CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problems, objective of the study, significance of the study, scope and limitation of the study, definition of key terms, and organization of the study.

A. Background of the Study

Writing is one of the English skills that must be mastered by every English learner especially by the student of English Department. Similar to speaking, writing is an active skill to express ideas in mind. Writing is a medium to transfer knowledge or to provide information from an author to readers in the text form. Writing is also used to communicate with other people in different places. This skill is different from listening and reading skills which are passive because they only serve to receive and collect information.

Writing is also a way of knowing, a method of discovery and analysis. Through writing we discover new aspects of our topic and our relationship to it; therefore it is a task which is partially dependent on the individuals, their creativity and the way they approach each topic.

Writing well is not only an option for young people, but also a necessity especially for university students. Almost every day in their academic life, they are demanded to write for many purposes. Along with reading comprehension,

writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. It is understood that any important information always use written documents. When people will apply for a job, they must be asked to give their personal information in a written form. Moreover, when they want to apply a scholarship or a job abroad they will definitely be given a test to determine their competencies in writing.

It is widely known that writing is more difficult than speaking. If speaking is easily mastered by native speakers, another case happens with writing. Writing requires a special training and a lot of practices which cannot be mastered in just a short time. Therefore, there is no warranty that native speakers are proficient in writing. That is why the students who learn English as a foreign language should have more effort to master it because writing is the most difficult skill for English learners to master. Though writing is the most difficult skill for English learners, if the students have a strategy and appropriate approach, it will not as hard as they think. Therefore, learning strategies have a significant role in acquiring a foreign language.

Learning strategies are defined as "specific actions, behaviors, steps, or techniques - such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task - used by students to enhance their own learning" (Scarcella & Oxford, 1992). When the learner consciously chooses strategies suited with his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful selfregulation of learning. Learning strategies can also enable students to become

more independent, autonomous, and lifelong learners. However, yet students are not always aware of the power of consciously using learning strategies for making learning quicker and more effective.

Research into language learning strategies began in the 1960s, particularly about the development in cognitive psychology influenced much of the research done on language learning strategies (Williams & Burden, 2000). Since then, there has been a prominent shift within the field of language learning and teaching with greater emphasis being put on learners and learning rather than on teachers and teaching.

In parallel to this new shift of interest, how learners process new information and what kinds of strategies they employ to understand, learn or remember the information has been the primary concern of the researchers dealing with the area of foreign language learning. Therefore, a lot of researchers have been devoting themselves to the area, among them are best represented by Rubin (1975), Cohen (1981), Wenden (1982), Oxford (1989), O'Malley & Chamot (1990), etc.

In the past decade, the focus of language teaching has shifted to a more learner-centered approach (Nunan, 1991). Among the numerous aspects intrinsic to language learning, learning strategies have been acknowledged as being one of the determining factors affecting learning success. Some learners were more successful than others were because they approached their learning tasks with more effective strategies. A rich body of research has acknowledged a correlation

between using language learning strategies and learner factors such as learning styles, age, proficiency, achievements, attitude, motivation and beliefs, social factors such as situations and gender, and other factors such as academic majors and cultural contexts. Additionally, effective learning strategies can be enhanced through raising awareness, and proposes explicit strategy training and instruction (Chamot, 1993; Oxford, 1993).

In a narrative essay, a writer tells a story about a real-life experience or fiction in chronological order. A good story is one that can capture readers' interest and imagination. A writer places a personal experience within the context of a larger theme, such as a lesson learned. When writing a narrative essay, a writer not only has to tell a good story, but also convey why the story has meaning. To produce a good narrative text, a writer should have at least three competences: the ability to develop the ideas, to apply appropriate vocabularies, and to use correct grammar. Therefore, a student who learns writing should have strategies to make his/her learning faster and better because writing needs long process to master.

In the present research, the researcher intends to know the learning strategies used by the university students in writing an academic writing (narrative text), what steps the students take to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence (Oxford, 1990). Considering the

usefulness of applying the learning strategies, therefore, the researcher intends to conduct a research on writing strategies so that the students can imitate the learning strategies employed by others. This present research entitles *"An Analysis on Strategies in Writing Narrative Text Employed by the First Year Students of English Education Program at IAIN Tulungagung"*.

B. Research Problems

Based on the background of the research above, the research problems can be formulated as follows:

1. What kinds of strategies are employed by the first year students of English Education Program at IAIN Tulungagung in writing narrative text?
2. To what extend are those strategies contributive to help the students produce a good narrative writing?

C. Objective of the Study

Based on the research problems above, the objectives of the study are:

1. To find out the strategies employed by the first year students of English Education Program at IAIN Tulungagung in writing narrative text.
2. To know the contribution of those strategies to help the students produce a good narrative writing.

D. Significance of the Study

The result of the research is expected to give some contributions for students, teachers, and the researcher itself. For the students, the finding of the

research can be used as a new reference to learn English by using particular strategy, especially strategies in writing skill. They can adapt the other learning strategies in order to be successful in writing. Hopefully, they will be more active and creative in learning and producing English writing and can select their own ways to improve their competencies in writing.

