AN ANALYSIS ON THE STUDENTS' INDIRECT LEARNING STRATEGIES IN WRITING SKILL

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ABSTRACT: The problem of this study was "what are the indirect learning strategies in writing skill applied by the eleventh grade students of SMAN 12 Palembang?" The objective of this study was to find out the indirect learning strategies in writing skill applied by the eleventh grade students of State Senior High School 12 Palembang. This study used qualitative descriptive method. The population of this study was 232 of the eleventh grade students of State Senior High School 12 Palembang in the academic year of 2016 / 2017. This study used purposive sampling technique. The data were collected through the SILL questionnaire and documentation. Based on the study, it showed that eventhough there was no learning strategy applied by the students in the high use, but according to the average use of the strategy, metacognitive strategies (Mean = 3.28) became the most frequently strategies applied by the students, then, followed by affective strategies (Mean = 2.65), and the last was social strategies (Mean = 2.46). In conclusion, all the indirect learning strategies in writing skill that are metacognitive, affective, and social strategies were applied by the eleventh grade students of State Senior High School 12 Palembang.

Keywords: *Analysis, Indirect Learning Strategies, Writing Skill.*

ANALISIS STRATEGI PEMBELAJARAN TIDAK LANGSUNG DALAM KETERAMPILAN MENULIS

ABSTRAK: Masalah dalam penelitian ini adalah "apa saja strategi pembelajaran tidak langsung dalam keterampilan menulis yang diterapkan oleh siswa kelas XI SMA Negeri 12 Palembang?" Tujuan dari penelitian ini adalah untuk mengetahui strategi pembelajaran tidak langsung dalam keterampilan menulis yang diterapkan oleh siswa kelas XI SMA Negeri 12 Palembang. Penelitian ini menggunakan metode deskriptif kualitatif. Populasi penelitian ini adalah 232 siswa kelas XI SMA Negeri 12 Palembang tahun akademik 2016/2017. Penelitian ini menggunakan teknik *purposive sampling*. Data dikumpulkan melalui kuesioner SILL dan dokumentasi. Berdasarkan penelitian, meskipun tidak ada strategi pembelajaran yang diterapkan oleh siswa dalam penggunaan tinggi, tetapi menurut rata-rata penggunaan strategi, strategi metakognitif (rerata = 3.28) menjadi strategi yang paling sering diterapkan oleh siswa, kemudian, diikuti oleh strategi afektif (rerata = 2.65), dan yang terakhir adalah strategi sosial (rerata = 2.46). Kesimpulannya, semua strategi pembelajaran tidak langsung dalam keterampilan menulis yang bersifat metakognitif, afektif, dan strategi sosial diterapkan oleh siswa kelas XI SMA Negeri 12 Palembang.

Kata Kunci: *Analisis, Strategi Pembelajaran Tidak Langsung, Keterampilan Menulis.*

INTRODUCTION

Writing is a skill that is required in many contexts throughout life. It has to be mastered by people who want to communicate perfectly. In writing, people need to construct their idea perfectly in order to make readers understand about the message conveyed in writing.

There are many types of writing that students learn such as essay, narrative text, report text, descriptive text, article, letter, and many others. Without a good writing skill, students cannot write those many types of writing properly. Therefore, students need to have a good writing skill in order to produce a good writing work.

The writers found some students' problems of writing skill. First, they did not know what they should write in the beginning. Second, they could not write the sentence properly. Then, they were afraid to write if they did some errors in their writing. Last, they always needed dictionary or online translator while they were writing. From the problems above, the writers can conclude that most of students in high school may have the same problems in writing skill and language learning strategies are truly needed for them to overcome those writing skill problems.

According to Oxford (1990, p.14), "Strategies are divided into two major classes: direct and indirect. These two classes are subdivided into a total of six groups (memory, cognitive, and compensation under the direct class; metacognitive, affective, and social under the indirect class)." Eventhough thoseboth strategies; direct and indirect strategies are important, but the writers were interested in analyzingthe indirect strategies because three strategies in the indirect strategies do not involve the target language directly which mean that those strategies represent the way how students manage their own learning, control their emotion, and perform their social relationship.

