



LEARNING STRATEGIES USED BY A STUDENT IN LEARNING WRITING AT NON-FORMAL EDUCATION

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ABSTRACT

This research is descriptive research that aims to find out a good student' learning strategies used in learning writing in non-formal education. This study used a qualitative descriptive method using several data collections in the form of interviews and questionnaires. The result of this research showed that a student almost used all the learning strategies proposed by Oxford (1990). A student used memory, cognitive, compensation, metacognitive strategies, effective strategies, and social strategies in learning writing. Based on the result of this research, the researcher concluded that a good student dominant used cognitive strategies and metacognitive strategies which were important to improve writing skill in learning writing. Based on the research results, it is recommended that other students studying in non-formal education be trained more aware of learning strategies, especially in writing learning. They must use appropriate language learning strategies more consciously and purposefully and often become more successful in developing writing skills.

KEYWORDS: *Learning Strategies, Writing Skill, ESOL*

INTRODUCTION

Nowadays English has an important role in our daily lives. Many countries use English as their official language, so now English is an international language. In other roles, English can help to advance your career help you get a decent job or even get a scholarship abroad. English has four skills that must be mastered; reading, listening, speaking and writing. Writing has a very important role in supporting students' skills such as the ability to write essays, a place to increase creativity, a place to channel communication or even as a good learning medium. In fact, at school students are rarely taught a specific skill in the field of writing. Writing doesn't get enough attention at school so students experience many difficulties. However, in non-formal education such as courses or tutoring, writing is taken very seriously and must be mastered so that graduates from non-formal education will find it easy to use and apply English as a language that can be used every day. Because in the scope of non-formal education, such as English courses, it is used as the first language for communication.

According to Miftah (2015), writing is a communication skill, not a skill that is acquired naturally. Writing is one of the English language skills for communicating in the form of writing to express ideas. Based on the explanation above, there are ways to express thoughts verbally and in writing. Writing is a way to express ideas in written form using letters, words, art or media, and requires mental processes to express ideas (Uusen, 2009).

In addition, some students consider writing to be a difficult skill for them. These difficulties are caused by several factors such as a lack of understanding of grammar, lack of motivation, lack of vocabulary or even lack of self-confidence. Basically, there are several ways for students to overcome their learning difficulties by using suitable learning strategies. In reality, a suitable learning strategy will influence the results of their learning itself. Learning strategies are very useful for reducing these difficulties in the learning process. Learning strategies make it easier for students to express their own way of learning, recognize their identity as “learners” and realize their difficulties in learning. Students use learning strategies to make their learning successful. Therefore, this research examined what learning strategies was a good student used learning writing in non-formal education. This research aimed to describe the learning strategies were used by a good student in learning writing.

LITERATURE REVIEW

2.1 Learning Strategies

In language learning, the concept of learning techniques is critical. Learning a language is an active and voluntary participation instrument that is required to develop communication abilities (Oxford, 1990). Furthermore, the concept of techniques for learning is essential in language learning. Language learning is a tool for active and spontaneous engagement, and it is necessary for the development of communicative competence (Oxford, 1990:). According to Oxford (1990), language learning techniques help learners learn more quickly, more effortlessly, naturally, effectively, and in new situations.

2.2 Oxford’s Classification of Learning Strategies

In this study, the researcher classifies language learning strategies according Oxford (1990). According to Oxford (1990), language learning strategies divided into six strategies: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Each strategy is divided into types of the learning strategies and each type there were sub-indicators.

2.2.1 Direct Strategies

2.2.1.1 Memory Strategies

Memory strategies connect and examine things that all have meaning. Memory strategies help develop the learner’s mind by associating all the information through images, sounds, words or numbers with very specific function. For example, it helps learners to store and retrieve new information. Four type that include in memory strategies are first, create mental linkages. The sub-indicator of create mental linkages are grouping, associating, placing new Second, applying images and sounds into a context. The sub-indicators are using imagery, semantic mapping, using keyword, representing sounds in memory. Third, reviewing well. The sub-indicator is structured reviewing. Fourth, employing. The sub-indicators are using physical responses or sensation and using mechanical techniques.

2.2.1.2 Cognitive Strategies

Cognitive strategies relate to a student’s mental processes of performing specific tasks such as summarizing and reasoning in order to achieve goals. It gives learners different ways to understand and learn a new language. Cognitive strategies are also great strategies for learners who are not necessarily aware of the importance of exercise. Four types that are included in cognitive strategies are first practicing. The sub-indicators of practicing are repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically. Second, receiving and sending messages. The sub-indicators are getting quickly and using resource for receiving and sending messages. Third, analyzing and reasoning. The sub-indicators are reasoning deductively, analyzing expressions,

analyzing contrastively, translating, and transferring. Fourth, creating a structure for input and output. The sub-indicators are taking notes, summarizing, and highlighting.