Meanwhile, for the teachers, the finding of this research is expected to be new information about the students' learning strategies on English. By considering that each student may employ different learning strategies, the teachers will be able to decide what teaching strategies are appropriate to support the students to produce a good writing. In addition, the teacher can give solution for the students who have problems in learning English especially in learning writing.

Finally, for the researcher, this research will give information about strategies employed by the first year students of IAIN Tulungagung in writing narrative text. Hopefully, the finding of this research can be helpful for the next researcher. It can be used as a reference for developing future research about learning strategies in writing.

E. Scope and Limitation of the Study

The scope of this research is language learning strategies employed in writing. There are some language learning strategies presented by experts such as Oxford and O'Malley. However, the researcher does not include all of those

strategies. On the other hand, the researcher only selects those strategies which are employed in writing.

Meanwhile, the limitation of this research is the researcher does not analyze the writing strategy of all the students of IAIN Tulungagung, but the researcher focuses on and discusses strategies in writing narrative text employed by the first year students of English Education Program at IAIN Tulungagung. The subjects are chosen using a certain criteria.

F. Definition of Key Terms

To avoid misunderstanding of some terms used in this study, they need to be defined as follows:

1. Writing

Writing is a medium of communication that represents language through the inscription of signs and symbols. In most languages, writing is a complement to speech or spoken language. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet. The result of writing is generally called text, and the recipient of text is called a reader.

2. Academic Writing

Academic writing is writing for academic purposes (any writing done to fulfill a requirement of a college or university). Academic writing is also used for publications that are read by teacher and researchers or presented at conferences.

A very broad definition of academic writing could include any writing assignment given in an academic setting. Academic writing can be in the form of report, essay, research article, journal etc.

3. Narrative

A narrative essay is a *story* written (fiction and non-fiction) tells others the stories about a personal experience and allows us to gain empathy and sympathy about the world around us. Narrative essays describe specific experiences that changed how the reader felt, thought, or acted. The form of a narrative is similar to a story in that it describes how a character is feeling by "showing" through his/her actions, rather than by coming right out and "telling" the readers. However, a good narrative is not just an entertaining story, but has a point to make, a purpose to convey. In writing a narrative essay, the writer purpose is not to merely tell an interesting story but to show the readers the importance and influence the experience has had on the writer. This experience may be used as a springboard for reflection.

4. Learning strategy

According to Chamot (1987), "learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistics and content area information". Learning strategies is any specific conscious action or behavior student takes to improve his or her own learning. Oxford (1990) considers that "any specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" is a language learning

strategy (LLS). Strategies are the conscious steps of behavior used by language learners to enhance the acquisition, storage, retention, recall and one of new information (Oxford, 1990).

5. Writing Achievement

Writing is one of the skills in English which has to be mastered by every English learner, while achievement is something very good and difficult that you have succeeded in doing. So, we can conclude that writing achievement is something very good and difficult that learners have succeeded in writing. In this case, one of the criteria of good writing achievement is the learners get "excellent" in most assignments in their writing class.

G. Organization of the Study

This study consists of 6 chapters. The details of every chapter are presented as follows:

Chapter 1 is introduction. It presents background of the study, research problems, objective of the study, significance of the study, scope and limitation of the study, definition of key terms, and organization of the study.

Chapter 2 is review of related literature. This chapter discusses three parts. The first deals with learning strategies, the second deals with narrative text, and the last part deals with previous studies.

Chapter 3 is research methodology. It presents research design, subject of the study, data and data sources, data collection method and instrument, data analysis, and trustworthiness of the data.

Chapter 4 is research findings. It presents the data presentation of the research and the research findings itself as the result of collecting data by some methods.

Chapter 5 is related to discussion of the study. This part presents the result of analyzing data by looking at and comparing the theory that is used related to English learning strategies.

Chapter 6 is conclusion and suggestion. It resumes the whole prior chapters. This part primarily deals with the summary of the discussion the data presented as research findings. On the basic of the finding, some suggestions are made.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter highlights some theories functioning as the basis of the research and also presents some relevant studies previously conducted by other researchers. The explanation of the theories presents as follows.

A. Learning strategies

This part presents the definition of learning strategies, classification of learning strategies, and research on learning strategies.

1. Definition of Learning Strategies

The term language learning strategies has been defined by many researchers. Learning strategies are specific behaviors or thought processes that students use to enhance their own learning. The word strategy comes from the ancient Greek word *strategia,* which means steps or actions taken for the purpose of winning a war. The warlike meaning of strategia has fallen away, in nonmilitary settings the strategy concept means a plan, step, or conscious action toward achievement of an objective (Oxford, 1990).

Learning strategies are defined by Rubin (1975) as "the techniques or devices that the language learner may use to gain knowledge."

Weinstein and Mayer (1986) state that "learning strategies have learning facilitation as a goal and are intention on the part of the learner, the goal of

strategy use is to affect the learner's motivation or affective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge."

Wenden (1987) defines learning strategies as "...any sets of operations, steps, plans , routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information."

