, peneliti menggunakan teori Oxford (1990) untuk mengetahui jenis-jenis strategi pembelajaran dan menggunakan 5 skala Likert untuk mengidentifikasi kesulitan yang dihadapi mahasiswa di kelas Internasional UMS dalam mengembangkan keterampilan menulis mereka. Hasil penelitian menunjukkan bahwa terdapat enam jenis strategi pembelajaran yang digunakan oleh mahasiswa internasional UMS. Jenis tersebut adalah strategi Memori 13 (87%) siswa, strategi Sosial 12 (80%), strategi Kognitif 11 (74%) siswa, strategi Kompensasi 11 (73%) siswa, strategi Afektif 9 (60%) siswa, dan strategi Metakognitif. 8 (53%) siswa. Strategi yang paling dominan digunakan oleh lima belas mahasiswa Internasional adalah strategi Memori. Selain itu, hasil penelitian juga menunjukkan bahwa ada lima kesulitan yang dihadapi oleh mahasiswa di kelas Internasional dalam mengembangkan keterampilan menulis mereka, yaitu 7 (47%) siswa merasa Biasanya mengalami kesulitan dalam Grammar dan 7 (47%) siswa merasa Biasanya mengalami kesulitan dalam Penggunaan Bahasa, 6 (40%) siswa merasa Jarang merasa kesulitan dalam Ejaan, 5 (33%) siswa merasa Kadang-kadang merasa kesulitan dalam Tanda Baca dan 5 (33%) siswa merasa Tidak pernah mengalami kesulitan dalam Penggunaan Huruf Besar. Kesulitan paling dominan yang dihadapi mahasiswa dalam mengembangkan keterampilan menulis mereka adalah Tata Bahasa dan Penggunaan Bahasa.

Kata kunci: strategi pembelajaran, keterampilan menulis, kesulitan menulis

Abstract

This study focuses on (1) the types of learning strategies employed by students in International class of UMS to develop their writing skill, and (2) the difficulties faced by students in International class of UMS in developing their writing skill. This study is qualitative research especially case study. The data of this study were the results of questionnaire and interview. In collecting the data, the researcher used questionnaire and interview. In analyzing the data, the researcher used Oxford's theory (1990) to find out the types of learning strategies

and used Likert's 5 scales to identify the difficulties faced by Students in International class of UMS in developing their writing skill. The result of the study showed that there are six types of learning strategies employed by Students in International class of UMS. Those types are Memory strategies 13 (87%) students, Social strategies 12 (80%) students, Cognitive strategies 11 (74%) students, Compensation strategies 11 (73%) students, Affective strategies 9 (60%) students, and Metacognitive strategies 8 (53%) students. The most dominant strategies that used by fifteen Students in International class is Memory strategies. Besides that, the result of the study also showed that there are five difficulties faced by Students in International class in developing their writing skill, they are 7 (47%) students felt Usually difficult in Grammar and 7 (47%) students felt Usually difficult in Language Use, 6 (40%) students felt Rarely difficult in Spelling, 5 (33%) students felt Sometimes difficult in Punctuation and 5 (33%) students felt Never difficult in Capitalization. The most dominant difficulties that students faced in developing their writing skill is Grammar and Language Use.

Keywords: learning strategies, writing skill, difficulties in writing

1. INTRODUCTION

According to Perrault (2018) an activity or work of writing books, poems, stories and so on is called writing. Winterrowd and Murphy (in Susilawati, 2017) stated writing as the stage of transforming idea by writing words on the paper. Whereas Elbow (1998.P.7) defined writing is skill to produce words and ideas and skill to criticize them in order to determine which one to use.