2.2.1.3 Compensation Strategies

The compensation strategies are good for learners to use a new language even if their knowledge is limited. Compensation strategies aims to compensate for the inadequate repertoire of grammar and vocabulary. Two type that include in compensation strategies are first guessing intelligently. The sub-indicators are using linguistic clues and using others clues. Second, overcoming limitations in speaking and writing. The sub-indicators are switching the mother tongue, getting help, using mime or gesture, avoiding communication partially or, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym.

2.2.2 Indirect Strategies

2.2.2.1 Metacognitive strategies

Metacognitive strategies are actions that go beyond cognitive tools and provide opportunities for students to customize their learning process. Metacognition helps students who are overwhelmed with new things and vocabulary that don't confuse them. Metacognitive strategies can regulate the learning process using features such as planning, centralization, assessment, and organization that give language learners control over cognition. There types that include metacognitive strategies are first centering learning. The sub-indicators are overviewing and linking, paying attention, and delaying speech production to focus on listening. Second, arranging and planning learning. The sub-indicators are finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, and seeking practice opportunities. Third, evaluating learning. The sub-indicators are self-monitoring and self-evaluating.

2.2.2.2 Affective Strategies

Affective strategies help learners to manage their motivations, attitudes, and emotions during the learning phase. Brown (1994) pointed out that "effective" refers to feelings and emotions about oneself and other people with whom one usually interacts and communicates. There types that include affective strategies are first lowering anxiety. The sub-indicators are using progressive relaxation, music, using laughter. Second, encouraging yourself. The sub-indicators are making a positive statement, taking risks wisely, and rewarding yourself. Third, taking emotional temperature. The sub-indicators are listening to your body, using a checklist, writing a language-learning diary, and discussing your feelings with someone else.

2.2.2.3 Social Strategies

Social strategies help learners learn how to interact with others by incorporating behavior into participants' choices for interacting and collaborating with others. Language is important to language acquisition because it encourages others to collaborate in language and ask questions for clarity. There types that include social strategies are first asking questions. The sub-indicators are asking for clarification and asking for correction. Second, cooperating with others. The sub-indicators are cooperating with peers and cooperating with proficient uses of the new language. Third, empathizing with others. The sub-indicators are developing cultural understanding and becoming aware of other's thoughts and feelings.

2.3 Writing

Writing is one of the foremost noteworthy social achievements of human beings. It permits us to record and pass on data and stories past the prompt minute (Rogers, 2005). Writing permits us to communicate at a remove, either at a removed put or at a removed time. There are 4 types of writing;

2.3.1 Narration

Narration is the frame of composing utilized to relate the story of acts or occasions. Narration places events in time and tells what happened agreeing to the common time grouping. Sorts of portrayal incorporate brief stories, books, and news stories, as well as a huge portion of our regular social compatibility in discussion.

2.3.2 Description

Description duplicates the way things see, scent, taste, feel, or sound; it can inspire dispositions, such as joy, forlornness, or fear. It is utilized to form a visual picture of individuals, places, indeed of units of time-days, times of day, or seasons. It tells about the people's character or identity.

2.3.3 Exposition

Exposition is utilized in giving data, making clarification, and translating implications. It incorporates publications, papers, and enlightening and direction fabric. Utilized in combination with an account, composition supports, and outlines. Utilized separated from a story, it stands alone as an exposition.

2.3.1.2 Argumentation

Argumentation is utilized in inducing and persuading. It is closely related to the piece and is frequently found combined with it. Argumentation is utilized to form a case or to demonstrate or refute an explanation or recommendation.

METHODOLOGY

This research used qualitative descriptive data obtained from students at SEC Jombang Non-Formal Education. The selection of research subjects was taken from students who had good writing skills in the writing class. In conducting this research, the researcher used qualitative research to conduct research. According to Ary, et al. (2010:22), stated that qualitative research focuses on understanding social phenomena from the perspective of humans involved in the natural environment. The researcher used qualitative research because they want to describe a phenomenon based on actual conditions and present it in the form of words using scientific methods. To study the subject of this research, collective data in the form of interviews and questionnaires was used. The researcher used questionnaires to collect data because by using a questionnaire the answers from respondents are well organized. The questionnaire consists of never, seldom, sometimes, often, and always. In collecting data, the researcher provided several lists of questions regarding strategies inventory language learning proposed by Oxford (1990). This aims to find out learning strategies for learning writing.