LITERATURE REVIEW
The Concept of Learning

Wilson and Peterson (2006, p.2) claims, "Three big ideas that underlie most of current scholarship and practice are learning as a process of active engagement, learning as individual and social, and learner differences as resources to be used, not obstacles to be confronted." Then, Rossum and Hamer (2010, p.2) cites

that there are five conceptions of learning; learning as the increase of knowledge, learning as memorising, learning as the acquisition of facts, learning as the abstraction of meaning, and learning as an interpretative process aimed at the understanding of reality. Moreover, Zirbel (2008, p.1) states, "Learning is a mental process that depends how stimuli and new ideas get integrated into the old knowledge database, and on how, through reasoning, a previously acquired mental mechanism, the entire database gets reorganized."It can be concluded that learning is any process that involve the changes in behavior through experience, instruction, or study. Brain plays an important role in receiving information or knowledge during the learning process.

The Concept of Writing

According to Carroll (1990, p.1), "Without a doubt, the most important invention in human history is writing. Writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far distance past to speak to us." Then, Coulmas (2002, p.1) cites that six meanings of writing are as a system of recording language by means of visible or tactile marks, as the activity of putting such a system to use, as the result of such activity, as the particular form of such a script style such as block letter writing, as an artistic composition, and as a professional occupation.

Moreover, Wallace et al. (2004, p.15) states that writing is the final product of several separate acts that are hugely challenging to learn simultaneously.It can be concluded that writing is the final product after students learn several stages of writing separately before such as note-taking, outlining, drafting, and others. Also, students need to provide the ideas and arrange the ideas in order to produce a good piece of writing.

The Concept of Learning Strategies

According to Macaro (2001, p.17), "Learner strategies refer to learning behaviours learners actually engage in to learn and regulate the learning of a second language what they know about the strategies they use, what they know about aspects of their language learning other than the strategies they use." Moreover, Hismanoglu (2000) cites that language learning strategies are good indicators

about how learners can approach tasks or problems encountered during the process of language learning. In other words, language learning strategies can be used in some cases such as the language teachers can give valuable clues about how their students can assess the situation and help their students to select the appropriate strategies so as to understand and remember the new input presented in language classroom.

Oxford (1990, p.1) claims that learning strategies are steps taken by students to enhance their own learning. Learning trategies are especially important for language learning because those are the tools for the students to be active in the classroom and self-directed involvement. It can be said a strategy is a plan of actions that is designed to achieve a specific goal. Students need to apply their own strategy in order to use it as a tool to bring about a desired future, such as the achievement or solution to their learning problems.

According to Oxford (1990, p.135), "These three strategies are called "indirect" because these strategies support and manage language learning without (in many instances) directly involving the target language." In other words, these three strategies are called as indirect strategies which are metacognitive strategies, affective strategies, and social strategies. Indirect learning strategies are the language strategies that involve the target language indirectly.

Metacognitive strategies deal with anything that is related to learners' control of their learning. Oxford has divided metacognitive strategies into three sets which are centering your learning, arranging and planning your learning, and evaluating your learning.

Affective strategies deal with anything that is related to the ways of students in managing their emotions during the learning process. Oxford has divided affective strategies into three sets which are lowering your anxiety, encouraging yourself, and taking your emotional temperature.

Social strategies deal with anything that is related to involving other people in the learning process. Oxford has divided social strategies into three sets which are asking questions, cooperating with others, and empathizing with others.

METHODOLOGY

The writers used the qualitative descriptive method in this study.

Descriptive method was chosen due to the type of the study which was to know the indirect learning strategies in writing skill applied by the eleventh grade students of State Senior High School 12 Palembang. According to Sandelowski (2000, p.334), "The qualitative descriptive study is the method of choice when straight descriptions of phenomena are desired."

According to Fraenkel and Wallen (2009, p.91), "Population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study." The population of this study was the eleventh grade students of State Senior High School 12 Palembang in the academic year of 2016/2017 which consisted of 232 students.