Richards and Renandya (2002) clarified writing is one of the skills that is difficult for foreign language learners to understand. Students are not only required to create and select ideas with many variations of vocabulary, sentences, and paragraphs, but also the students must be able to rise or develop ideas into a text. They identified several difficulties faced by students such as 1) Students felt difficult to identify the main idea in the paragraph. It means students need more time to think about the main idea. 2) Students feel confused where to start writing and what to write. 3) Many students are not confident about their writing. For example, there are some problems faced by students such as in the terms of vocabulary, grammar, punctuation, capitalization and so on. Therefore writing is one of difficult skills and important, so the writing materials are needed to be develop.

Oxford (1990) identified learning strategies into six categories such as memory strategies relate to how students remember about language, cognitive strategies relate to how students assume about their learning, compensation strategies is enable for students to make up for limited knowledge, metacognitive strategies is relating to how students manage their own learning, affective strategies is relating to students' feelings and social strategies involve learning by interaction with others.

There are many strategies have been done by previous researchers in order to develop students' writing skill. Yulianti (2018) used metacognitive strategies, compensation strategies, cognitive strategies, affective strategies, memory strategies, and social strategies. Junianti, Pratolo and Wulandari (2020) used strategies based on the stages of writing process such as planning, execution, and revision which presented in three models factors such as cognitive, metacognitive, and social strategies. Rahmiati and Emaliana (2019) used Hwang and Lee theory (2017) called English writing strategies inventory which consist of prewriting, whilst writing, and post writing.

The objectives of this study are to find out the types of learning strategies employed by Students in International class of UMS to develop their writing skill and to identify the difficulties faced by Students in International class of UMS in developing their writing skill.

Based on the explanation above, the researcher is fascinated to analyze the research entitled "Learning Strategies Employed by Students in International Class of UMS to Develop their Writing Skill.

2. RESEARCH METHOD

This research was qualitative research. Yin (1984) stated qualitative approach helps in addressing the 'why and how' of an inquiry. The type of research employed by this study was a case study. According to Cresswell (2014) a case study is a type of qualitative design in which is found in many areas, especially in the evaluation of the study, where the researcher has to develop a deep analysis about the case that happened. The use of the case

study was to describe the specific phenomena in the field that is the strategies of learning writing used by the Students in International class of UMS.

In collecting data, the researcher used questionnaire and interview. First, the researcher adopted writing learning strategies questionnaire items from Abdollahzadeh (2010) and used Oxford's (1990) classification. In scoring the results of questionnaire, the researcher used Sensory Inventory Language Learning (SILL) containing four answer choices such as always (4.0), often (3.0), rare (2.0), and never (1.0). The questionnaire contained forty five statements and six questions in interview related to the types of learning strategies in writing. Second, the researcher adopted the difficulties questionnaire items from Mohamad, Taj, and Hazarika (2016) by using Likert's 5 scales (always, usually, sometimes, rarely, and never. There are five statements related to the difficulties in writing skill.

In analyzing the data, the researcher used theory of Miles and Huberman (1994,p.10-11). There were some steps as follows: First is data collection. The researcher collected the data from questionnaire and interview to the fifteen Students in International class. Secondly is data reduction. The researcher selected the data and removed the data of the results of questionnaire and interview. Third is data display. The researcher used tables to display the data of questionnaire. Lastly is conclusion drawing and verification. The researcher made conclusion to find out the types of learning strategies by using Oxford (1990) theory and give scoring by using SILL and identify the difficulties in developing writing skills by using Likert's 5 scales.

In checking data validity, the researcher used Triangulation method. According to Moleong (2007, p.330), triangulation is a technique for checking data validity using research data that containing three aspects. They are 1) Data Triangulation, The data was taken from Event (questionnaire and interview), Informants (questionnaire and interview to the fifteen Students in International class), and document (articles, written material, and book which are related to this research). 2) Method Triangulation, two methods of data were questionnaire and interview to the fifteen Students in International class. 3) Review Informant, the researcher re-communicated the credibility of the

data while still finding some errors data that have been obtained from informant.

