

**LEARNING STRATEGIES IN WRITING PARAGRAPH APPLIED BY
THE EIGHTH GRADE STUDENTS OF SMP NEGERI 8
PALANGKA RAYA**

THESIS



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2018M/1440H**

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THE EIGHTH GRADE STUDENTS OF SMP NEGERI 8
PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In Partial Fulfillment of the Requirements
For the Degree of *Sarjana* in English Education



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
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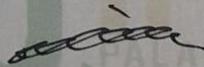
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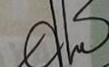
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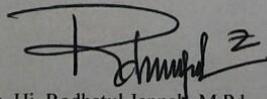
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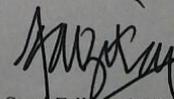
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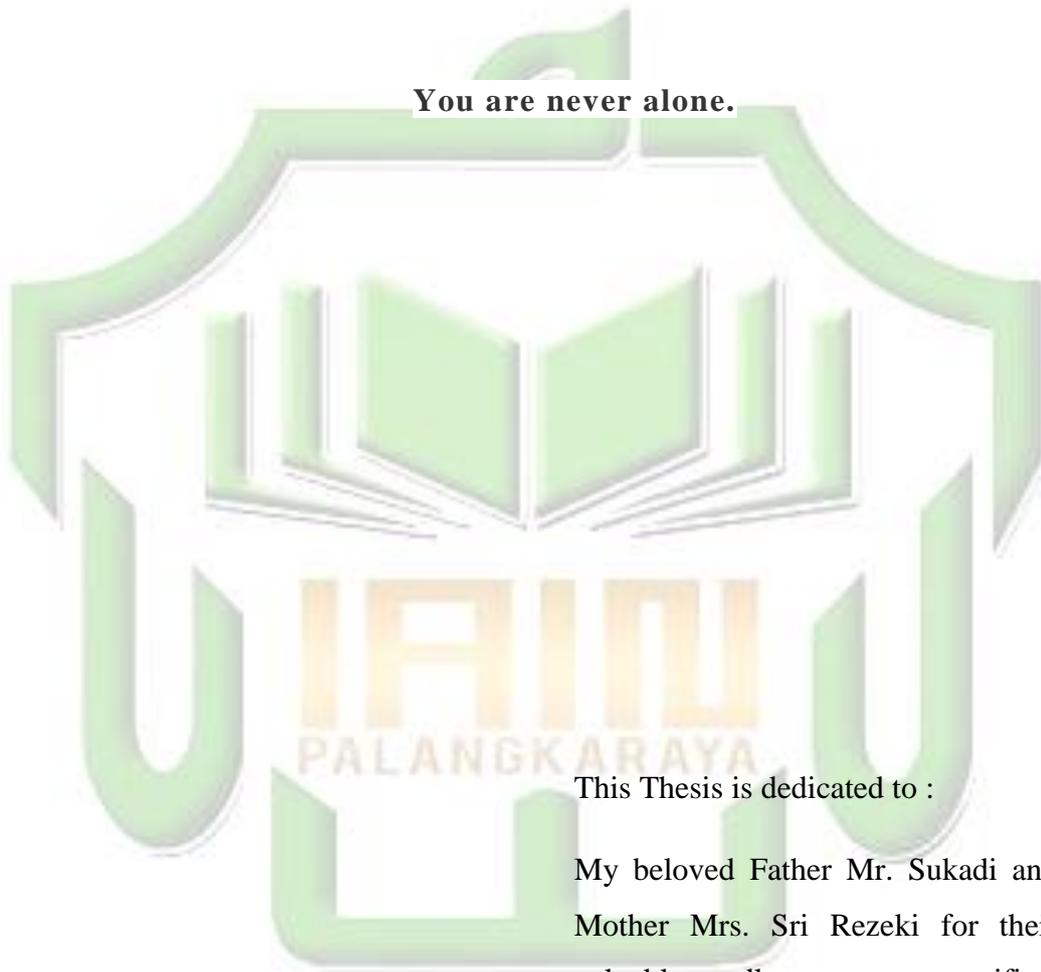
MOTTO AND DEDICATION

قَالَ لَا تَخَافَا ۖ إِنَّنِي مَعَكُمَا أَسْمَعُ وَأَرَىٰ

[Allah] said: Fear not. Indeed, I am with you both;

I hear and I see. (Q.S Taha: 46)

You are never alone.



This Thesis is dedicated to :

My beloved Father Mr. Sukadi and Mother Mrs. Sri Rezeki for their valuable endless prayer, sacrifice, and support. My beloved brothers Riski Adi Santoso. My beloved friend Edy sofyan. My best Friend Rahayu Dewi Utari.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, not does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 16th of October
2018

Your faithfully,




Hasti Octaviani
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ABSTRACT

Octaviani, Hasti. 2018. *Learning Strategies in Writing Paragraph Applied by The Eighth Grade Students of SMP Negeri 8 Palangka Raya*. Thesis, Departement of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah, M.Pd., (II) Aris Sugianto, M.Pd

Keywords: learning strategies, successful and unsuccessful students, writing English paragraph.

The principle purpose of this study were to describe the learning strategies in writing paragraph applied by the eighth grade students of SMP Negeri 8 Palangka Raya, as follow : (1) What are strategies used by the successful students who get high score in writing paragraph ? (2) What are strategies used by the unsuccessful students who get low score in writing paragraph ? The objective of this study is to describe the strategies used by the successful students who get high score in writing paragraph of SMP Negeri 8 Palangka Raya, and to describe the strategies used by the unsuccessful students who get low score in writing paragraph of SMP Negeri 8 Palangka Raya.

In this study, the reseacher used qualitative approach, the design of the study was descriptive qualitative. The researcher got the data, it used some techniques such as observation, questionnaire, interview and documentation. In analyzing data, it used some techniques such as data collection, data reduction, data display and verification. For the data endorsement, it was used triangulation technique.

The sample of this study are 35 students of class VIII-4 in SMP Negeri 8 Palangka Raya. The researcher selected several students in VIII-4 as an interviewee. There were 6 people interviewee by successful students and 5 people interviewee by unsuccessful students

The results showed that: learning strategies influence the students' writing score; the successful students who get the highest score were used cognitive strategies and metacognitive strategies and the unsuccessful students who get the lowest score was used social strategies, memory strategies, and affective strategies

ABSTRAK

Octaviani, Hasti. 2018. *Strategi Belajar Yang Diterapkan Siswa Dalam Menulis Paragraf Di Kelas Delapan SMP Negeri 8 Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M.Pd., (II) Aris Sugianto, M.Pd

Kata kunci: strategi pembelajaran, siswa yang sukses dan tidak sukses, menulis paragraf bahasa Inggris.

Penelitian ini bertujuan memberikan gambaran bagaimana strategi dalam menulis paragraf yang diterapkan oleh siswa kelas delapan SMP Negeri 8 Palangka Raya, sebagai berikut: (1) Apa strategi yang digunakan oleh siswa yang berhasil yang mendapatkan nilai tinggi dalam menulis paragraf? (2) Apa strategi yang digunakan oleh siswa yang tidak berhasil yang mendapat nilai rendah dalam menulis paragraf? Tujuan dari penelitian ini adalah untuk mendeskripsikan strategi yang digunakan oleh siswa yang berhasil yang mendapatkan nilai tinggi dalam menulis paragraf SMP Negeri 8 Palangka Raya, dan untuk menggambarkan strategi yang digunakan oleh siswa yang tidak berhasil yang mendapatkan skor rendah dalam menulis paragraf SMP Negeri 8 Palangka Raya.

Dalam penelitian ini, peneliti menggunakan pendekatan kualitatif, desain penelitian ini adalah deskriptif kualitatif. Peneliti mendapatkan data, menggunakan beberapa teknik seperti observasi, kuesioner, wawancara dan dokumentasi. Dalam menganalisis data, ia menggunakan beberapa teknik seperti pengumpulan data, penyelesaian data, data pemaparan dan penarikan kesimpulan. Untuk pengabsahan data, digunakan teknik triangulasi.

Sampel penelitian ini adalah 35 siswa kelas VIII-4 di SMP Negeri 8 Palangka Raya. Peneliti memilih beberapa siswa di VIII-4 sebagai orang yang diwawancara. Ada 6 orang yang diwawancara oleh siswa yang berhasil dan 5 orang yang diwawancara oleh siswa yang tidak berhasil.

Hasil penelitian menunjukkan bahwa: strategi pembelajaran mempengaruhi skor menulis siswa; siswa yang berhasil mendapatkan skor tertinggi menggunakan strategi kognitif dan strategi metakognitif dan siswa yang tidak berhasil yang mendapat skor terendah menggunakan sosial strategi, memori strategi, dan afektif strategi.

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Palangka Raya, 16th of October 2018

The Reseacher,

Hasti Octaviani
NIM 1401120931

TABLE OF CONTENT

COVER	i
COVER Second Page	ii
ADVISOR APPROVAL	iii
THESIS APPROVAL	iv
MOTTO AND DEDICATION	v
DECLARATION OF AUTHORSHIP	viii
ABSTRACT	ix
ABSTRAK (Indonesian).....	x
ACKNOWLEDGEMENTS.....	xi
TABLE OF CONTENTS	xiii
LIST OF TABLE	xv
LIST OF APPENDICES	xvii
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Research Problem.....	5
C. Objective of the Study.....	5
D. Scope and Limitation of the Study.....	6
E. The significance of the Study.....	6
F. Definition of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	10
A. Related Studies.....	10
1. Learning Strategies.....	12
a. Definition of Learning Strategies	12
b. Kinds of Learning Strategies	13
2. Writing Paragraph	17
a. Definition of Writing Paragraph	17
b. Kinds of paragraph.....	18
c. Problems in writing paragraph	20
d. The Process of writing	20

e. Writing Assessment	23
CHAPTER III RESEARCH METHOD	25
A. Research Design.....	25
B. The Subject and object of the Study	26
C. Source Of Data.....	28
D. Research Instrument.....	29
E. Data Collection Precedures	34
F. Data Analysis Procedure	35
G. Data Endorsement	39
CHAPTER IV RESEARCH FINDING AND DISCUSSION	40
A. Data Presentation	40
B. Research Finding.....	55
C. Disscussion.....	79
CHAPTER V CONCLUSION AND SUGGESTION	82
A. Conclusion	82
B. Suggestion.....	83
REFERENCES	
APPENDICES	

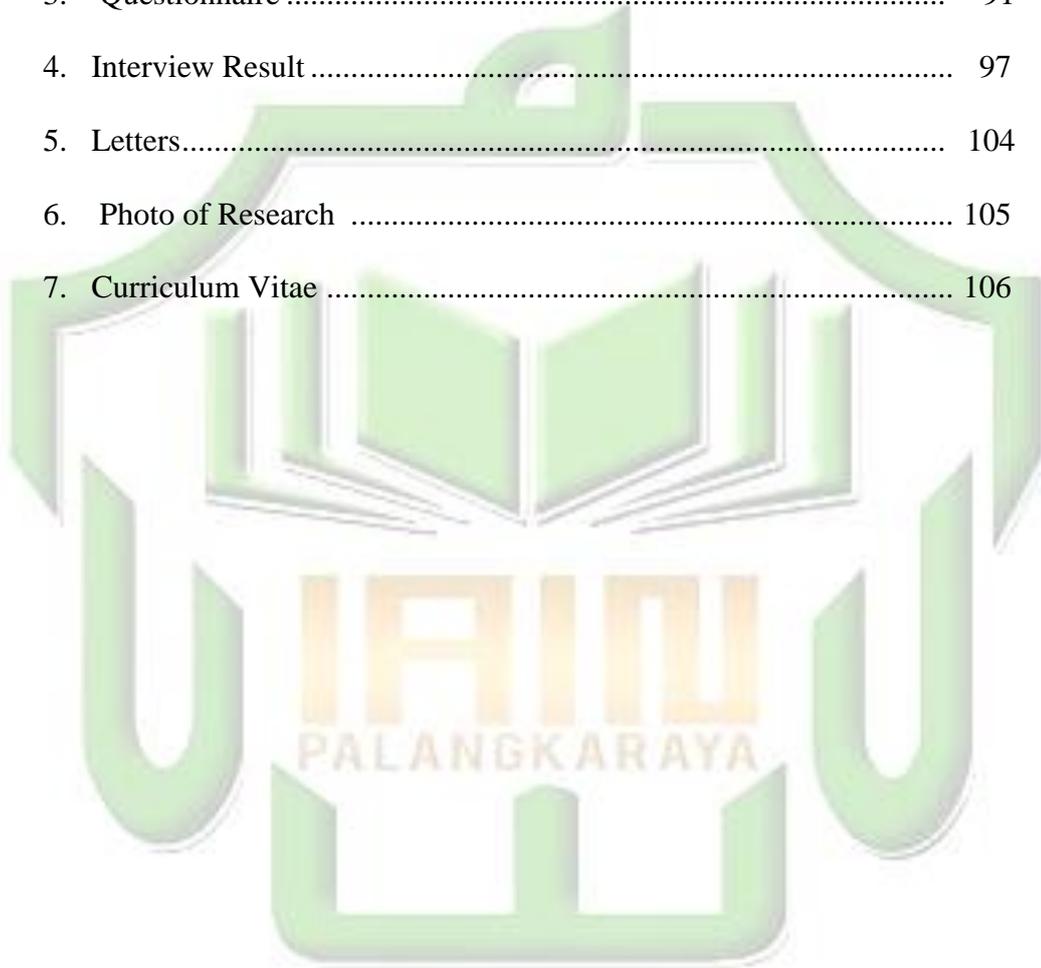


LIST OF TABLES

Table	Page
2.1 The Relevance and Difference of related studies.....	11
2.2 Classification Of Strategies.....	16
3.1 The scores of students VIII-4 Class in writing paragraph.....	27
3.2 Spesification of items for Questioannaire.....	2
4.1 Average Score Scale of SILL.....	42
4.2 Average Score Scale of Questionnaire.....	43
4.3 Average Score Scale of Questionnaire.....	44
4.4 The Scores of successful Students in Writing Paragraph.....	46
4.5 The Scores of unsuccessful Students in Writing Paragraph.....	52
4.6 Learning strategy used by successful and unsuccessful students.....	55
4.7 Strategies applied by the successful students based on Interview.....	56
4.8 The language learning strategies applied by the successful students in Writing paragraph and the number of the students.....	60
4.9 Strategies applied by the successful students based on Interview.....	72
4.10 The language learning strategies applied by the usuccessful students in Writing paragraph and the number of the students.....	75

LIST OF APPENDICES

Appendix	Page
1. Research Schedule	87
2. Observation Check List	88
3. Questionnaire	91
4. Interview Result	97
5. Letters.....	104
6. Photo of Research	105
7. Curriculum Vitae	106



CHAPTER I

INTRODUCTION

This chapter consists of background of the study, the problem of the study, objectives of the study, scope and limitation, significance of the study, and definition of key term.

