

LEARNING STRATEGIES IN WRITING PROCEDURE TEXT USED BY THE VIII GRADE STUDENTS

***Lebrina Mundi¹⁾, Abdul Kamaruddin²⁾**

^{1,2)}English Education Study Program, Teacher Training and Education Faculty
Tadulako University, Palu

[*lebrinamundi@gmail.com](mailto:lebrinamundi@gmail.com)

ABSTRAK

Penelitian ini bertujuan untuk menemukan strategi belajar siswa kelas VIII di SMP Negeri 2 Banawa Selatan dalam menulis teks prosedur dan untuk mengetahui alasan mereka menggunakan strategi tersebut. Subyek dari penelitian ini adalah siswa kelas VIII SMP Negeri 2 Banawa Selatan yang mana jumlah siswa kelas VIII sebanyak 104 siswa yang terbagi dalam empat kelas. 21 siswa diambil sebagai sampel menggunakan teknik sampel acak sederhana. Peneliti menggunakan jenis penelitian kualitatif dan pengumpulan data menggunakan kuisioner dan wawancara. Hasil dari penelitian menunjukkan bahwa dalam menulis teks prosedur, sebagian besar siswa menggunakan strategi yaitu; strategi kognitif, strategi metakognitif, strategi memori, strategi kompensasi, strategi afektif, dan strategi sosial. Berdasarkan hasil dari wawancara, dapat disimpulkan bahwa alasan siswa menggunakan strategi tersebut karena mereka ingin menulis teks prosedur dengan baik. Strategi belajar yang paling dominan digunakan oleh siswa adalah strategi kognitif. Mayoritas siswa sering menggunakan strategi ini diantara semua strategi lain dalam belajar teks prosedur.

Kata Kunci: strategi belajar, menulis, teks prosedur

ABSTRACT

The objectives of this research was to find out the learning strategies in writing procedure text and to know about the students reasons for using those strategies by VIII grade students at SMP Negeri 2 Banawa Selatan. The subject of this research was VIII grade students at SMP Negeri 2 Banawa Selatan which the total number 104 students consist of four classes. 21 students were taken as the sample used simple random sampling. Researcher conducted this research using qualitative research types and data collecting used questionnaire and interview. The result of questionnaire shows that in writing procedure text most of the students use strategies in learning such as cognitive strategies, metacognitive strategies, memory related strategies, compensatory strategies, affective strategies, and social strategies. Based on the result of interview session, it can be concluded that the reasons of the students for using these strategies because they want to write procedure text well. The most dominant used learning strategies by the subjects is cognitive strategy. Majority of the subjects more frequently use this strategy among all of strategies in learning procedure text.

Keywords: learning strategies, writing, procedure text

INTRODUCTION

In the teaching-learning process, especially in procedure text, the teacher certainly has various of teaching method to make the students comprehend more about the material. Besides that, students' strategies also plays an important role to achieve learning success because basically students themselves are involved in the learning process.

Every student should have learning strategies because the one who knows most about the ability to manage every material presented by teacher is themselves. Learning strategies are specific behaviours as though processes that students use to enhance their own L2 learning (Oxford 1990). Earlier than that, more definition were added which describe learning strategies as the special thoughts and behaviours that individuals use to help them comprehend, learn or retain new information (O'Malley & Chamot 1990). Simply it is found that language learning strategies is what students think and act to accomplish a learning goal in learning process. They can select the activity based on their preference in order to make learning becomes more enjoyable. Moreover, applying learning strategies influence students in terms of their independency and where they learn how to manage their learning in such various ways. Language learning strategies are apply by language learners as a means to acquire, store, or recall by the learners and can also promote autonomy learning (O'Malley & Chamot 1990). This happened because language learning strategy indirectly guides the students to become active learners that can provide their own needs and choose their preference in learning.

According to Celce-Murcia (2001), English learning strategies consist of six main categories, they are: cognitive strategies, metacognitive strategies, memory strategies, compensatory strategies, affective strategies, and social strategies. These six categories are intentionally used and controlled by the learner themselves. A lot of researchers investigated about learning strategies, for example in SMAN 2 Jember (Santihastuti, Wahjuningsing, & Mega, 2019), the result reported that metacognitive strategies became the most frequently learning strategy used by the successful students in scale of high use, while the unsuccessful students were medium user of cognitive strategy. While, in MAN Malang I (Inayah, 2007) reported that the high used learning strategy by the students in learning English is cognitive strategy.