RESULTS AND DISCUSSION

4.1 Results

The researcher showed the researcher's result. The researcher's result was learning strategies that a student in non-formal education applied in writing. The data was obtained from interviews and questionnaires. The data presented described learning strategies that are used by a student in writing. Oxford (1990) consists of two main strategies; direct and indirect strategies. The direct strategy is a strategy that directly involves the target language. The direct strategy is divided into three strategies namely memory, cognitive strategies, and compensation strategies. The indirect strategy is a strategy that supports and manages language learning without directly involving the target language. It is also categorized into three categories; metacognitive strategies, effective strategies, and social strategies. Therefore, there are six strategies. Each strategy is divided into

types of learning strategies and in each type, there are sub-indicators.

4.1.1 Memory Strategies

Based on questionnaires of each strategy in memory strategies, a good student always reviews English lessons. Based on the review on interview “*review English lessons*” this is because a good student believes that reviewing the material again will increase their understanding of the lesson. Often use new English words in a sentence. Sometimes, physically act out new English words. Never use rhymes to remember new English words. Never use flashcards to remember new English words.

4.1.2 Cognitive Strategies

Based on questionnaires of each strategy in cognitive strategies, a good student always says or write new English words several times. “Write new English word” makes a good impact on a good student. In fact, writing new vocabulary will add a lot of vocabulary which will make it easier to learn writing so that sometimes don’t need a dictionary as a tool to translate writing anymore. Always read for pleasure in English. For a good student, the pleasure of reading will increase their knowledge and will become familiar with the vocabulary, grammar and sentence structures used in English. Always write notes, messages, letters, or reports in English. For a good student, the habit of writing his writing in various media makes it easy to create new writing. Often watch English language TV shows spoken in English or go to movies spoken in English. Often make summaries of information that hear or read in English.

4.1.3 Compensation Strategies

Based on questionnaires of each strategy in compensation strategies, a good student always uses gesture when can’t think of a word during a conversation in English. Always make guesses to understand unfamiliar English word. For a good student, making gesture is a very useful strategy, especially in communication (speaking skills). A good student often uses body movements to express themselves when forget vocabulary. Furthermore, making guesses is a very useful strategy, especially in communication (writing and reading skills). According to him, this will result in acquiring new words indirectly by using guesswork when reading or writing. Often make up new words if do not know the right ones in English. Sometimes use a word or phrase that means the same thing if can’t think of an English word. Never read English without looking up every new word.

4.1.4 Metacognitive Strategies

Based on questionnaires of each strategy in metacognitive strategies, a good student always uses have clear goals for improving English skills. Always think about progress in learning English. Always try to find out how to be a better learner of English. Always look for opportunities to read as much as possible in English. Always plan schedule so will have enough time to study English. A good student has a goal to be able to learn English, he makes a target to be able to learn English better because according to him if there is no target it is difficult to focus more on where to go, what wants to do, and prioritize something that feels is important in life.

4.1.5 Affective Strategies

Based on questionnaires of each strategy in affective strategies, a good student often writes down my feelings in a language learning diary. A good student agreed that pouring the contents of his mind into dairy makes good student able to monitor himself for improvement or progress in the learning process and this strategy actually occurs. Often give a reward when do well in English. Sometimes encourage myself to speak English even when afraid of making a mistake. Never talk to someone else about felling when learning English. Never try to relax whenever feel afraid of using English.

4.1.6 Social Strategies

Based on questionnaires of each strategy in social strategies, a good student always asks questions in English. asking questions in English allows him to train his courage and habits in using English as a language. Often try to learn about the culture of English speaker. Often practice

English with other students. Never ask English speakers to correct when talk. Never ask for help from English speakers.

4.2 Discussion

Based on the results finding above, it can be discussed that a good student used all learning strategies; memory, cognitive, compensation, metacognitive, affective and social strategies. Cognitive and metacognitive strategies are the most dominant strategies in learning writing that are used by a good student. However, there are differences in previous research Juniarti, et.al (2020). They found that metacognitive was the strategy most often used in learning writing. This means that there are many learning strategies that can improve writing learning. This depends on who and what will be applied or used in learning writing.

CONCLUSION

Based on the research results above, it can be concluded that a good student used memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, effective strategies, and social strategies in learning writing. However, the most dominant ones used cognitive and metacognitive strategies. Cognitive strategies are a good student always say or write new English words several times, watch English language TV shows spoken in English or go to movies spoken in English, read for pleasure in English, write (notes, messages, letters, or reports in English), and make summaries of information that hear or read in English. Metacognitive strategies are always have clear goals for improving English skills, think about progress in learning English, try to find out how to be a better learner of English, look for opportunities to read as much as possible in English, and plan schedule so will have enough time to study English.

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