A. Background of study

Supiani (2012) mentions that writing is one of an important role in a daily international communication, It is estimated that 75% of all international communication is in writing, 80% of all international information is the world's computers, and 90% of internet contents are in English. This can be seen in the development of email, facsimile, short message service (SMS), WhatsApp, Instagram, Facebook and other Social Media via a mobile phone as increasingly popular forms of communication.

Miftah (2015) mentions that writing as one of the skills to communicate is not an ability we acquire naturally. Writing is one of the English skills to communicate that a form of written. It has been taught in first language. Written language is composed of written words, so combined as to express thought. Based explanation above, the ways to express thought are oral and written. Writing is the way to express ideas in

written form using letters, words, art or media, and it requires mental process in order to express the ideas (Uusen, 2009).

Rahmawati (2009, p.8) stated that writing is important for them to communicate the knowledge and thought a process like to make, examination, term papers and a job application. From the statement, writing is important for students, one of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. Especially in English Departement, the student's required to learn to write and to prepare themselves for the final academic assignment thesis writing.

Particularly in Grades Seven, Eight, Nine by the Junior high school. Descriptive, Narrative, Recount, Procedure dan Report are the five most common types of writing. Curriculum made the compulsory for the students to be able to write different types of texts (Departement Pendidikan Nasional, 2006)

Most of the students think that writing is the difficult skill for them. Actually, the difficulties are caused some factors such as lack of vocabulary, lack of grammar understanding, lack of motivation, or even lack of confidence. "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization" (Rass, 2001:30).

Therefore, learning strategies are very beneficial to reduce the difficulties in learning process. Learning strategies facilitate the students to reveal their own way of learning, recognize their identity as “learners” and be aware of their difficulties in learning. Learners used learning strategies in order made their learning successful. The proficient language learners take conscious steps to understand what they are doing by using a wider range of strategies than less proficient learners do (Anderson, 2003).

Zare is cited in Gestanti (2017) states that language learning strategies is a conscious process since it occurs through the memory, and requires continuance use and application. Therefore, it is possibility that students may use strategies that are different from their friends. Because, students have their own considerations in choosing certain strategies that fit their needs.

Learning strategies is a term refers to technique and tactic that learners use in practicing language activities (Hardan, 2013). Learning strategies give some ways to learning, it can help the learners in understanding and applying in their language learning. Oxford as cited in Deneme (2008) states that learning strategies as the specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations.

Oxford as cited in Deneme (2008) states that learning strategies are divided into two major classes: direct and indirect and which are also subdivided into six sub-groups (memory, cognitive, compensation,

metacognitive, affective, and social). In Oxford, language learning strategies that directly involve the target language are called direct strategies and all direct strategies require mental processing of the language, but the three groups of strategies (memory, cognitive and compensation) do this processing differently and for different purposes. Memory strategies help students store and retrieve new information while cognitive strategies enable learners to understand and produce new language by many different means. Compensation strategies, on the other hand, allow learners to use the language despite their gaps in knowledge.

Besides the direct strategies, Oxford also describes the indirect strategies that underpin the business of language learning. In her study, indirect strategies are divided as metacognitive, affective, and social. Metacognitive strategies allow learners to control their own cognition; affective strategies help to regulate emotions, motivations and attitudes. Social strategies help students learn through interactions with others. These strategies are called “indirect” as they support language learning without directly involving the target language.

Based on pre-observation in the eighth grade students of SMP Negeri 8 Palangka Raya, the students have different score, some students get high score and some students get low score. It does not happen by accident. Probably, the students who get high score had special strategies to improve their knowledge in writing paragraph so that they succeeded. But also the students who get low score had strategies to improve their

knowledge in their writing paragraph but they did not succeeded to apply it.

Based on the statement above the researcher interest to find what learning strategies applied by the students in writing paragraph and the impact of learning strategies toward the students writing score. The finnaly, this study will beneficial for both teacher and students. The teacher will able to design the materials well then the students are able to take the learning strategies for their learning.

B. Research Problem

Based on the background of the study above, the researcher intentionally stated the problem of the study as follows :

1. What are strategies used by the successful students who get high score in writing paragraph.
2. What are strategies used by the unsuccessful students who get low score in writing paragraph.

C. Objective of the study

1. To describe the strategies used by the successful students who get high score in Writing Paragraph.
2. To describe the strategies used by the unsuccessful students who get low score in Writing Paragraph.

D. Scope and Limitation of the study

This study focuses on the learning strategies applied by the successful students who get high score in Writing Paragraph and unsuccessful students who get low score in Writing Paragraph at the eighth graders students of SMP Negeri 8 Palangka Raya. Meanwhile, observation and research process only in writing class.

E. The significance of the study

The writer expected the result of this study will be useful for the students and for the teacher. The study has two kinds of significances, namely Theoretically and Practical significances. In this case, theoretically significances, the result of this study can be used as the reference for those who want to conduct a research in English teaching learning process, especially in writing paragraph. Practical significances, it gives consideration for English Teacher of SMP Negeri 8 Palangka Raya and the others English teacher especially increasing the students strategies in writing paragraph and to add the writer's knowledge about the strategies of students in learning English.

F. Definition of Key Terms

Learning Strategies

Oxford as cited in Wu & Lin (2016) states that learning strategy is defined as the specific actions or techniques used by students, usually intentionally, to improve their progress in developing second language (L2) skills. So Strategies is the procedurs used in learning, thingking etc., which serve as a way of reaching a goal. In the present study strategy mean, some accurate planning of doing or performing something to chieve particular goal. In this study, learning strategies that will conduct in the study is about learning strategies in writing paragraph in other word the researcher will be observe in the spesific action or technique by the students in learning writing paragraph.

Writing learning strategies

Oxford as cited in Deneme (2008) states that learning strategies as the specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations. Writing learning strategies means the techniques or specific actions use in writing by the students. In this study, researchers will conduct research in writing learning strategies, especially in writing paragraph. Researchers will investigate the strategies that make the students easier, faster, more enjoyable, more effective and more

transferrable when learning writing paragraph based on natural setting or reality.

Writing skill

Writing skill is ability to produce or reproduce an idea via written message. Like content, organization, vocabulary, grammar and spelling. In this study, writing skills refers to clarified based on the elements that must be taught of in writing achievement like : content, organization, vocabulary, grammar and spelling in writing paragraph.

Paragraph writing

A paragraph is a section of a piece of writing. A paragraph always begins on a new line and contains at least one sentence. A paragraph have one topic sentence. In this study, the writing of paragraphs to be studied are the types of paragraph writing such as Descriptive, Narrative, Recount, Procedures and Reports, based on the curriculum or based on the type of writing being studied.

Successful Student

Based on KKM of SMP 8 Palangka Raya for successful students' in English could be classified as follows:

- A. Scores of 0 – 59 was unsuccessful
- B. Scores of 60 – 100 was successful

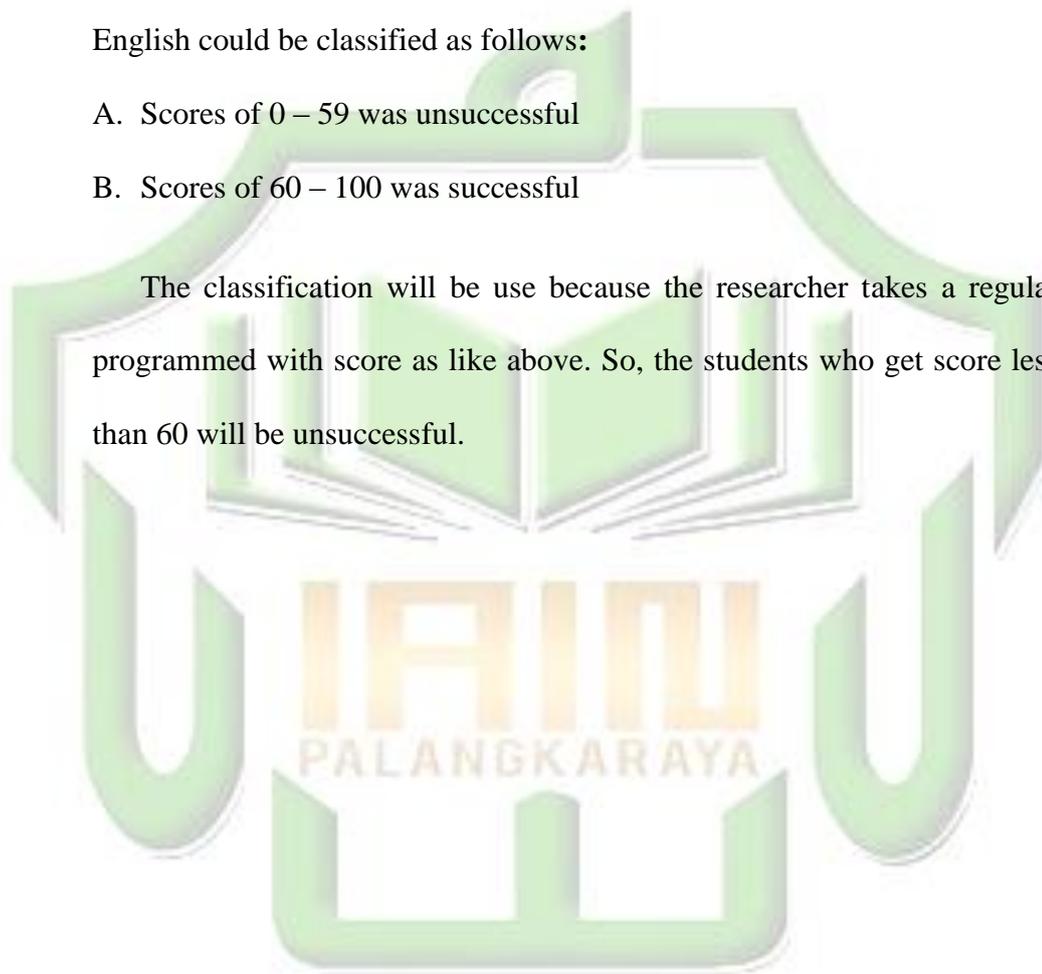
The classification will be use because the researcher takes a regular programmed with score as like above. So, the students who get score more than 60 will be successful.

Unsuccessful Student

Based on KKM of SMP 8 Palangka Raya for unsuccessful students' in English could be classified as follows:

- A. Scores of 0 – 59 was unsuccessful
- B. Scores of 60 – 100 was successful

The classification will be use because the researcher takes a regular programmed with score as like above. So, the students who get score less than 60 will be unsuccessful.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter of related literature begins with Previous of the study, definition of Strategy, Learning Strategies, Writing skill, Writing Text, The process of writing and Definition of Paragraph.

A. Related Studies

In this study, the researcher takes the similar research with the other researcher. First, a research was conducted by Yulianti (2018). The results of the study is the learning strategies used by the students in writing English text are metacognitive strategies, compensation strategies, cognitive strategies, affective strategies, memory strategies, and social strategies. The students use learning strategies in moderate level which means they sometimes use these learning strategies. Moreover, learning strategies influence the students' writing score; the students who get good score use metacognitive strategies and the students who get fair score use affective strategies.

Second, a research was conducted by Azizi (2017). Based on the findings mentioned above, three main conclusions can be obtained from the study. Firstly, the Iranian EFL students lacked metacognitive writing strategy awareness compared to that of Turkish students in Razi's as cited in Azizi (2017) . This indicates the fact that Iranian EFL learners lack the awareness of strategies while approaching writing, compared to

Turkish students. Secondly, it can be concluded that successful students used meta-cognitive learning strategies more than others. Last but not least, it can be claimed that there was a positive relationship between students' writing performance and their meta-cognitive writing strategy use.

Third, a research was conducted by Deneme (2008) .The results of this study In the light of the findings, an overall evaluation of the use of six groups of strategies by the participants can be made. The answers of the participants reveal that they use the strategies to compensate for missing knowledge (Part C/compensation strategies) and organizing and evaluating their learning (Part D/metacognitive strategies) more frequently than the strategies for remembering more effectively (PartA / memory strategies), using all their mental process (Part B / cognitive strategies), managing their emotions (Part E/ affective strategies) and learning with others (Part F/ social strategies).

Table 2.1 The Relevances and Differences of related studies

No.	Relevances	Differences
1.	This study is relevant in describing the students' use strategies in learning writing english text.	The subject of this study was senior high school students
2.	This study is relevant in describing the students' use strategies in learning writing english text	The subject of this study was senior high school students
3.	This study is relevant in describing the students' use strategies in English learning	The topic of this study focus on Meta-Cognitive writing strategy.

Based on previous studies the Strategies of the learning have been exist in learning especially in learning writing. there are Direct Strategies like; Memory Strategies, Cognitive Strategies, Compensation Strategies and Indirect Strategies like; Metacognitive Strategies, Affective Strategies, Social Strategies. Therefore, the researcher looking for the strategies in learning writing in writing paragraph at the eighth gare of SMP Negeri 8 Palangka Raya.

1. Learning Strategies

a. Definition of Learning Strategy

According to Brown (2001) states that strategies are specific methods of approaching a problems or task, modes of operation for achieving a particular and planned designs for controlling and manipulating certain information. Moreover, he says that strategy in the pattern or plan that integrates an organization's major goals, policies, and action sequences into a cohesive whole.

Deneme (2008) mention that Learning strategies have been in the centre of attention and they have gained great importance in the teaching learning process. Based on earlier research into learning strategies, Oxford as cited in Deneme (2008) defines learning strategies as the specific actions taken by the learner to make learning easier, faster, more enjoyable, more sefl-directed, more transferrable to new situation.

b. Kinds of Learning Strategy

Oxford as cited in Zare (2012) classified that language learning strategy system, which includes two main classifications there are : Direct strategies and Indirec Strategies.