Learning English especially in writing procedure text with the strategies is very important to do, but it is known that in SMP Negeri 2 Banawa Selatan some students are good in writing procedure text and some students are not good in writing procedure text, therefore the researchers attracted to investigate learning strategies used by the students. The result of this research is expected to give the information in an effort to get an effective strategy to improve students' achievement in writing procedure text. Beside that the teachers are expected to recognize learning strategies that used by the students and facilitate their students to develop their ability in writing procedure text.

METHOD

This present research was conducted by using descriptive research design with qualitative approach. The setting of this study was conducted at SMP Negeri 2 Banawa Selatan, the samples of this study were 21 students of grade VIII at SMP Negeri 2 Banawa Selatan. The questionnaire and interview used as the instrument. The questionnaire used to know the students strategies in writing procedure text, while interview used to know students reason for using those strategies. The questionnaire contained 24 questions relating to the learning strategies that students use in writing procedure text and made using Google form. Each item evaluated used Likert Scale with four scales and analyzed by using descriptive statistics where frequency counts are tabulated and converted to percentages. The data of interview conducted used semi structured interview with open-ended question. The steps in analyzing the data were: 1.data reduction (selects, identify, and focuses on the data by referring to formulation of the research problem). 2.data display (displays those data into good sentences). 3.conclusion (the conclusion is drawn).

FINDINGS AND DISCUSSION

FINDINGS

Category	Scales			
	Always	Often	Sometimes	Never

Category	Scales			
	Always	Often	Sometimes	Never
1. Cognitive	52.38%	47.61%	-	-
	38.09%	38.09%	23.80%	-
	76.19%	9.52%	14.28%	-
	42.85%	28.57%	28.57%	-
2. Metacognitive	42.85%	23.80%	9.52%	23.80%
	52.38 %	28.57%	9.52%	9.52%
	-	23.80%	42.85%	33.33%
	61.90%	19.04%	19.04%	-
3. Memory	14.28%	23.80%	33.33%	28.57%
	80.95%	19.04%	-	-
	38.09%	23.80%	28.57%	9.52%
	38.09%	28.57%	19.04%	14.28%
4. Compensatory	23.80%	28.57%	28.57%	19.04%
	23.80%	23.80%	42.85%	9.52%
	28.57%	33.33%	23.80%	14.28%
	23.80%	9.52%	38.09%	28.57%
5. Affective	47.61%	19.04%	23.80%	9.52%
	14.28%	19.04%	33.33%	33.33%
	19.04%	19.04%	28.57%	33.33%
	28.57%	23.80%	19.04%	23.80%
6. Social	38.09%	33.33%	14.28%	14.28%
	47.61%	33.33%	19.04%	-
	38.09%	23.80%	38.09%	-
	33.33%	9.52%	33.33%	23.80%

The result of questionnaires shows that cognitive strategy are majority frequent applied by them in learning procedure text. In interview session, the subjects explain that they use this strategies which take note, summarize vocabulary, translate the procedure text, and practice to write procedure. Based on the result of the interview, it can be concluded that the reason of students for using cognitive strategies are their efforts to understand and master the material of procedure text taught by the teacher.

Second, most frequently used learning strategies by the subjects is social strategy. Social strategy is frequent strategy after cognitive strategy. Based on interview session, the subjects explain that they use this strategies which learn with friends, ask teacher or friends related the material, ask teacher or friend to correct their procedure text, and present the procedure text. It can be concluded that students' reason for using those strategies because they like to learn by interacting with other people. This strategy has good benefits because it can teach students how to express their thoughts and ideas and can respect the opinions of others.

The third is memory strategy and metacognitive strategy. In interview session, the subjects explain their reason for using memory strategies which use video in learning, use picture in learning, relearn the material, and memorize the vocabulary. Based on interview, it can be concluded that students' reason for using memory strategy is because this strategy can improve their memory in learning so that it makes them easy to write procedure text, plus a fun learning process.

Meanwhile, in interview session of students in using metacognitive strategy which search material on internet, concentrate in learning, plan time schedule, and notice the mistake. Based on the interview, it can be concluded that the subjects reason for using metacognitive strategy because this strategy is one way to achieve successful learning by manage and organize their learning process. This strategy is also useful for growing students' awareness and independence in learning.

The fourth is affective strategy. In interview session, the subjects explain their reason for using this strategy which feel happy in learning, write procedure text without fear of error and anxiety, confident in present the procedure text, and motivate them themself to learn. Based on interview, it can be concluded that the subjects reason for using this strategy because the students want to success in writing procedure text through controlling their emotion and attitudes towards learning. When the students are able to control their emotions and attitudes, it also will give positive results in learning.

The fifth is compensatory strategy. In interview session, the subjects explain the reason for using this strategy which guess the meaning, use synonym, ask for friend help, and use gestures to indicate the meaning. Based on interview, it can be concluded

that the subject reason for using this strategy because it really helps them in overcoming limitations in writing and speaking.