A sample in a research study is the group on which information is obtained (Fraenkel & Wallen, 2009, p.90). The sample of this study was the class of XI IPA 1 which consisted of 38 students. The sample was chosen by using purposive sampling. According to Teddlie and Yu (2007, p.1), "Purposive sampling techniques are primarily used in qualitative (QUAL) studies and may be defined as selecting units (e.g., individuals, groups of individuals, institutions) based on specific purposes associated with answering a research study's questions."

The writers collected the data by using two instruments in this study that were questionnaire and documentation. The questionnaire was the main instrument of this study. Oxford's Strategy Inventory for Language Learning (SILL) version 7.0 was used as the questionnaire in this study. The SILL version 7.0 has 50 items that are grouped into six categorized of assessment based on direct strategies and indirect strategies. Direct strategies have 29 items that consist of three groups; memory, cognitive, and compensation strategies. Then, indirect strategies have 21 items that consist of three groups; metacognitive, affective, and social strategies.

This study focused on the indirect strategies, therefore, the writers took only 21 items that consist of metacognitive strategies (9 items), affective strategies (6 items), and social strategies (6 items). Moreover, because this study focused on the writing skill, therefore, the questionnaire was modified specifically which meant that most of the statements in the questionnaire were about writing skill.

Then, as the second instrument, documentation was used in order to documenting any information related to the writing skill of the students that would be needed for this study. In this study, the students were needed to choose the typeof writing that they wanted to write based on their own decisions together so they could finish their writing well.

For the validity and reliability of the instrument, the SILL questionnaire was already used by many experts all around the world. In this study, the writer used content validity in order to measure the test using professional judgment of an expert. According to Yaghmale, (2003, p.26), "Content validity depends on subjective or professional judgment. Content validity is a subjective judgment of experts about the degree of relevant construct in an assessment." Since teacher was considered as an expert, therefore, the instrument was consulted with the teacher of English.

Moreover, Oxford and Burry-Stock (1995, p.35), states, "The SILL appears to be the only language learning strategy instrument that has been checked for reliability and validated in multiple ways." Therefore, the questionnaire in this study was confirmed valid and reliable.

FINDINGS AND DISCUSSION

The results of the study were: (1) the metacognitive strategies became the most frequently strategies applied by the studentswith the mean = 3.28 were found through questionnaire; (2) there were three students' writing problems that were found from their writing works through documentation.

After obtaining the data from questionnaire, the data werecalculated in order to find the mean of each indirect learning strategies. Based on Oxford's score ranges (1990), a mean score between 3.5– 5.0 is the high use. Then, a mean score between 2.5 – 3.4 is the medium use, anda mean score between 1.0 – 2.4 is the low use. Based on the data analysis, it could be concluded that all the indirect learning strategies in writing skill had been applied by the students. Metacognitive and affective strategies were the medium use which meant that the students applied these strategies adequately, meanwhile, the social strategy became the low use which meant that the students applied this strategy rarely. Eventhough there was no the strategy that was applied in

the high use, but according to the average use of the strategy, metacognitive strategies (Mean = 3.28) became the most frequently strategies applied by the students, followed by affective strategies (Mean = 2.65), and the last was social strategies (Mean = 2.46).

Then, from documentation, there were three problems in students' writing skill. First, the students had the content problem in their writing. Second, the students had lack of vocabularies. Lastly, the students had grammar problem in the structure of their writing.

CONCLUSION

Based on the results, it was concluded that all the indirect learning strategies in writing skill that consist of metacognitive strategies, affective strategies, and social strategies had been applied by the eleventh grade students of State Senior High School 12 Palembang. Eventhough there is no learning strategy applied in the high use, but according to the average use of the strategy, it could be concluded that metacognitive strategies became the most frequently strategies applied by the students, followed by affective strategies as the second rank, and the last was social

strategies. Therefore, the writer found the three writing problems faced by the students. First, the students had the content problem in their writing. Second, the students had lack of vocabularies. Last, the students had grammar problem in the structure of their writing. However, the students are also still on the process in overcoming their writing problems by applying these indirect learning strategies considering these indirect learning strategies are still in the medium and low use.

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