1) Direct Strategies

Language learning strategies that directly involve the target language are called direct strategies. All direct strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive and compensation) do this processing differently and for different purpose.

a) Memory Strategies

Memory strategies involve the mental processes for storing new information in the memory and for retrieving them when needed.

These strategies consist of four sets that include: creating mental linkages, applying images and sounds, reviewing well, and employing action. Memory strategies are which relate to how students remember language.

b) Cognitive Strategies

Brown as cited in Zare (2012) mentions that “Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself”.

Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key

word, contextualization, elaboration, transfer, and inferencing are among the most important cognitive strategies. Cognitive strategies (which relate to how students acquire knowledge about language)

c) Compensation Strategies

Compensation strategies help learners to use the target language for either comprehension or production in spite of the limitations in knowledge. They aim to make up for a limited repertoire of grammar and, particularly vocabulary. When learners are confronted with unknown expressions, they make use of guessing strategies, which are also known as inference. Compensation strategies (which enable students to make up for limited knowledge).

2) Indirect Strategies

Indirect Strategies are divided into metacognitive, affective, and social. All these called “indirect” because they support and manage language learning without (in many instances) directly involving the target language. The indirect strategies explained here work in tandem with the direct strategies. It is useful in virtually all language learning situations and are applicable to all four language skills : listening, reading, speaking and writing.

a) Metacognitive Strategies

O'Malley et al as cited in Zare (2012) states that metacognitive is an expression to indicate an executive function, strategies which involve planning for learning, thinking about the learning process as it is taking place, observing of one's production or comprehension, correcting your own mistakes, and evaluating learning after an activity is completed. Based on O'Malley's classification, advance organizers, directed attention, selective attention, self management, functional planning, self-monitoring, delayed production, and self-evaluation are included among the major metacognitive strategies. Metacognitive strategies (relating to how students manage the learning process)

b) Affective Strategies

Affective strategies assist students to manage their emotions, motivation, and attitudes associated with learning. They can be achieved through lowering anxiety, encouraging oneself, and taking emotional temperature. Affective strategies (relating to students' feelings)

c) Social Strategies

Social strategies have close relationship with social-mediating activity and interacting with others. The main socioaffective strategies include cooperation and question for

clarification. Language is a form social behaviour; it is communication, and communication occurs between and among people. Learning a language thus involves other people and appropriate social strategies, each set comprising two specific strategies. Social strategies (which involve learning by interaction with others).

Table 2.2 Classification Of Strategies

Class of Strategy	Group of Strategy	Set of Strategy	Specific Strategy
D I R E C T	Memory Strategies	Creating metal linkages	1. placing new words into a context 2. cooperating with proficient users of the new language
		Reviewing well	1. Structured well
		Employing action	1. Using mechanical techniques
	Cognitive Strategies	Practicing	1. Repeating 2. Recognizing and using formulas and patterns 3. Practicing naturalistically
		Analysing and reasoning	1. Reasoning deductively 2. Translating 3. Transferring
		Creating structure for input and output	1. Taking notes 2. Summarizing
	Compensation Strategies	Overcoming limitation	1. Selecting the topic 2. Coining words 3. Using a circumlocution or synonym
I N D	Metacognitive Strategies	Arranging and planning your learning	1. Finding out language learning 2. Organizing 3. Setting goals and objectives 4. Planning for language task

I R E C T			5. Seeking opportunities practice
		Evaluating your learning	1. Self-evaluating 2. Self-monitoring
	Affective Strategies	Lowering your anxiety	1. using progressive relaxation, deep breathing or meditation 2. using music 3. using laughter
		Encouraging yourself	1. taking risks wisely
		Taking your emotional temperature	1. writing language diary 2. discussing your feeling with someone else
	Social Strategies	Asking questions	1. Asking for correction 2. Cooperating with proficient users of the new language
		Empathizing with others	1. Developing cultural understanding.

Source : Questionnaire and Document Analysis of SILL (Oxford, 2003)

2. Writing Paragraph

a. Definition of Writing Paragraph

Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas (Uusen, 2009). According to Oshima and Hogue (2007) states that a paragraph is a group of related statements that a writer develops about a subject. Based on the explanation above, Writing paragraph is an activity to express feelings, ideas, arguments and thought into written form to be one sentence.

b. Kinds of paragraph

Particularly in Grades Seven, Eight, Nine by the Junior high school. Descriptive, Narrative, Recount, Procedure dan Report are the five most common types of writing. Curriculum made the compulsory for the students to be able to write different types of texts (Departement Pendidikan Nasional, 2006).

1) Descriptive

Descriptive is kind of text which has purpose to describe a particular person, place or thing in details. Like another genre, through this text the students learn about social function, the generic structure and the grammatical features (Mardiyah, 2013).

It generic structure consists of the identification that identifies the phenomenon and the description that describe the parts, the qualities, and the characteristic of the phenomenon. The language features is focused on specific participant and using simple present tense. According to Oshima (2007:63) the topic sentence of a descriptive text should name a topic. The controlling idea should give the overall impression of the place you are describing.

Meanwhile, supporting sentence are the “meat” of a paragraph. They not only provide the details that prove the truth of your topic sentence, but they also make your writing rich and interesting. In descriptive text, the more detail you include, the more clearly your

reader will imagine what you are describing. The researcher used descriptive text in this study.

2) **Narrative**

Widiasari (2016) state that narrative text is a text that tells a story related to an experience. The story could be imaginary, factual, or both. The types of narrative can be chosen by the narrator at narrative texts can have five main parts. These are shown on the explanations below:

a) Orientation

On this paragraph, the narrative tells the audience who is on the story, when it is happening, where it is happening, and what is going on.

b) Complication

This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of characters. The complication is the trigger.

c) Sequence of Events

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order or with flashback. The audience is given narrator's point of view.

3) Recount

“Recount text is a text that retells events for the purpose of informing or entertaining”, while Cogan in Sari (2013:75) confirms, “Recount text is written to retell events with the aim of either to inform or entertain their readers”. Based on the quotations, the students are expected to express their idea or to think about their experiences in the past to inform the readers.

c. Problems in writing paragraph

Most of the students think that writing is the difficult skill for them. Actually, the problems are caused some factors such as lack of vocabulary, lack of grammar understanding, lack of motivation, or even lack of confidence. “Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization” (Rass, 2001:30).

d. The process of writing

Writing is never a one-step action: it is on going creative act (Alice, 2007). When you first write something, you have already been thinking about what to say and how you say it. Then after you have finished writing, you read over what you written and make changes

and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say.

Gould is cited in Sabarun (2011) states that writing is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, rereading the text, editing, and revising. There are many rules which should be considered in writing. Some expert their theories. Based on Linse (2005) writing have similar definition of process in writing. They explain that there are some stages in writing process : Pre-writing, draftings and revising. The book of Carter summarized that there are four writing process, there are :

1) Planning

Planning gives a chance to think about what to write and how to write. Planning involves brainstorming for ideas, defining and narrowing the topic by using pre-writing strategies, conducting research if necessary, writing a thesis statement, and writing working outline. In planning stages, we use pre-writing technique to gather ideas, and then choose a purpose and an audience.

2) Pre-writing

Oshima & Hogue (2007) define that prewriting is way to get ideas. In this step, writers choose a topic and collect ideas to

explain the topic. Likewise, Glencoe (2001) states that prewriting begins the moment writers start to collect ideas.

3) Drafting

Drafting involves developing the prewriting notes into connected sentences and paragraphs Glencoe (2001). In this way the students attempt to produce their first draft to capture their essay's meaning and get it down on paper. They actually use their first draft to formulate a working introduction and to organize the ideas.

4) Revising and Editing

After writing the first draft of composition, students rethink and rewrite the first draft, forming the second draft. This rethinking may take the form of reorganizing what has been written in the first draft. Gebhard (2000) suggests that students should refine ideas and they can consider revision of the content and organization of their ideas. Harmer (2004) says that after writers have produced the second draft they then read it to see where it works and where it does not. Meaning that probably the order of the information is not clear, perhaps the way something written is ambiguous and confusing so that the students may make changes to have individual words and grammatical accuracy. Editing is putting the piece of writing into its final form. It is the process in which the students begin to look at correctness.

e. Writing Assessment

According to Djiwadono as cited in Mufidah (2010), clarified that there are some elements that must be taught of in the writing achievement. There are :

1) Content

Content indicates that the ability of the students to identify and formulate the main idea and some supporting ideas include into the assessment of content. In this case, whether or not the students are able to decide and formulate main idea and supporting idea into the paragraph are measured in term of content.

2) Organization

The students must be able to organize the main idea and supporting main ideas well. In this case, the ideas are logically arranged in sequence in order to be understood easily by the readers.

3) Vocabulary

It calls this term of measuring vocabulary. the vocabulary used in writing should be suitable with the content and meaning of sentence being expressed.

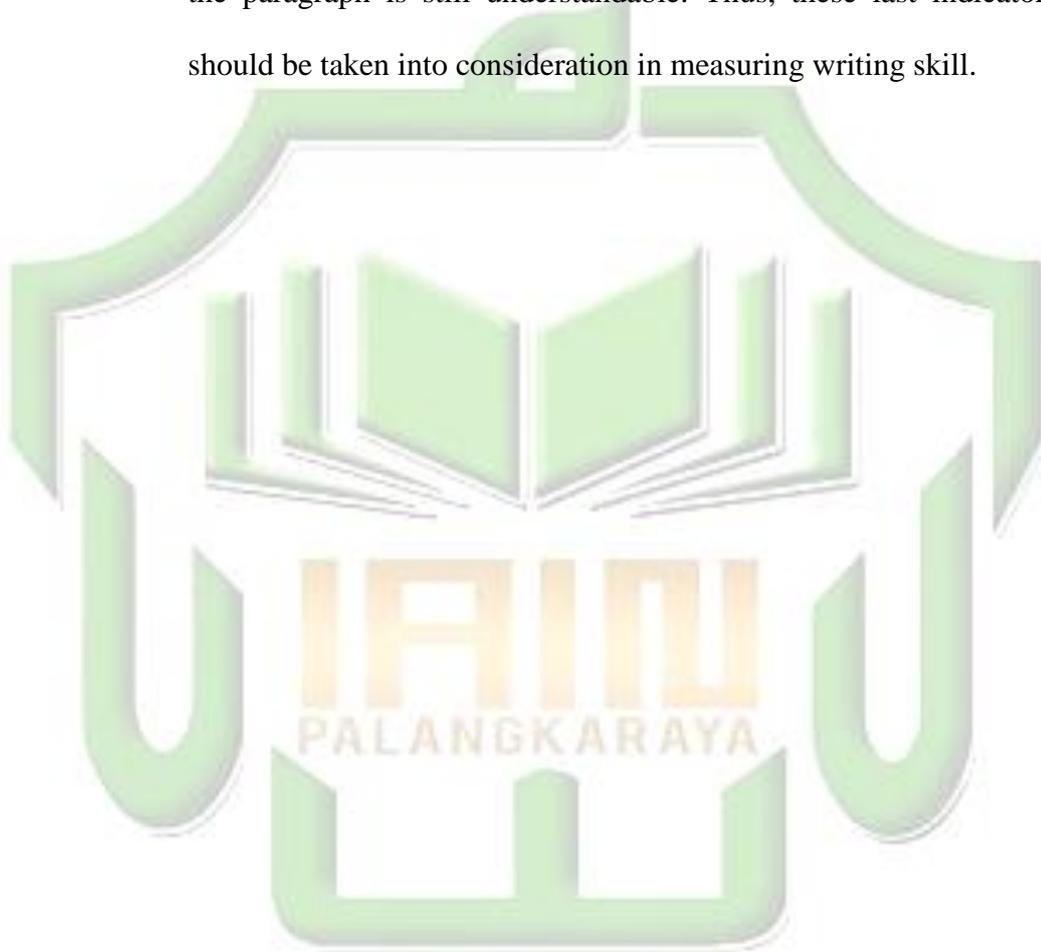
4) Grammar

Sentences constructed and word assembled in paragraph writing should be understandable and unambiguous. Beside that, it

should fulfill the grammatical requirement. Therefore, this matter belongs to the terms of grammar.

5) Spelling

The paragraph of writing should pay attention to the aspect of the word spelling and also the use of punctuation. Without these, the paragraph is still understandable. Thus, these last indicators should be taken into consideration in measuring writing skill.



CHAPTER III

RESEARCH METHOD

In this chapter, research method begins with research design, subject of the study, the source of data, research instrument, data collection procedure, data analysis procedure and data endorsement using triangulation.

A. Research Design

Latief (2014) summarize that Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic picture of the social and cultural settings in which such behavior occurs. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Cresswell, 2014).

This study was qualitative approach. The design of the study was descriptive qualitative. Raharjo (2002) states descriptive research is the research that is intended to collect information of phenomenon according to reality when doing the research. The researcher was design to describe the learning strategies in writing paragraph applied by the eighth graders students of SMP Negeri 8 Palangka Raya.

B. The subject and object of the study

The subject of the study was the eighth grade students of SMP Negeri 8 Palangka Raya. Therefore, the researcher chose some students who obtained successful and unsuccessful score as the subject of the study.

The subjects of the study were taken from the students. The subjects who included in the study had some characteristics; The students were some students of VIII-4 class or the eighth grade of SMP Negeri 8 Palangka Raya who represented the students who obtained successful and unsuccessful score of writing test given by the teacher and the students who could give information as much as possible.

The students could be called ‘Unsuccessful’ in learning English especially in writing if they were able to get score ≤ 60 , if they were able to get score ≥ 60 it could be called ‘Successful’. The researcher took the score 60 as a minimum criteria completeness. Because, SMP Negeri 8 Palangka Raya has a standard minimum criteria completeness is 60. So, every students should obtained score 60 or more than.

Based on the characteristics above, there were 35 students were participants who had been obtained from class VIII-4 in the first semester.

Table 3.3 The scores of students VIII-4 Class in writing paragraph.