DISCUSSION

Based on the results of the questionnaire, the students use strategies in writing procedure text. Most of the students used all learning strategies such as; cognitive strategies, metacognitive strategies, memory related strategies, compensatory strategies, affective strategies and social strategies. Moreover, all the participants are moderate user of learning strategies (Mokhtary & Sheorey 2002).

The most dominant used learning strategies by the subjects is cognitive strategies which take note about the important point in learning procedure text, summarize vocabulary that just find in learning procedure text, translate their procedure text first into bahasa Indonesia, and practice to write procedure text by paying attention to the social function, and generic structure. Majority of the subjects more frequently used this strategy among all of strategies in learning procedure text. Cognitive strategy engages students in learning process. This strategy varied and students can decide to use which one they want to use that make them easier. In addition, cognitive strategy combine newly learned information with previous ones. This finding was in line with the other previous studies (Inayah, 2007 & Budiarti, 2012). Based on the observation to the students result in learning procedure text, some of them are successful and some of them are unsuccessful in writing procedure text using this strategy, it means that cognitive strategy is still does not works for the students.

Cognitive strategy has a significantly large effect for students. This strategy would be affective for all grades levels (Kim et al 2008). Cognitive strategy can promote micro-skills of writing which deal greatly with word, patterns, and meaning which work absolutely in the brain of the writer. The cognitive strategy, however, vary among learners as they may employ different language processing strategies (Cohen & Macaro, 2007). Thus, teacher should be aware of and understand about students' difference.

In fact there is no exact theories claim that certain strategies are superior, because there are a lot of researchers out there reported different results of strategies used by the students. However, every strategy stands to its own capability in managing

the learning. One of the factor that makes them difference is the learners mental thinking themselves (Santihastuti et al 2019). This assumption is derived from the theory of Oxford (1994) who emphasized that, it is important to examine the learner themselves as the whole person, not simply focusing on intellectual aspect of strategies. It means that if learners can choose which strategies are appropriate for them, then it will be very helpful for their learning. It is important for the teacher to manage appropriate strategies for students. As what Lee and Heinz (2016), stated in their study, teacher should be aware of strategies that applied by the students by giving the strategy instruction that focus on how to utilize the six strategies as well.

CONCLUSION

From the research, it can be concluded that learning strategies is one of the important factors that determine whether the students can be an effective learners and help them to become an ultimate success in writing procedure text. In writing procedure text, all the students used all the learning strategies such as cognitive strategy, metacognitive strategy, memory related strategy, compensatory strategy, affective strategy and social strategy. The most frequently used learning strategies by the subjects is cognitive strategies, the second is social strategies, third is memory strategies and metacognitive strategies, the forth is affective strategies, and the last is compensatory strategies. The reason of the students for using strategies because they want to write procedure text well. The result of this research only describes learning strategies in writing procedure text used by the students and the reasons of using those strategies. Not specific analysis about factors influences the choice strategies among students due to the limitation of time to cover all details of students learning strategies. So, the future researchers can investigate it specifically.

ACKNOWLEDGMENT

The researchers give all praises to the almighty God, Jesus Christ for all blessing, mercy, health, and opportunity given to us, so that we are able to complete this research. The researchers also do not forget to thank to VIII grade students of SMP 2 Banawa Selatan who are voluntary to be subject in this research.

REFERENCES

- Budiarti, A. (2012). *Learning Strategies In Speaking By The Students Of SMK Sahid Surakarta (A Case Study)* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Cohen, A. D., & Macaro, E(Eds.) .(2007). *Language Learner Strategies*. UK: Oxford University Press.
- Inayah, N. (2007). *Learning styles and learning strategies used by the students in learning english at man malang I* (Doctoral dissertation, University of Muhammadiyah Malang).
- Kim, D., Kim, B. N., Lee, K., Park, J. K., Hong, S., & Kim, H. (2008). Effects of cognitive learning strategies for Korean learners: A meta-analysis. *Asia Pacific Education Review*, 9(4), 409-422.
- Mokhtari, K., & Sheorey, R. (2002). *Measuring ESL students' awareness of reading strategies*. *Journal of Developmental Education*, 25, 2-11.
- O'malley, J. M., O'Malley, M. J., Chamot, A. U., & O'Malley, J. M. (1990). *Learning strategies in second language acquisition*. Cambridge university press.
- Oxford, R.L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language*. United State of America: Inc. Thomson Learning
- Santihastuti, A., & Wahjuningsih, E. (2019). The learning strategies used by EFL students in learning English. *IJEE (Indonesian Journal of English Education)*, 6(1), 10-20.