3. RESEARCH FINDING AND DISCUSSION

There were six types of learning strategies employed by Students in International class of UMS in developing their writing skill and the difficulties faced by Students in International class of UMS to develop their writing skill, as follows:

3.1 The Types of Learning Strategies

This is the results of Sensory Inventory Language Learning (SILL). Classification of language learning strategies based on Oxford (1990) include: High (H) usage is from 3.5 to 5.0, Medium (M) usage is from 2.5 to 3.4, and Low (L) usage is from 1.0 to 2.4.

Table 3.1. Types of Learning Strategies

No.	Types of Learning Strategies	Amount (Σ)	Percentage (%)	Scale
1.	Memory Strategies	13	87%	Medium use
2.	Cognitive Strategies	11	74%	Medium use
3.	Compensation Strategies	11	73%	Medium use
4.	Metacognitive Strategies	8	53%	Medium use
5.	Social Strategies	12	80%	Medium use
6.	Affective Strategies	9	60%	Medium use

Based on the table 3.1. There were six types of learning strategies as follows: 1) Memory strategies. There were 13 (87%) students used memory strategy. It includes in Medium use. 2) Cognitive strategies. There were 11 (74%) students used cognitive strategies. It includes in Medium use. 3) Compensation strategies. There were 11 (73%) students

used compensation strategies. It includes in Medium use. 4) Metacognitive strategies. There were 8 (53%) students used metacognitive strategies. It includes in Medium use. 5) Social Strategies. There were 12 (80%) students used social strategies. It includes in Medium use. 6) Affective Strategies. There were 9 (60%) students used affective strategies. It includes in Medium use. Therefore, based on the data, the researcher concludes the most dominant strategies employed by fifteen Students in International class of UMS are **Memory Strategies**.

3.2 The Difficulties in Developing Writing Skill

The researcher conducted a questionnaire with 5 points of the difficulties in developing writing skill. The researcher adopted the difficulties questionnaire items from Mohamad and Hazarika (2016) by using Likert's Scales.

Table 3.2. Difficulties in Developing Writing Skill

No.	Difficulties	Amount (Σ)	Percentage (%)	Scale
1.	Capitalization	5	33%	Never
2.	Punctuation	5	33%	Sometimes
3.	Grammar	7	47%	Usually
4.	Spelling	6	40%	Rarely
5.	Language Use	7	47%	Usually

Based on the table 3.2. There were five difficulties faced by Students in International class in developing their writing skill, as follows: 1) In capitalization, there were 5 (33%) students selected Never. 2) In punctuation, there were 5 (33%) students selected sometimes. 3) In grammar, there were 7 (47) students selected usually. 4) In spelling, there were 6 (40%) students selected rarely. 5) In language use, there were 7 (47%) students selected usually. Based on the data, the most dominant

difficulties faced by Students in International class of UMS are **Grammar and Language Use**.

4. CONCLUSION

According to the discussion of the data analysis, the researcher creates conclusion as follows:

4.1 The Types of Learning Strategies

Based on the results of questionnaire, there were Memory strategies 13 (87%). Second is Social strategies 12 (80%) students. Third is Cognitive strategies 11 (74%) students. Forth is Compensation strategies 11 (73%) students. Fifth is Affective strategies 9 (60%) students. The last is Metacognitive strategies 8 (53%) students. The researcher concluded the most dominant strategies employed by fifteen Students in International class of UMS are **Memory Strategies in Medium usage**.

4.2 The Difficulties in Developing Writing Skill

Based on the results of questionnaire, the researcher concluded the most dominant difficulties that students faced are 7 (47%) students felt Usually difficult in Grammar and 7 (47%) students felt Usually difficult in Language Use. Second is 6 (40%) students felt Rarely difficult in Spelling. Third is 5 (33%) students felt Sometimes difficult in Punctuation and 5 (33%) students felt Never difficult in Capitalization. The researcher concluded the most dominant difficulties faced by fifteen Students in International class of UMS are **Grammar and Language Use**.

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