No.	Name of Students	Rater 1	Rater 2	Average	Score's Level
1.	AF	80	81,25	80,63	Successful
2.	A	50	53,75	51,88	Unsuccessful
3.	ALS	70	71,25	70,63	Successful
4.	AA	85	87,5	85,00	Successful

5.	B	60	50	55,00	Unsuccessful
6.	BK	60	70	65,00	Successful
7.	D	60	57,5	58,75	Unsuccessful
8.	DM	60	57,5	58,75	Unsuccessful
9.	DD	60	57,5	58,75	Unsuccessful
10.	E	50	53,75	51,88	Unsuccessful
11.	EAP	60	62,5	61,25	Successful
12.	F	50	53,75	51,88	Unsuccessful
13.	FYE	60	62,5	61,25	Successful
14.	FHHP	60	62,5	61,25	Successful
15.	FF	65	71,25	68,13	Successful
16.	J	60	62,5	61,25	Successful
17.	L	70	82,5	76,25	Successful
18.	LNFS	70	71,25	70,63	Successful
19.	M	67	71,25	69,13	Successful
20.	MNS	75	86,25	80,63	Successful
21.	MS	60	62,5	61,25	Successful
22.	NIS	68	81,25	74,63	Successful
23.	PP	65	66,25	65,63	Successful
24.	PATH	60	57,5	58,75	Unsuccessful
25.	R	65	71,25	68,13	Successful
26.	R	60	62,5	61,25	Successful
27.	RYH	50	53,75	51,88	Unsuccessful
28.	RAS	80	86,25	83,13	Successful
29.	STM	68	78,75	73,38	Successful
30.	SZ	60	57,5	58,75	Unsuccessful
31.	TT	65	62,5	63,75	Successful
32.	TK	50	53,75	51,88	Unsuccessful
33.	WMW	60	62,5	61,25	Successful
34.	Y	60	62,5	61,25	Successful
35.	YYE	68	62,5	65,25	Successful

In this case, the researcher took the subject using purposive sampling. Sugiyono (2015) states that purposive sampling is a way to choose and determine the subject purposively based on the certain purpose to get idea.

Because of the researcher took the sample based on the purpose to get the data. So the researcher took both the students who had successful score and the students who had unsuccessful score. There were 24 successful students and 11 unsuccessful students as the subject.

C. Source of Data

The study used four sources of data, there were : observation results, questionnaire results , interview results and documentation. The researcher do a preliminary study to get the first data (observation). Then, to get more information of the data, the researcher was asking to the teacher about the results of the writing assignment that has been done by the students, to categorize where the students who have a high score and which the student who has a low score. After that the reseacher was distributed questionnaires to students who have been selected. And then the reseracher was do interview with the students that have been selected before. Here is the researcher will know what strategies are used by both the students who have high scores and students who have low scores.

D. Research Instrument

The researcher has collected the data from observation, questionnaire interview and documentation. Creswell (2012) said, the researcher herself who was present in the setting of the study was considered as the key instrument which is call as a human instrument. In this study, the

researcher equipped herself with some research instruments consisting of observation, questionnaire, interview and documentation.

1. Observation

Latief (2014, p.77) explain, Observation is used as a technical term in research with its specific meaning, its usually refers to the use of our visual sense to record and make sense of information. Besides that, Angrosino, M. V. (2007) states that observation in qualitative research is collecting data by observing people when they interacting in their natural settings, so that their behaviours and words can be put into their proper context.

In this study, the observation was conducted on July 23th, 2018 – September 09th, 2018 at 12.00 a.m in SMP Negeri 8 Palangka Raya, as supporting data with check the subject what they nature. The researcher was Observed three times. For the first observation, was done on Monday, 23 July 2018 to collect the data about learning strategies used by students. The result of observation this study was observed the students learning strategies in class VIII-4 of SMP Negeri 8 Palangka Raya.

In addition, the researcher was done the second observation on Saturday, July 28th, 2018 to collect the spesific data about what are the learning strategies used by the students when writing paragraph. The last observation was done on Saturday, September 15th, 2018 was aimed to crosscheck about learning strategies used by the students of SMP Negeri 8 Palangka Raya.

2. Questionnaire

Latief (2014) summarize that questionnaire is a written instrument consisting of questions to be answered or statements to be responded by respondents. It is used to gather information about fact or about opinion/attitude. Questionnaire is a set of data-gathering instruments are popular research instruments including communication, education, psychology and sociology.

Besides observation, the researcher has continued the next instruments that is questionnaire. Questionnaire was done on Saturday, August 18th, 2018 and started at 10.00 a.m. until 12.00 a.m., there were thirty-five questionnaires distributed in VIII-4 Class. In this case, the questionnaire is not the main instruments, the goal of questionnaire as a complement. Questionnaire is utilized to collect the data needed to find the answer to the research by the question. This aims to detect what language learning strategies Students of SMP Negeri 8 Palangka Raya applied while they are learning writing paragraph. The most frequent and efficient method of identifying students learning strategies is through questionnaires to minimize the limitations of students who may forget what strategies they used in the past.

The forms for questionnaires include check lists and rating scales. Designing questionnaires that are valid, reliable and unambiguous is a very important issue. In this study, the researcher was used Likert-scale

questionnaire form, with Closed that the answer to the questions posed already provided. Research subjects are only required to choose one of the answers that suitable for the students. The alternative answers used consisted of 5 alternative answers that strongly agree, agree, Neutral, disagree and strongly disagree.

Table 3.1 Scores for Each Item on a Likert Scale

Answer	Positive Question Score	Negative Question Score
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

In this study, the researcher was used questionnaire of the SILL (Strategies Inventory of Language Learning) by Oxford. Questionnaire consisting of 32 items which cover the six of learning strategies : memory (question number 1-6), cognitive (question number 7-14), compensation (question number 15-18), metacognitive (question number 19-23), affective (question number 24-27), and sosial strategies (question number 28-32). The researcher used Indonesian version in every question to make students easier answer.

Table 3.2 Specification of items for Questionnaire

Group of Strategy	Specific Strategy	Number of Questionnaire
Memory Strategy	1. placing new words into a context.	1, 2
	2. Structured reviewing	3
	3. Using mechanic technique	4, 5, 6
Cognitive Strategy	4. Repeating	7
	5. Recognizing and using formulas and patterns	8, 9
	6. Practicing naturalistically	10, 11
	7. Translating	12
	8. Taking notes	13
	9. Summarizing	14
Compensation Strategy	10. Selecting the topic	15
	11. Coining words	16, 17
	12. Using a circumlocution or synonym	18
Metacognitive Strategy	13. Finding out language learning	19
	14. Organizing	20
	15. Setting goals and objectives	21
	16. Planning for language task	21
	17. Seeking practice opportunities	22
	18. Self-evaluating	23
	19. Self-monitoring	23
Affective Strategy	20. Using progressive relaxation, deep breathing or meditation	24
	21. Using music	25
	22. Taking risks wisely	26
	23. Writing language diary	27
Sosial Strategy	24. Asking for correction	28, 29
	25. Cooperating with proficient users of the new language	30, 31
	26. Developing cultural understanding.	32

3. Interview

Esterberg (2002) state that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about particular topic. Interviewing provided the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon than can be gained through observation alone.

The researcher was interview from each learning strategy group based on Strategy Inventory of Language Learning (SILL). The purpose of the interview is to crosscheck the strategies students used. Here the students was asked to explain what they think or do before writing paragraphs and what steps they used while working on writing paragraphs. The exact number of interviewee were as follows: 6 students who got high score and 5 students who got low score, the total are 11 students have different scores.

4. Documentation

According to Arikunto documentation is searching of data about things or variable through note, transcript, book, news paper, magazines and so on (Arikunto, 2002, p.112). Documentation is the technique of collected the available documentation for the program being evaluated. Documentation technique used to find out and look for the documents related to the study. The aims of documentation in this study was

recorded all of the data in a research and also as proof of research. This technique is used as supporting technique in order to get reliable data of the study. Such as, the number and names of the students of the eighth grade students of SMP Negeri 8 Palangka Raya, the students' score of writing assignment "this aim to get the score who successful student and who unsuccessful students in writing learning", the result of observation, the result of questionnaire, the result of interview and photos or videos as documentation.

E. Data Collection Procedures

The study was conducted at SMP Negeri 8 Palangka Raya at first semester. The researcher got the data such as interview and questionnaire from the eighth grade students. To get the data needed in the study, was used some ways to get it, there are:

- 1) Asked permission to carry out the study, The researcher was do a preliminary study to make sure the place, subject, object, learning process and learning product that do by an students' in writing paragraph.
- 2) The researcher was observed about the place, subject, object, teaching learning process and learning strategy used by an students'
- 3) The researcher distributed questionnaires to the students
- 4) The students' to fill out the questionnaires

- 5) The researcher was interview the technique of students in order to describe and identify the information about learning strategies applied in writing paragraph by students who have high scores and who students have low scores, of students at the eighth grade of SMP Negeri 8 Palangka Raya.
- 6) The researcher was made field notes about the result of the interview.
- 7) The researcher collected photos, and audio recorded product as documentation.

F. Data Analysis Procedure

Data analysis is the process to arrange the data finding to make it comprehensible by collecting, arranging, coding, classifying, and grouping in order to make the research report. There are four techniques used to analyze the data :

1. Data Collection

The researcher has collected the data from observation, questionnaires, interview, and documentation. Data collection consisted of observation in the school and the class during the study is being conducted. Through the questionnaire, the students have included the strategies they used when learning writing. From the interview, the researcher has cross-checked the data and documentation of the students writing assessment to classified two

categorized by the successful students (the students' who have high scores) and unsuccessful students (the students' who have low scores) when they are created a writing paragraph. And the last the researcher did the interview with eleven students who have a different score.

2. Data Reduction

According to Nasution (2002) state that education is summarizing, select the main points, present on the things that matter, look for the theme pattern, so the data is easier to resist. From the data above the researcher get the meaning of data reduction it is as the chosen process. The researcher focus on the simplify the data. It was chosen main data related to the theme of the study: learning strategies applied by eighth-grade students at SMP Negeri 8 Palangka Raya in Writing Paragraph.

The data reduction on the study used by the researcher to reduce the appropriate data from data collection by filtering the important data based on the objectives of the study. In the study, all of the data was gathered from the questionnaire to investigate what are the strategies of learning used by the students. Data from observation that covers the activity at the eighth-grade school, especially in writing a paragraph. Data from interview to get specific data what the strategies used by students the successful students (the students' who have high scores) and unsuccessful students (the students' who have low scores) when

they did writing. The documentation covers the data in picture form, visual information or videos. All of the data processed based on the objective of the study.

3. Data Display

Brace (2001:p 35) state that data display will intend to convey the idea that data will be present as organized, compressed assembly of information that permits conclusions to be analytically drawn. In data display, the researcher has reported the relevant data and confirm the study result. It means that the data collected from the questionnaire the students such as the strategies used by the successful students and the strategies used by the unsuccessful students in learning writing. Then, to support data was collected from observation. The researcher also reported the data collection from documentation such as the picture, visual recording..

4. Verification

Once the data has been processed in the previous step, it can be verified or terminated by using inductive methods derived from the specific thing to get an objective conclusion. The conclusion has been verified by looking back to the previous data reduction, temporarily or after collecting data. Mention that verification was directed to me that

the conclusion will not escape the problem of research (Bruce 2002: p.92). Verification, researchers have summarized the results of research based on problems and research objectives. Data based on research objectives consisting of the obtained by students in learning writing descriptive text. The strategies used by successful students and the strategies used by the unsuccessful students in learning writing..

Based on explanation above, the interactive model of data analyze as follows :

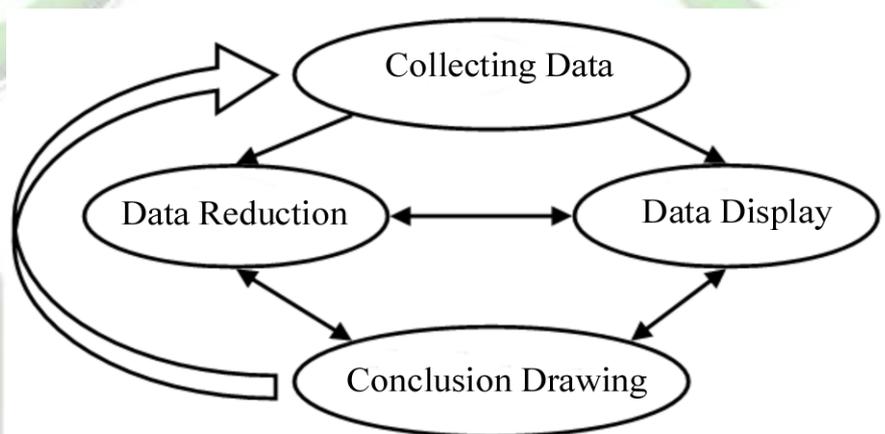


Figure 1 Interactive model of analysis, Miles & Huberman, 1984

From four technique of analysis the data above, the data was collected from the result of observation, questionnaire, interview and were completed with documentation, related to the topic of the study that is the strategies used by the successful students and unsuccessful students of learning writing paragraph at the eighth grade of SMP Negeri 8 Palangka Raya.

G. Data Endorsement

According to Miles & Hubberman cited in Pratiwi (2013), to check the validity of the data collected, the triangulation techniques applied. Triangulation can be defined as the use of two or more methods of data collection in the study of some aspects of human behaviors. Triangulation is one of the most commonly used and best known ways of checking for validity. The aim of triangulation is to gather multiple perspectives on the situation being studied. Silverman in Pratiwi (2013) defines triangulation as: Comparing different kinds of data (e.g. qualitative and quantitative) and different method (e.g. observation and interview) to see whether they corroborate one another this form of comparison, called triangulation, derives from another navigation, where different bearings give the correct position of an object.

In relation to the study, the researcher has compared the data from one source with another. The triangulation was used to compare the data from observation, questionnaire, interview, and documentation. Moreover, it is also conducted by looking at the data collection repeatedly to arrive at a conclusion on the phenomena observed.



CHAPTER IV

RESEACH FINDING AND DISCUSSION

In this chapter the researcher described the data presentation, the research findings, and the discussion.

A. Data Presentation

1. Result of Observation

The observation was done on Saturday, September 15th, 2018 at 13.00 p.m, the students write the descriptive paragraph based on teacher guidance adjust to the generic structure. The number of the students were 35 consists 20 male and 15 female. The observation focused on students learning strategies on writing a paragraph. The researcher has used the observation checklist (see appendix 2).

Based on the observation checklist, the researcher gets students strategies when they writing a descriptive paragraph, such as :

The first strategies used by the students are compensation strategies, these strategies help learners to overcome their limitation by selecting the topic of the paragraph and by using coining words.

Then, the second strategies used by students are cognitive strategies. The students used these strategies to practice naturally. Such as making notes, using translation to translate, also recognizing what form of

the paragraph he wants to write and using formulas or patterns according to the context of the paragraph.

The third strategy is a memory strategy, this strategy is used to help students memorize English vocabulary, they use new vocabulary according to the context to make it easy to remember, they use technical mechanics to remember new vocabulary, after that they review the writing to get good writing structure.

The fourth strategies are metacognitive strategies, the students used these strategies to organize and plan their writing learning, such as looking for language learning or looking for paragraph form to be written. Planning language assignments like planning sentences to be written according to the form and evaluating the writing that has been written.

The fifth strategies are social strategies, students used the strategy to ask the questions or asking for corrections their written to the teachers or cooperate with the proficient users of the new language to share the idea.

And the last strategies are effective strategies, the students used these strategies for lowering their anxiety such as using progressive relaxation, deep breathing or meditation and keep quiet for a few minutes.

2. Result of Questionnaire

The result of questionnaire data found on Saturday, August 18th, 2018 and started at 10.00 a.m. until 12.00 a.m., In this study, the researcher adepted questionnaire of the SILL (Strategies Inventory of Language Learning) by Oxford. Questionnaire consisting of 32 items which cover the six of learning strategies : 6 concept of memory strategies (question number 1-6), 8 concept of cognitive strategies (question number 7-14), 4 concept of compensation strategies (question number 15-18), 5 concept of metacognitive (question number 19-23), 4 concept of affective (question number 24-27), and 5 concept of social strategies (question number 28-32). Because of the researcher took the sample based on the purpose to get the data. So the researcher took both the students who had successful score and the students who had unsuccessful score. There were 24 successful students and 11 unsuccessful students as the subject.

Table 4.1 Average Score Scale of SILL.

Frequency level	Description	Range of Score
High	Always or Almost Always Used	4.5 to 5.0
	Usually Used	3.5 to 4.4
Moderate	Sometimes Used	2.5 to 3.4
Low	Generally Not Used	1.5 to 2.4
	Never or Almost Never Used	1.0 to 1.4

Source: Oxford as citted in Dwiana (2018), SILL (Strategies Inventory Language Learning)

Table 4.1 shows how often the students use the learning strategies. High frequency level means that students almost or at least usually use the learning strategies in which the scores are ranging from 3.5 to 5.0.

Moderate frequency level means that the students only sometimes use the learning strategies in which the scores are ranging from 2.5 to 3.4. Lastly, low frequency level means that the students rarely or even never use the learning strategies in which the scores are ranging from 1.0 to 2.4. Moreover, the result of this average score on each strategies was also used to determine what strategies mostly used or least used by the students in writing.

a. Learning strategies used by successful students from result of the questionnaire data.

Table 4.2 average score scale of questionnaire

No.	Strategies	Range of score	Interpretation	Frequency level
1.	Metacognitive strategies	3,93	Usually used	High
2.	Social strategies	3,6	Usually used	High
3.	Memory strategies	3,4	Sometimes used	Moderate
4.	Compensation strategies	3,34	Sometimes used	Moderate
5.	Cognitive strategies	3,25	Sometimes used	Moderate
6.	Affective strategies	3,2	Sometimes used	Moderate

Table 4.2 explains the most learning strategies used by the successful students in writing paragraphs is metacognitive strategies, in which the average score is 3.93. it is means the successful students usually used metacognitive strategies. Then, the second level is social strategies in which the average score is 3.6, The Interpretation shows that the successful students usually used social strategies. Next, the third level is

social strategies in which the average score is 3.6, The Interpretation shows that the successful students sometimes used social strategies. The fourth level is compensation strategies in which the average score is 3,34. The Interpretation shows that the successful students sometimes used compensation strategies. The fifth level is cognitive strategies in which the average score is 3,25. The Interpretation shows that the successful students sometimes used cognitive strategies. and the last, level is affective strategies in which the average score is 3,2. The Interpretation shows that the successful students sometimes used affective strategies.

b. Learning strategies used by unsuccessful students from result of the questionnaire data.

Table 4.3 average score scale of questionnaire

No.	Strategies	Range of score	Interpretation	Frequency level
1.	Compensation strategies	3,75	Usually used	High
2.	Social strategies	3,70	Usually used	High
3.	Memory strategies	3,62	Usually used	High
4.	Metacognitive strategies	3,47	Sometimes used	Moderate
5.	Cognitive strategies	3,45	Sometimes used	Moderate
6.	Affective strategies	3,04	Sometimes used	Moderate

Table 4.2 explains the most learning strategies used by the unsuccessful students in writing paragraphs is compensation strategies, in which the average score is 3.75. it is means the unsuccessful students usually used compensation strategies. Then, the second level is social

strategies in which the average score is 3.70, The Interpretation shows that the unsuccessful students usually used social strategies. Next, the third level is memory strategies in which the average score is 3.62, The Interpretation shows that the unsuccessful students usually used memory strategies. The fourth level is metacognitive strategies in which the average score is 3,47. The Interpretation shows that the unsuccessful students sometimes used metacognitive strategies. The fifth level is cognitive strategies in which the average score is 3,45. The Interpretation shows that the unsuccessful students sometimes used cognitive strategies. and the last, level is affective strategies in which the average score is 3,04. The Interpretation shows that the unsuccessful students sometimes used affective strategies.

3. Result of Interview

And the last data the researcher took from Interview. The interview was done in two times on August 25 th - 27 th 2018. Based on interview result with 6 successful students who got the highest score and 5 unsuccessful students who got the lowest score as the informant of the research. Because, they were representative in completing the necessary data, and can answer the problem in this study.

- a. The strategies applied by the successful students who got the highest score when did writing paragraph.**

The successful students did their strategy correctly and it was suitable for them, so they wrote paragraph well. In this case, it was used the interview to get more information about how the students' language learning strategies in writing the paragraph. The score of successful students could be seen in the table as follow :

Table 4.4The scores of successful students in writing paragraph

No.	Name.	Class.	Score.
1.	AA	VIII-4	85,00
2.	RAS	VIII-4	83,13
3.	AF	VIII-4	80,63
4.	MNS	VIII-4	80,63
5.	ALS	VIII-4	70,63
6.	LN	VIII-4	70,63

After getting the subjects of the study, the reseacher sought out information about the learning strategies applied by successful students in writing paragraph. The result of the interview could be seen as follows :

1. AA

“Ya, saya menyukainya pelajaran bahasa Inggris. Ya, saya mempunyai strategi. Pertama, saya akan memahami bentuk teks apa yang akan saya tulis nantinya seperti teks deskriptif. Kedua, saya akan memilih topik yang akan saya tulis nantinya. Ketiga, saya akan memikirkan kalimat-kalimat apa yang akan saya tulis nantinya. Keempat, saya akan menulis paragraf yang telah saya pikirkan. Kelima, saya akan memperbaiki struktur tulisan saya. Saya menggunakan strategi tersebut agar saya mudah memahami kalimat tersebut. Kesulitan yang saya alami ketika saya sedang menyusun struktur-struktur strategi tersebut, ada kalimat yang sulit saya pahami. Jadi disitulah letak kesulitan yang saya alami. Fasilitas yang menunjang saya saat menulis paragraf adalah buku- buku bahasa Inggris dan juga kamus”.

AA stated that she likes studying English and she likes English lessons. She has the strategies when she writes a paragraph. The first strategies are, she understands the form of the text she wants to write like descriptive text. the second, she chooses the topic she wants to write. Then, she thinks about what sentence that she wanted to write. After that, she wrote the paragraph that had she thought. And the last, she improved the structure of her writing. She used these strategies to make easier to understand the sentence. The difficulty if there any sentences that are not understood when composing sentence structure or English grammar. Facilities that support the learning strategy are English books and dictionaries.

2. RAS

“Ya, saya sangat menyukainya pelajaran bahasa Inggris. Ya, saya mempunyai strategi. Pertama, saya akan memikirkan topik yang akan saya tulis. Kedua, saya akan memikirkan kosakata. Ketiga, saya akan merangkai kata-kata yang akan di tuangkan ke dalam paragraf. Keempat, saya akan menulis paragraf yang telah saya pikirkan. Saya menggunakan strategi tersebut karena, strategi tersebut adalah cara yang memudahkan saya dalam menulis paragraf bahasa Inggris. Kesulitan yang saya alami saat memikirkan topik, dan saat merangkai kata-kata yang tidak saya ketahui dalam bahasa Inggris. Fasilitas yang saya gunakan yaitu kamus, materi yang guru jelaskan dan buku ”.

RAS stated that she very likes English lesson. She has the strategies when she writes a paragraph. The strategies are: First, she was thinking about the topic that would be written. Second, she was thinking of vocabulary. Third, she was arranging the words that would be poured into the paragraph. Fourth, she wrote the

paragraph she had thought about. she uses the strategies because these strategies are a way that helps her in writing English paragraphs. The difficulties she experiences when she thinking the topic, and when arranging words she does not find in English. The facilities she uses are dictionaries, material that the teacher explains and books.

3. AF

“Ya saya menyukai pelajaran bahasa Inggris. Ya, mempunyai strategi. Pertama, saya menentukan topik yang akan saya tulis. Kedua, menentukan tujuan penulisan. Ketiga, saya membuka kamus untuk mencari kata yang sulit. Keempat, saya bertanya kepada ibu guru jika ada hal yang tidak paham. Strategi ini membantu saya dan memudahkan waktu menulis dan juga mempercepat saya menulis. Kesulitan saya bingung waktu memilih topik, terus sulit jika ada kata yang tidak di ketahui, susah juga menyusun grammar dalam bahasa inggris. Fasilitas yang saya gunakan adalah buku- buku bahasa Inggris dan juga kamus online”.

AF states that he likes English lessons and he has a strategy. The strategies are; First, he determines the topic he wants to write. Second, he determines the purpose of writing. Third, he opened a dictionary to find difficult words. Fourth, he asked the teacher things he did not understand. He said this strategy helped and made easier to write and also accelerated his writing. The difficulties are confused when choosing a topic and difficult if there any words that are not known and also difficult to arrange

grammar in English. The facilities he uses are English books and online dictionaries.

4. MNS

“Sebenarnya tidak menyukai pelajaran bahasa Inggris. Ya, saya mempunyai. Strategi yang saya gunakan adalah sebelum menulis saya mencari referensi contoh-contoh yang ada di internet sesuai teks yang ingin saya tulis. Terus saya mencari judul yang ingin saya tulis. Selanjutnya saya menuangkan pikiran saya kedalam bahasa Indonesia kemudian di terjemahkan/ mengubahnya kedalam bahasa Inggris. Strategi tersebut membantu mempermudah saya dalam menulis. Kesulitan saya ketika susah untuk menyusun struktur bahasa Inggrisnya jika tidak menggunakan kamus Online. Fasilitas yang saya gunakan adalah Kamus dan Buku”.

MNS stated that she doesn't like English lessons. But she has strategies in writing. The strategies she used before writing, she look for references of examples on the internet according to the text she wants to write. Then, she looks for the title she wants to write. After that, she poured her thoughts into Indonesian and then translated into English. She said these strategies are helped her in writing English paragraph. Her difficulty when writing is arrangement the sentence into English grammar if she doesn't use the Online dictionary. The facilities that she used are Dictionary and Books.

5. AL

“Suka pelajaran bahasa Inggris. Punya strategi dalam menulis paragraph bahasa Inggris. Biasanya saya menulis teks karena tugas dari guru. Strategi yang biasa saya gunakan dengan memperbanyak menghafal kosa kata. Saat menulis, saya mencari topik saya sendiri yang sudah saya pahami sehingga saya mudah

untuk menjabarkan di dalam tulisan saya. Selanjutnya saya meminta guru untuk mengoreksi tulisan saya dan jika ada kalimat yang salah saya akan segera memperbaiki. Strategi tersebut memudahkan waktu menulis, kalau ada kosakata yang sudah di ingat dalam bahasa inggris kan ngga usah repot-repot mencari di dalam kamus. Kesulitan saya sewaktu sudah menghafal kosa kata tapi masih ada kata yang ngga tau bahasa Inggris nya. Fasilitas yang saya gunakan adalah buku- buku bahasa Inggris dan kamus”.

AL stated that she likes English lessons and she has a strategy for writing paragraphs in English. She said that she usually wrote the text because the assignment is given by the teacher. The strategy she uses by memorizing vocabulary. When writing, she searched for her own topic that was understood by herself, so she easily explained in her writing. Then she asks the teacher to improve her writing and if there is any mistake she will immediately fix it. This strategy makes her easier to write, if there is a vocabulary that has been remembered in English, she does not need to look for it in the dictionary. The difficulty is when she memorizes vocabulary but there are still words she doesn't know in English. The facilities she used to help her writing were books and English dictionaries.

6. LN

“ya saya menyukai pelajaran bahasa inggris dan saya mempunyai strategi saat menulis. Hal pertama yang saya lakukan adalah mencari bentuk teks apa yang ingin saya buat, selanjutnya saya membuat catatan kecil, dan mencari kosa kata, Setelah itu saya terjemahkan dengan kamus, lalu saya menuliskannya di buku. Kalau ada yang tidak saya pahami saya akan menanyakan kepada guru dan teman saya. strategi tersebut untuk meningkatkan

kemampuan menulis saya. kesulitan yang saya alami saat saya kekurangan kosa kataa. Jadi saya membuka kamus dan membaca dengn teliti tulisan saya”

LN stated that she likes English lessons and she has strategies when writing. The first strategy is to find out what form of text she wanted to write, then she made a small note and searched for vocabulary, after that she translated it used the dictionary, and then she wrote it in a book. If there is something that does not understand she will ask her teacher or her friends. She says these strategies to improve her writing skills. But the difficulties that she experienced when she lack of vocabulary. So she has opened the dictionary and read carefully of her writing.

b. The strategies applied by the unsuccessful students who got the lower score than the others students when did writing paragraph

Based on Interview result on August 25 th – 27 th 2018 from 5 unsuccessful students in writing a paragraph as the informant of the research. The researcher had known that unsuccessful students had strategies in writing a paragraph but they failed to apply their strategies so that they got the lowest score. Finally, they got the lowest scores. The score of unsuccessful students could be seen in the table as follow :

Table 4.5 The scores of Unsuccessful students in writing paragraph

No.	Name.	Class.	Score.
1.	E	VIII-4	51,88
2.	A	VIII-4	51,88
3.	F	VIII-4	51,88
4.	TK	VIII-4	51,88
5.	RYH	VIII-4	51,88

After getting the subjects of the study, the researcher sought out information about the learning strategies applied by unsuccessful students in writing a paragraph. The result of the interview could be seen as follows :

1. E

“Ngga terlalu menyukai pelajaran Bahasa Inggris. Mempunyai strategi. Saya mencari contoh paragraf yang ada di internet. Lalu saya merubahnya dengan bahasa saya sendiri dan mengartikannya menggunakan kamus. Strategi tersebut mempermudah saya belajar. Kesulitan saya sulit mengartikan sebuah kalimat ke dalam bahasa inggris dan kekurangan ide-ide. Fasilitas yang saya gunakan buku materi dan kamus”.

E stated that he doesn't really like English lessons but he has strategies when he writing. The strategies are looking for examples of the paragraph that is exist on the internet. Then, he changed it to his own language and interpreted it using a dictionary. This strategy makes easy for him to learn. His difficulty is when interpreting a sentence into English and when lack of ideas. The facilities that he used are material books and dictionaries.

2. A

“Tidak terlalu menyukai pelajaran bahasa Inggris. Mempunyai strategi. Strategi yang saya gunakan adalah menggunakan google translate. Strategi tersebut memudahkan saya belajar. Kesulitan saya kebingungan untuk menulis dan sulit mengartikan sebuah kalimat ke dalam bahasa Inggris. Fasilitas yang saya gunakan saat menulis buku dan google translate”.

A stated that he doesn't really like English lessons but he used the strategies when he writes. The strategy that he uses is using google translate. This strategy makes easy for him to learn. His difficulty is confusion in writing and it's difficult to interpret sentences into English. The facilities that he uses when writing books and google translate.

3. F

“Ngga terlalu menyukai pelajaran Bahasa Inggris. Mempunyai strategi. Strategi yang saya gunakan melihat contoh yang guru sampaikan. setelah itu saya menulis indonesia lalu menterjemahkan ke dalam bahasa Inggris pakai kamus dan menulisnya buku. Strategi tersebut memudahkan saya belajar. Kesulitan saya kebingungan untuk menulis dan sulit mengartikan sebuah kalimat ke dalam bahasa Inggris. Fasilitas yang saya gunakan buku dan kamus”.

F stated that he doesn't really like English lessons but he has the strategies. The strategy that he used to see the example of the teacher gave. After that, he write Indonesian language and translated it into English using a dictionary and wrote it in a book. This strategy makes easy for him to learn. His difficulty was confusion to writing and he was difficult to interpret a sentence into English. The facilities that he used are books and dictionaries.

4. TK

“Ngga terlalu menyukai pelajaran Bahasa Inggris. Mempunyai strategi. Strategi yang saya gunakan adalah mencatat contoh yang di berikan oleh guru lalu menulis ke dalam buku, setelah itu saya menggunakan kata-kata saya sendiri dan menterjemahkannya kedalam bahasa Inggris. Strategi tersebut mempermudah saya belajar. Kesulitan saya saat menterjemahkan ke dalam bahasa Inggris. Fasilitas yang saya gunakan adalah buku, kamus dan google translate”.

TK stated that he doesn't really like English lessons but he has the strategies. The strategies that he used are taking notes of the example given by the teacher and then write into the book. After that he used his own words and translate them into English. This strategy makes easy for him to learn. His difficulties when translating into English. The facilities that he uses are books, dictionaries and google translate.

5. RYH

“Sebenarnya saya tidak menyukai pelajaran bahasa Inggris. Saya mempunyai strategi. Strategi yang saya gunakan menulis konsep ke dalam buku lalu menterjemahkan ke dalam bahasa Inggris menggunakan kamus atau google translate. Strategi tersebut saya gunakan untuk memudahkan saya dalam menerjemahkan bahasa Inggris. Kesulitan saya saat menggunakan strategi tersebut ada kata-kata yang tidak ada dalam kamus juga tidak sesuai dengan konsep. Fasilitas yang sata gunakan adalah buku kamus pulpen dan Handphone”.

RYH stated that he didn't really like English lessons but he had a strategy. The strategy he uses to write paragraphs in English is to write concepts first and then, translate them into English using dictionaries or google translate. This strategy helps him to write English

paragraphs. The difficulty is when using this strategy but stills any words that are not in the dictionary. The facilities used are pen books and mobile dictionaries.

B. Research Finding

1. Learning strategies used by the successful and successful students based on the result of questionnaire.

Table 4.6 Learning Strategy used by Successful and Unsuccessful Students

Successful Students							
No	Memory	Cognitive	Compe nsation	Metacog nitive	Affective	Social	Mean score
1.	3,4	3,25	3,34	3,39	3,2	3,6	3,4
Unsuccessful Students							
No	Memory	Cognitive	Compe nsation	Metacog nitive	Affective	Social	Mean score
2.	3,62	3,45	3,75	3,47	3,04	3,70	3,5

Table 4.6 shows that successful students obtained the mean score when they used learning strategies is 3,4 and this score is involved to moderate level. It means the successful students sometimes used learning strategies in their learning. and unsuccessful students obtained the mean score when they used learning strategies is 3,5 and this score is involved to high level. It means the unsuccessful students usually used learning strategies in their learning.

2. Learning strategies used by the successful students based on the result of Interview

Table 4.7 Strategies Applied by the Successful Students based on Interview

No.	Kinds of Language Learning Strategy Based on the Theory	Students	Successful students' activities that Included in the Kinds of Language Learning Strategy Based on the Theory
1.	1. Compensation Strategies (Overcoming Limitation) 2. Cognitive strategies (Practicing) 3. Sosial Strategies (Asking Questions) 4. Metacognitive (arranging and planning the learning, Evaluating your Learning) 5. Memory strategies (reviewing well)	AA	1. Selecting the topic (looked for that mastered and interest topic), 2. Repeating (reread their writing to review) 3. Recognizing and Using formulas and Patterns (Recognizing how to write and the grammatical structure of paragraph they want to write) 4. Cooperating with proficient users of the new language (asked to the english teacher) 5. Self-Evaluating (correct the stucture of paragraph) 6. Structure well (reviewing the stucture)
2.	1. Compensation Strategies (Overcoming Limitation) 2. Memory Strategies (Creating mental linkages, Reviewing well, employing action)	RAS	1. Selecting the topic (looked for that mastered and interest topic) 2. placing new words into a context (placing new word that have been heard or read) 3. structured well (reviewing the stucture)
3.	1. Compensation Strategies (Overcoming Limitation) 2. Metacognitive strategies (arranging and planning the learning) 3. Cooperating with	AF	1. Selecting the topic (looked for that mastered and interest topic) 2. Setting goals and objectives 3. Asking for Correction

	proficient users of the new language (asked to the English teacher)		(asked to their English teacher for correcting their paragraph)
4.	<ol style="list-style-type: none"> 1. Compensation Strategies (Overcoming Limitation) 2. Memory Strategies (Reviewing well) 3. Metacognitive (Evaluating your Learning) 4. Cognitive Strategies (Analysing and Reasoning) 	MNS	<ol style="list-style-type: none"> 1. Selecting the topic (looked for that mastered and interest topic) 2. structured well (reviewing the structure) 3. Self-Evaluating (correct the structure of paragraph) 4. Translating (translate from Indonesia to English)
5.	<ol style="list-style-type: none"> 1. Memory Strategies (remembering Vocabulary) 2. Compensation Strategies (Overcoming Limitation) 3. Sosial Strategies (Asking Questions) 	AL	<ol style="list-style-type: none"> 1. Remembering vocabulary (building vocabulary by memorizing much vocabulary) 2. Selecting the topic (looked for that mastered and interest topic) 3. Asking for Correction (asked to their English teacher for correcting their paragraph)
6.	<ol style="list-style-type: none"> 1. Cognitive strategies (Practicing, Creating Structure for input and output,) 2. Metacognitive Strategies (Evaluating your learning) 3. Sosial Strategies (Asking questions) 	LN	<ol style="list-style-type: none"> 1. Translating (translate from Indonesia to English) 2. Taking notes (making outline of paragraph that want to write) 3. using mechanical technique (make small note or outline) 4. Self-Evaluating (correct the structure of paragraph) 5. Cooperating with proficient users of the new language (asked to their English teacher for correcting their paragraph)

Based on table 4.7, it shows that successful students have many language learning strategies. It could be seen in the explanation below:

1. AA used 5 kinds of language learning strategies in writing paragraph such as; Compensation strategies namely selecting the topic (looked for that mastered and interest topic); Cognitive strategies namely Repeating (reread their writing to review), Recognizing and Using formulas and Patterns (Recognizing how to write and the grammatical structure of paragraph they want to write); Memory strategies namely structure well (reviewing the structure); Metacognitive strategies namely Self-Evaluating (correct the structure of paragraph); Social strategies namely Cooperating with proficient users of the new language (asked to the English teacher).
2. RAS used 2 kinds of language learning strategies in writing paragraph such as; Compensation strategies namely Apply by using selecting the topic (looked for that mastered and interest topic); Memory strategies namely Placing new words into a context (placing new word that have been heard or read) and structure well (reviewing the structure).
3. AF used 2 kinds of language learning strategies in writing paragraph such as; Compensation strategies namely selecting the topic (looked for that mastered and interest topic); Metacognitive strategies namely setting goals and objectives (as an assignment in English subject and order by the teacher).
4. MNS used 4 kinds of language learning strategies in writing paragraph such as; Compensation strategies namely selecting the topic (looked for that mastered and interest topic); Memory strategies namely structure well

(reviewing the structure); Metacognitive strategies namely Self-Evaluating (correct the structure of paragraph); Cognitive strategies namely Translating (translate from Indonesia to English)

5. AL used 3 kinds of language learning strategies in writing paragraph such as; Memory strategies namely remembering vocabulary (building vocabulary by memorizing much vocabulary); Compensation strategies namely selecting the topic (looked for that mastered and interest topic); Social strategies namely Asking for correction (asked to their English teacher for correcting their paragraph).

6. LN used 3 kinds of language learning strategies in writing paragraph such as; Cognitive strategies namely Translating (translate from Indonesia to English), Taking notes (making outline of paragraph that wants to write), using mechanical technique (make small note or outline); Metacognitive strategies namely Self-Evaluating (correct the structure of paragraph).

The students tried to use suitable language learning strategies in the learning process especially when they wrote English paragraph. The analysis of language learning strategies applied by successful students and the number of students of the eighth-grade students of SMP Negeri 8 Palangka Raya in writing English paragraph could be seen in the explanation below :

Table 4.8
The Language Learning Strategies Applied by the Successful Students in Writing Paragraph and the Number of the Students

Strategy	Set of strategy	Number of students	Name of students
Memory	Structured reviewing	1	AA,
	Memorizing vocabulary	3	AA, RAS and AL
	Using mechanic technic		
Cognitive	Using source, Recognizing and using formulas and patterns	3	AA, MNS, LN
	Translating	6	AA, RAS, AF, MNS, AL, LN
	Taking notes	1	LN
Compensation	Selecting the topic	6	AA, RAS, AF, MNS, AL, and LN
Metacognitive	Finding out language learning	1	AA,
	Setting goals and objective	1	AF
	Planning for language task	5	AA, RAS, AF, MNS, AL, and LN
	Self-evaluating	1	AA,
	Self-monitoring	1	AA,
Sosial	Asking for correction	3	AF, AL, LN

Related the table 4.7 the students' strategies above, there were 12 strategies that used by the successful students at SMP NEGERI 8 PALANGKA RAYA in composing a paragraph. It consists of 7 (seven) direct strategies and 6 (six) indirect strategies. It could be concluded that there were 3 sets of strategies in memory strategies, 3 sets of strategies in cognitive strategies, 1 set of strategies in compensation strategies, 5 sets of strategies in metacognitive

strategies, and 1 set of strategies in social strategies. It could be seen in the interpretation of the result of the interview such as below :

1. There was one student used structured reviewing strategies in writing English paragraph. It could be seen from interpretation result of the interview with AA, as follow:

“Pertama, saya akan memahami bentuk teks apa yang akan saya tulis nantinya seperti teks deskriptif. Kedua, saya akan memilih topik yang akan saya tulis nantinya. Ketiga, saya akan memikirkan kalimat-kalimat apa yang akan saya tulis nantinya. Keempat, saya akan menulis paragraf yang telah saya pikirkan. Kelima, saya akan memperbaiki struktur tulisan saya.”

AA said the strategies she used in writing a paragraph. First, she understands the form of the text she wants to write like descriptive text. Second, she chooses the topic she wants to write. Third, she thinks about what sentence that she wanted to write. Fourth, she wrote the paragraph that had she thought. Fifth, she improved the structure of her writing.

2. There were three students used memorizing vocabulary strategies in writing English paragraph. It could be seen from interpretation result of the interview with AA, RAS, and AL, as follow::

“Pertama, saya akan memahami bentuk teks apa yang akan saya tulis nantinya seperti teks deskriptif. Kedua, saya akan memilih topik yang akan saya tulis nantinya. Ketiga, saya akan memikirkan kalimat-kalimat apa yang akan saya tulis nantinya. Keempat, saya akan menulis paragraf yang

telah saya pikirkan. Kelima, saya akan memperbaiki struktur tulisan saya.”

AA said the strategies she used in writing a paragraph. The First, she understands the form of the text she wants to writes like descriptive text. Second, she chooses the topic she wants to write. Third, she thinks about what sentence that she wanted to write Fourth, she wrote the paragraph that had she thought. Fifth, she improved the structure of her writing.

“Pertama, saya akan memikirkan topik yang akan saya tulis. Kedua, saya akan memikirkan kosakata. Ketiga, saya akan merangkai kata-kata yang akan di tuangkan ke dalam paragraf. Keempat, saya akan menulis paragraf yang telah saya pikirkan”

RAS said The strategies she used in writing a paragraph. The first, she was thinking about the topic that would be written. Second, she was thinking of vocabulary. Third, she was arranging the words that would be poured into the paragraph. Fourth, she wrote the paragraph she had thought about.

“Strategi yang biasa saya gunakan dengan memperbanyak menghafal kosa kata. Saat menulis, saya mencari topik saya sendiri yang sudah saya pahami sehingga saya mudah untuk menjabarkan di dalam tulisan saya. Selanjutnya saya meminta guru untuk mengoreksi tulisan saya dan jika ada kalimat yang salah saya akan segera memperbaiki”.

AL said the strategy he used in writing a paragraph by memorizing vocabulary. When writing, he searched for

topics that he known well, so he easily explained in his writing. Then he asked the teacher to correct his writing and if there is still a mistake he will fix it.

3. There was one student using mechanic technic in writing English paragraph. It could be seen from interpretation result of interview with MNS, as follow:

“Strategi yang saya gunakan adalah sebelum menulis saya mencari referensi contoh-contoh yang ada di internet sesuai teks yang ingin saya tulis. Terus saya mencari judul yang ingin saya tulis. Selanjutnya saya menuangkan pikiran saya kedalam bahasa Indonesia kemudian di terjemahkan/ mengubahnya kedalam bahasa Inggris”.

MNS said before writing she looks for examples of text that will be written. Then, she searched for the title she wanted to write. After that, she poured her thoughts into Indonesian and then translated them into English..

4. There were two students used recognizing and using formulas and patterns in writing English paragraph. It could be seen from interpretation result of interview with AA and MNS, as follow:

“Pertama, saya akan memahami bentuk teks apa yang akan saya tulis nantinya seperti teks deskriptif. Kedua, saya akan memilih topik yang akan saya tulis nantinya. Ketiga, saya akan memikirkan kalimat-kalimat apa yang akan saya tulis nantinya. Keempat, saya akan menulis paragraf yang telah saya pikirkan. Kelima, saya akan memperbaiki struktur tulisan saya.”

AA said the strategies that she used in writing a paragraph. First, she understands the form of the text she wants to write like descriptive text. Second, she chooses the topic she wants to write. Third, she thinks about what sentence that she wanted to write. Fourth, she wrote the paragraph that had she thought. Fifth, she improved the structure of her writing.

“Strategi yang saya gunakan adalah sebelum menulis saya mencari referensi contoh-contoh yang ada di internet sesuai teks yang ingin saya tulis. Terus saya mencari judul yang ingin saya tulis. Selanjutnya saya menuangkan pikiran saya kedalam bahasa Indonesia kemudian di terjemahkan/ mengubahnya kedalam bahasa Inggris”.

MNS said the strategies that she used before writing she look for references of examples on the internet according to the text she wants to write. Then, she looks for the title she wants to write. After that, she poured her thoughts into Indonesian and then she translated her writing into English..

5. There were 6 students used dictionary or google translate when writing English paragraph. It could be seen from interpretation result of the interview with AA, RAS, AF, MNS, AL, and LN, as follow:

“Fasilitas yang menunjang saya saat menulis paragraf adalah buku- buku bahasa Inggris dan juga kamus”.

AA said The facilities that supported she when writing paragraphs were English books and dictionaries.:

“Fasilitas yang saya gunakan yaitu kamus, materi yang guru jelaskan dan buku ”.

RAS said The facilities she uses are dictionaries, material that the teacher explains and books.

“Pertama, saya menentukan topik yang akan saya tulis. Kedua, menentukan tujuan penulisan. Ketiga, saya membuka kamus untuk mencari kata yang sulit. Keempat, saya bertanya kepada ibu guru jika ada hal yang tidak paham. Fasilitas yang saya gunakan adalah buku- buku bahasa Inggris dan juga kamus online”.

AF Said, First, he determines the topic he wants to write. Second, he determines the purpose of writing. Third, he opens a dictionary to find difficult words. Fourth, he asks the teacher of things that he doesn't understand. The facilities that he used are English books and also online dictionaries.

“...Selanjutnya saya menuangkan pikiran saya kedalam bahasa Indonesia kemudian di terjemahkan/ mengubahnya kedalam bahasa Inggris. Fasilitas yang saya gunakan adalah Kamus dan Buku”.

MNS said she poured her thoughts into Indonesian. After that, she translated the writing into English. She said the facilities that she used are Dictionary and Books.

“Fasilitas yang saya gunakan adalah buku- buku bahasa Inggris dan kamus”.

AL said the facilities she used to help her writings are books and English dictionaries.

“Hal pertama yang saya lakukan adalah mencari bentuk teks apa yang ingin saya buat, selanjutnya saya membuat catatan kecil, dan mencari kosa kata, Setelah itu saya terjemahkan dengan kamus, lalu saya menulisnya di buku”.

LN said, the first strategy is find out what form of text she wanted to write, then she made a small note and searched for vocabulary, after that she translated it used the dictionary, then she wrote it in a book.

6. There was one student used taking notes before writing an English paragraph. It could be seen from interpretation result of the interview with LN, as follow:

“Hal pertama yang saya lakukan adalah mencari bentuk teks apa yang ingin saya buat, selanjutnya saya membuat catatan kecil, dan mencari kosa kata...”.

LN said, the strategy they do is find out what form of text she wanted to write, then she made a small note and searched for vocabulary.

7. There were five students selecting the topic when writing an English paragraph. It could be seen from interpretation result of the interview with AA, RAS, AF, MNS, and AL, as follow:

“...Kedua, saya akan memilih topik yang akan saya tulis nantinya....”

AA said that she choose the topic she wanted to write.

“Pertama, saya akan memikirkan topik yang akan saya tulis...”

RAS said the first strategies that she used in writing a paragraph is thinking about the topic that would be written.

“Pertama, saya menentukan topik yang akan saya tulis. Kedua, menentukan tujuan penulisan...”

AF said the first strategy used determines the topic he wanted to write.

“Strategi yang saya gunakan adalah sebelum menulis saya mencari referensi contoh-contoh yang ada di internet sesuai teks yang ingin saya tulis. Terus saya mencari judul yang ingin saya tulis...”

MNS says the strategy used before writing, she looks for the sample of references on the internet according to the text she wants to write. Then, he searched for the title he wanted to write.

“Strategi yang biasa saya gunakan dengan memperbanyak menghafal kosa kata. Saat menulis, saya mencari topik saya sendiri yang sudah saya pahami sehingga saya mudah untuk menjabarkan di dalam tulisan saya.”

AL said besides remembering vocabulary. The strategy she uses is finding the topic of writing that is understood by herself so that she easily explains it on her writing.

8. There were three students Finding out language learning when writing an English paragraph. It could be seen from interpretation result of the interview with AA, MNS, and LN, as follow:

“Pertama, saya akan memahami bentuk teks apa yang akan saya tulis nantinya seperti teks deskriptif. Kedua, saya akan memilih topik yang akan saya tulis nantinya. Ketiga, saya akan memikirkan kalimat-kalimat apa yang akan saya tulis nantinya. Keempat, saya akan menulis paragraf yang telah saya pikirkan. Kelima, saya akan memperbaiki struktur tulisan saya.”

AA said the strategies that she used in writing a paragraph. First, she understands the form of the text she wants to write like descriptive text. Second, she chooses the topic she wants to write. Third, she thinks about what sentence that she wanted to write Fourth, she wrote the paragraph that had she thought. Fifth, she improved the structure of her writing.

“Strategi yang saya gunakan adalah sebelum menulis saya mencari referensi contoh-contoh yang ada di internet sesuai teks yang ingin saya tulis. Terus saya mencari judul yang ingin saya tulis...”

MNS says the strategy used before writing, she looks for the sample of references on the internet according to the text she wants to write. Then, he searched for the title he wanted to write.

“Hal pertama yang saya lakukan adalah mencari bentuk teks apa yang ingin saya buat, selanjutnya saya membuat catatan kecil, dan mencari kosa kata...”

LN said, the strategy they do is find out what form of text she wanted to write, then she made a small note and searched for vocabulary.

9. There was 1 student used setting goals strategies in the writing.

It could be seen from the result of the interview with AF, as follow:

“Pertama, saya menentukan topik yang akan saya tulis. Kedua, menentukan tujuan penulisan. Ketiga, saya membuka kamus untuk mencari kata yang sulit. Keempat, saya bertanya kepada ibu guru jika ada hal yang tidak paham. Fasilitas yang saya gunakan adalah buku- buku bahasa Inggris dan juga kamus online”

AF Said, the second strategies he used determines the purpose of writing.

10. There were 6 students used planning for language task strategies. It could be seen from the result of the interview with AA, RAS, AF, MNS, AL, and LN, as follow:

“Pertama, saya akan memahami bentuk teks apa yang akan saya tulis nantinya seperti teks deskriptif. Kedua, saya akan memilih topik yang akan saya tulis nantinya. Ketiga, saya akan memikirkan kalimat-kalimat apa yang akan saya tulis nantinya. Keempat, saya akan menulis paragraf yang telah saya pikirkan. Kelima, saya akan memperbaiki struktur tulisan saya.”

AA said the strategies that she used in writing a paragraph. First, she understands the form of the text she wants to write like descriptive text. Second, she chooses the topic she wants to write. Third, she thinks about what sentence that she wanted to write. Fourth, she wrote the paragraph that had she thought. Fifth, she improved the structure of her writing.

11. There was 1 student used Self-evaluating strategies in writing English paragraph. It could be seen from interpretation result of the interview with AA, as follow:

“Pertama, saya akan memahami bentuk teks apa yang akan saya tulis nantinya seperti teks deskriptif. Kedua, saya akan memilih topik yang akan saya tulis nantinya. Ketiga, saya akan memikirkan kalimat-kalimat apa yang akan saya tulis nantinya. Keempat, saya akan menulis paragraf yang telah saya pikirkan. Kelima, saya akan memperbaiki struktur tulisan saya.”

AA said The strategies that she used in writing a paragraph. First, she understands the form of the text she wants to write like descriptive text. Second, she chooses the topic she wants to write. Third, she thinks about what sentence that she wanted to write. Fourth, she wrote the paragraph that had she thought. Fifth, she improved the structure of her writing.

12. There are 2 students ask the teacher to correction their English paragraphs. That can be seen from the results of the interpretation of interviews with AF, AL, and LN, as follows:

“Pertama, saya menentukan topik yang akan saya tulis. Kedua, menentukan tujuan penulisan. Ketiga, saya

membuka kamus untuk mencari kata yang sulit. Keempat, saya bertanya kepada ibu guru jika ada hal yang tidak paham”.

AF Said, First, she determines the topic he wants to write. Second, he determines the purpose of writing. Third, he opens a dictionary to find difficult words. Fourth, he asks the teacher of things that he doesn't understand.

“Strategi yang biasa saya gunakan dengan memperbanyak menghafal kosa kata. Saat menulis, saya mencari topik saya sendiri yang sudah saya pahami sehingga saya mudah untuk menjabarkan di dalam tulisan saya. Selanjutnya saya meminta guru untuk mengoreksi tulisan saya dan jika ada kalimat yang salah saya akan segera memperbaiki”.

AL said he asks the teacher to correct her writing and if there is a wrong sentence, he will correct it immediately.

“Hal pertama yang saya lakukan adalah mencari bentuk teks apa yang ingin saya buat, selanjutnya saya membuat catatan kecil, dan mencari kosa kata, Setelah itu saya terjemahkan dengan kamus, lalu saya menulisnya di buku. Kalau ada yang tidak saya pahami saya akan menanyakan kepada guru dan teman saya.”

LN said, The last strategy she used, she will ask her teacher and friend if any something that is not understood.

Table 4.9 Strategies Applied by the Successful Students based on Interview

No.	Kinds of Language Learning Strategy Based on the Theory	Students	unsuccessful students' activities that Included in the Kinds of Language Learning Strategy Based on the Theory
1.	1. Cognitive strategies (Recognizing and using formulas and patterns,Analysing and resoning,) 2. Sosial Strategies (Asking Questions) 3.Affective Strategies (Lowering the anxiety)	E	1. Looked for many references from various sources related the topic paragraph.(Looked the example on the internet) 2. Translating or using google translate (translate from Indonesia to English) 3. Cooperating with proficient users of the new language (asked to the english teacher) 4. Using progressive relaxation, deep breathing or meditation
2.	1. Compensation Strategies (Overcoming Limitation) 2. Cognitive strategies (Recognizing and using formulas and patterns, Analysing and reasoning)	A	1. Selecting the topic (looked for that mastered and interest topic) 2. Translating or using google translate (translate from Indonesia to English)
3.	1. Cognitive strategies (Recognizing and using formulas and patterns, Analysing and reasoning)	F	1. Looked for many references from various sources related the topic paragraph.(Looked the example on the internet) 2. Translating or using google translate (translate from Indonesia to English)

4.	1. Cognitive strategies (Recognizing and using formulas and patterns, Analysing and reasoning)	TK	<ol style="list-style-type: none"> 1. Looked for many references from various sources related the topic paragraph.(Looked the example on the internet) 2. Translating or using google translate (translate from Indonesia to English)
5.	1. Cognitive strategies (Recognizing and using formulas and patterns, Analysing and reasoning, Creating structure for input)	RYH	<ol style="list-style-type: none"> 1. Looked for many references from various sources related the topic paragraph.(Looked the example on the internet) 2. Translating or using google translate(translate from Indonesia to English) 3. Taking notes (making outline of paragraph that want to write)

Based on table 4.9, it shows that the unsuccessful students used learning strategies in writing, It could be seen in the explanation below:

1. E used 3 kinds of language learning strategies in writing paragraph such as; Cognitive strategies namely looked for many references from various sources related to the topic paragraph (search the example on the Internet), Translating or using google translate (translate Indonesia to English); Social Strategies namely Cooperating with proficient users of the new language (asked to the English teacher); Affective strategies namely Using progressive relaxation, deep breathing or meditation.

2. A used 2 kinds of language learning strategies in writing paragraph such as; Compensation strategies namely Apply by using selecting the topic (looked for that mastered and interest topic); Cognitive strategies namely Translating or using google translate (translate Indonesia to English).
3. F used 1 kind of language learning strategies in writing paragraph such as; Cognitive strategies namely Looked for many references from various sources related to the topic paragraph (Looked the example on the Internet) and Translating or using google translate (translate Indonesia to English).
4. TK used 1 kind of language learning strategies in writing paragraph such as; Cognitive strategies namely Looked for many references from various sources related to the topic paragraph (Search the example on the Internet) and Translating or using google translate (translate Indonesia to English)
5. RYH was used 1 kind of language learning strategies in writing paragraph such as; Cognitive strategies namely Looked for many references from various sources related to the topic paragraph (Search the example on the Internet), Taking notes (making outline of paragraph that wants to write) and Translating or using google translate (translate Indonesia to English)

The analysis of language learning strategies applied by unsuccessful students and the number of students of the eighth-grade

students of SMP Negeri 8 Palangka Raya in writing English paragraph could be seen in the explanation below :

Table 4.10 The Language Learning Strategies Applied by the Unsuccessful Students in Writing Paragraph and the Number of the Students

Strategy	Set of strategy	Number of Students	Name of Students
Memory	Using mechanical technique	1	F
Cognitive	Using source	1	E
	Translating	5	E, A, F, TK, RYH
	Taking notes	2	TK, RYH

Related to the table 4.10 of the students' strategies above, there were 4 strategies that used by the unsuccessful students at SMP NEGERI 8 PALANGKA RAYA in composing a paragraph. It consists of 1 (one) direct strategies. It could be concluded that 4 sets of strategies in cognitive strategies. It could be seen in the interpretation of the result of the interview such us below :

1. There was one student using mechanic technique in writing English paragraph. It could be seen from interpretation result of the interview with A, as follow::

“Strategi yang saya gunakan melihat contoh yang guru sampaikan. setelah itu saya menulis indonesia lalu menterjemahkan ke dalam bahasa Inggris pakai kamus dan menulisnya buku”.

F said, he wrote Indonesian language paragraph first, after that he translate using the translation into English language.

2. There was one student using the source in writing English paragraph. It could be seen from interpretation result of the interview with A, as follow:

“Strategi yang saya gunakan melihat contoh yang guru sampaikan. setelah itu saya menulis indonesia lalu menterjemahkan ke dalam bahasa Inggris pakai kamus dan menulisnya buku”.

F said, The strategies he used are; see the example of teacher gave and then he write use Indonesian language, after that he translated it into English using a dictionary and wrote it in a book..

3. There were five students using translation in writing English paragraph. It could be seen from interpretation result of the interview with E, A, F, TK, and RYH as follow::

“Saya mencari contoh paragraf yang ada di internet. Lalu saya merubahnya dengan bahasa saya sendiri dan mengartikannya menggunakan kamus. Strategi tersebut mempermudah saya belajar. Fasilitas yang saya gunakan buku materi dan kamus”.

E stated that his strategy when writing paragraphs in English are looking for examples or references on the internet. Then, he changed it to his own language and interpreted it using a dictionary. And the facilities he uses are material books and dictionaries.

“Strategi yang saya gunakan adalah menggunakan google translate. Strategi tersebut memudahkan saya belajar. Kesulitan saya kebingungan untuk menulis dan sulit mengartikan sebuah kalimat ke dalam bahasa Inggris. Fasilitas yang saya gunakan saat menulis buku dan google translate”.

A stated that he uses Google Translation because this strategy easy to learn. The facilities he uses when writing are books and google translate..

“Strategi yang saya gunakan melihat contoh yang guru sampaikan. setelah itu saya menulis indonesia lalu menterjemahkan ke dalam bahasa Inggris pakai kamus dan menulisnya buku. Strategi tersebut memudahkan saya belajar. Kesulitan saya kebingungan untuk menulis dan sulit mengartikan sebuah kalimat ke dalam bahasa Inggris. Fasilitas yang saya gunakan buku dan kamus”.

F said, The strategies he used are; see the example of teacher gave and then he write use Indonesian language, after that he translated it into English using a dictionary and wrote it in a book.

“ Strategi yang saya gunakan adalah mencatat contoh yang di berikan oleh guru lalu menulis ke dalam buku, setelah itu saya menggunakan kata-kata saya sendiri dan menterjemahkannya kedalam bahasa Inggris. Strategi tersebut mempermudah saya belajar. Kesulitan saya saat menterjemahkan ke dalam bahasa Inggris. Fasilitas yang saya gunakan adalah buku, kamus dan google translate”.

TK said he writing a paragraph using his own words and translating them into English. The facilities he uses are books, dictionaries, and google translate.

“ Strategi yang saya gunakan menulis konsep ke dalam buku lalu menterjemahkan ke dalam bahasa Inggris menggunakan kamus atau google translate. Strategi tersebut saya gunakan untuk memudahkan saya dalam menerjemahkan bahasa Inggris. Kesulitan saya saat menggunakan strategi tersebut ada kata-kata yang tidak ada dalam kamus juga tidak sesuai dengan konsep. Fasilitas yang sata gunakan adalah buku kamus pulpen dan Handphone”.

RYH said he didn't really like English lessons but he had a strategy. He making concepts for the first and then, translate them into English using dictionaries or google translate. This strategy helps him to write English paragraphs. The difficulty is when using this strategy but stills any words that are not in the dictionary. The facilities used are pen, books and mobile dictionaries.

4. There were two students taking notes in writing English paragraph.

It could be seen from interpretation result of interview with TK and RYH as follow:

“ Strategi yang saya gunakan adalah mencatat contoh yang di berikan oleh guru lalu menulis ke dalam buku, setelah itu saya menggunakan kata-kata saya sendiri dan menterjemahkannya kedalam bahasa Inggris. Strategi tersebut mempermudah saya belajar. Kesulitan saya saat menterjemahkan ke dalam bahasa Inggris. Fasilitas yang saya gunakan adalah buku, kamus dan google translate”.

TK stated that the strategies he used are taking notes from the example given by the teacher and then write into the book, after that he used his own words and translate them into English. He said these strategies easy to learn. His difficulties when translating into English. The facilities that he uses are books, dictionaries and google translate.

“ Strategi yang saya gunakan menulis konsep ke dalam buku lalu menterjemahkan ke dalam bahasa Inggris menggunakan kamus atau google translate. Strategi tersebut saya gunakan untuk memudahkan saya dalam menerjemahkan bahasa Inggris. Kesulitan saya saat menggunakan strategi tersebut ada kata-kata yang tidak ada dalam kamus juga tidak sesuai dengan konsep. Fasilitas yang saya gunakan adalah buku kamus pulpen dan Handphone”.

RYH said he making concepts or outlines for the first and then, he translate them into English using dictionaries or google translate. This strategy helps him to write English paragraphs. The difficulty is when using this strategy but stills any words that are not in the dictionary. The facilities used are pen, books and mobile dictionaries.

C. Discussion

In this part, the researcher discussed the research findings. The researcher explained the research findings related to the students' strategies. The data got from the observation, questionnaire, interview, and documentation.

1. Learning strategies used by the students when writing English paragraph based on questionnaire are;

a. First, the highest score of SILL by the successful students is 3,93 in metacognitive strategies. It means the most strategy used by the successful students is Metacognitive strategy, in which the interpretation is usually used. Besides, the result of SILL showed that the mean score of the strategies use by the successful students in their learning is 2,7 and this score is involved to moderate level.

It means that the students sometimes used the strategies

b. Second, the highest score of SILL by the unsuccessful students is 3,75 in compensation strategies. It means the most strategy used by the unsuccessful students is Compensation strategy, in which the interpretation is usually used. Besides, the result of SILL showed that the mean score of the strategies use by the successful students in their learning is 3,75 and this score is involved to high level. It means that the students usually used the strategies

Based on result of questionnaire, it has been obtained that unsuccessful students often use learning strategies rather than

successful students. Can be proved by the mean score of the unsuccessful students is 3,5 and the mean score of successful students is 3,4.

2. Learning strategies used by the students when writing English paragraph based on interview are;

- a. First, the result of interview that successful students used metacognitive strategies such as; find out language learning, setting goals and objectives, planning for language task, self-evaluating and self-monitoring. The students applied the strategies when they try to find out English language learning, organize an aspect of writing. Besides, the students also are able to determine the goals and objectives of language learning plan for a language task. They can find out practice opportunities, evaluating their learning by self-evaluating and self-monitoring. O'Malley et al as cited in Zare (2012) states that metacognitive is an expression to indicate an executive function, strategies which involve planning for learning, thinking about the learning process as it is taking place, observing of one's production or comprehension, correcting your own mistakes, and evaluating learning after an activity is completed. These strategies involve planning, prediction, monitoring, revising, checking, and evaluating.
- b. Second, the result of interview that unsuccessful students used Cognitive strategies such as; using the source, translating, and

taking notes. Here the unsuccessful students try to write paragraphs by recording examples of paragraphs given by the teacher, after that they make the writing concept. They use translation as a media that helps their difficulties. But they have difficulty in writing a paragraph. For the first, they lack the ideas so they are confused about what to write and how to write. second, they are still confused to interpret their ideas into English sentences. Third, they have difficulty in compiling a sentence using English structure. So, they need a lot of time when they think to relax their minds. That's the reason why the unsuccessful students get low scores.

3. Differences and similarities the study with previous study

- a. The differences of this research from the previous study above is in the current research, the writer focussed on the teaching writing at the eighth grade of SMP Negeri 8 Palangka Raya.
- b. The results of this study have similarities with Dwiana's previous research, those successful students using Metacognitive strategies when writing English paragraph.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion and suggestion of the study. The conclusion is based on the finding of the study. Meanwhile, suggestions are suggested to study, teacher and the future researcher.

A. Conclusion

Based on the result of the study about learning strategies used by the students in writing paragraph, can be concludes that the students of SMP Negeri 8 Palangka Raya used learning strategies. Learning strategies used by the students in writing paragraph are Memory, Compensation, Cognitive, Metacognitive, Affective and Social strategies. The tendency of the students in using learning strategies is moderate. It means that the students sometimes used learning strategies in their learning.

Learning strategies used by the students in their writing influence the students' writing score. There were some conclusion which could be identified as follows :

1. The strategies applied by successful students who got highest scores are metacognitive strategies. The students applied the strategies when they try to find out English language learning (searching of various references) and recognizing their paragraph using formulas and pattern. Besides, the students also are able to determine the goals and objectives of language learning and plan for language

task. They can find out practice opportunities and evaluating their learning by self-evaluating and self-monitoring.

2. The strategies applied by the unsuccessful students who got lowest score are compensation strategies and cognitive strategies. Compensation strategies namely; Selecting the topic. Oxford as cited in Zare (2012) mention that compensation strategies help learners to use the target language for either comprehension or production in spite of the limitations in knowledge. The students used this strategy to overcome the limitations of knowledge about topics they do not know. Cognitive strategies namely; using the source, translating, and taking notes.

B. Suggestion

Based on the conclusion in the result of the study, the researcher would like to propose some suggestion for the students, teacher and the future researcher as follow :

1. For the students

First, the students should apply the suitable, variety and correct strategies in writing paragraph, not only apply some strategies but also apply the others strategies based on some experts' theories. Then, they should always try to increase their skill in writing paragraph by practicing it everyday. So, it is expected that the students are able to explore their skills maximally and really know

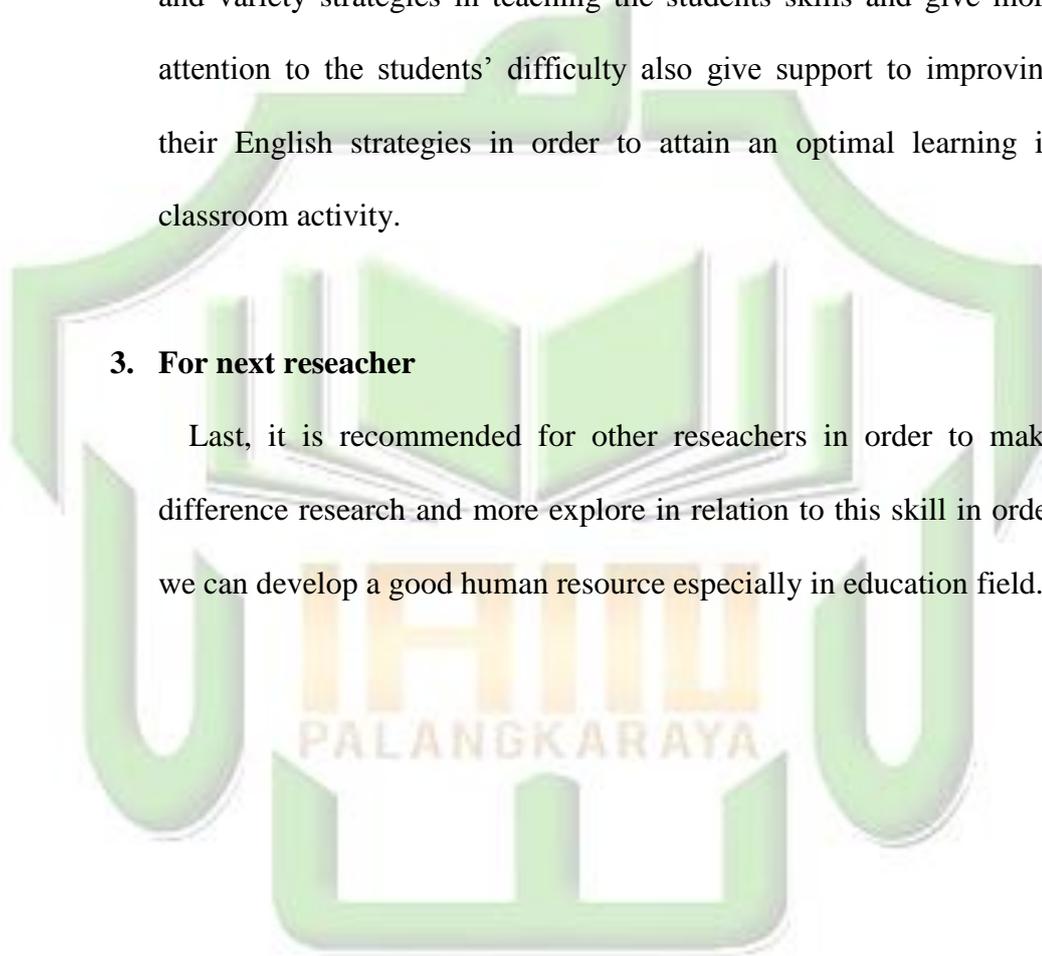
about some language learning strategies in writing paragraph especially the application in usage it.

2. For the teacher

Then, researcher recommends the teacher should use the suitable and variety strategies in teaching the students skills and give more attention to the students' difficulty also give support to improving their English strategies in order to attain an optimal learning in classroom activity.

3. For next reseacher

Last, it is recommended for other reseachers in order to make difference research and more explore in relation to this skill in order we can develop a good human resource especially in education field.



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