According to Stem (1992), "the concept of learning strategies is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning strategies."

Cohen (1998) defines it as the conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language.

Williams and Burden (2000) define learning strategies as "...series of skills used with a particular learning purpose in mind. They involve an ability to monitor the learning situation and respond accordingly and they also mean being able to assess the situation, to plan, to select appropriate skills, to sequence them, to coordinate them, to monitor or assess their effectiveness and to revise the plan when necessary".

To sum up, we may understand English learning strategies as follows:

First, learning strategies are the complex plans concerning learning process learners make. In a strict sense, all the plans of the learning activities should be

different, in other words, the learning strategies each time used by the learners are quite different.

Second, learning strategies are initiatively used by the learners to achieve a certain learning goal. Therefore, learners should make appropriate learning plans in the light of their learning tasks accordingly.

Third, to use learning strategies is to learn efficiently. On the contrary, if the learners do not use certain strategies in their learning, they may find it difficult to attain their learning aim. In other words, they will not get satisfying effect even if they finally attain a certain aim. Take memorizing English words as an example; given enough times, one can also remember words through mechanical repetition. However, if one uses other methods, the memorizing efficiency may be improved greatly.

In order to avoid any confusion caused by different definitions, Oxford's definition (1990: 8) of learning strategies is adopted throughout this study, in which learning strategies are seen as "specific actions, behaviors, steps or techniques students often consciously use to improve their progress in apprehending, internalizing, and using, since this definition fully conveys the excitement or richness of learning strategies".

2. Classification of Learning Strategies

Different scholars classify learning strategies from different angles and a large number of classifications exist. In the following part, the more

comprehensive and elaborate classifications will be discussed, including O'Malley & Chamot's and Oxford's classifications.

a. O'Malley & Chamot's classification

O'Malley & Chamot's classification is based on information processing theory and draws on the work of cognitive psychologists who introduces and develops the concepts of declarative and procedural knowledge. O'Malley & Chamot's research project provides a rationale and approach in cognitive theory for discussing learning strategies in second language acquisition. Cognitive theory has explained adequately how information is stored in memory and what processes are entailed in learning. It states that learning strategies are stored in people's mind in the form of declarative or procedural knowledge. In cognitive theory, learning strategies are represented as complex cognitive skills that follow the same general rules as other forms of procedural knowledge.

Learning strategies begin as declarative knowledge and gradually go through associative; and autonomous stages with practice and experience. It further explains by using Anderson's three developmental stages theory in second language acquisition: firstly, in the declarative stage, intensive attention is involved to the new language and deliberate efforts are made to understand the new language; secondly, in the compilation stage, procedural knowledge is acquired and gradually less conscious attention is needed; thirdly, the automatic processing like native speakers is finally formed.

O'Malley & Chamot (1990) illustrate learning strategies as mental and socio-affective processes, emphasizing learner interaction with the language in order to foster acquisition. They present three categories of learning strategies, including meta-cognitive, cognitive, and social/affective strategies as presented on Figure 2.1 below.

Figure 2.1 O'Malley & Chamot's Classification
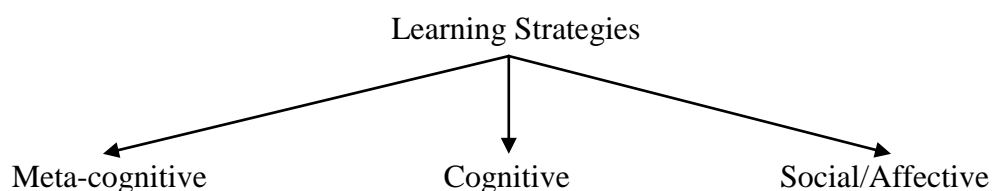
They point out that *meta-cognitive* strategy encompasses executive process that mainly includes planning, monitoring and evaluating strategies. Planning is the strategy used by learners for organizing of the written or spoken discourses. Monitoring is the strategy used by learners for checking one's comprehension during the process of learning. And evaluating is the strategy used by learners for checking the outcomes of one's own language learning.

Cognitive strategies involve the direct manipulation of materials to be learned. Strategies concerning cognitive strategy are mental or behavioral aspects. For example, learners can link new information to previously acquired concepts mentally or physically so that they can group the learning items in meaningful categories or summarize the important information. Other frequently used

cognitive strategies are resourcing, repetition, grouping, transfer and translation and so on.

Social/affective strategies are used when learners interact with other persons in order to assist their learning. For example, learners often ask questions for clarification or use some kinds of emotional control to promote their learning.

b. Oxford's classification

Almost at the same time, Oxford (1990) offers more comprehensive and full-scale language learning classification. Her classification research on language learning strategies has great influence on second language acquisition. She makes a distinction between direct and indirect strategies. The strategies used directly in dealing with a new language are called direct strategies. The strategies which involve in indirect strategies are memory, cognitive, and compensation strategies. The indirect strategies are used for general management of learning. The strategies belonging to this category are meta-cognitive, affective, and social strategies. The explanations of each group are presented below.
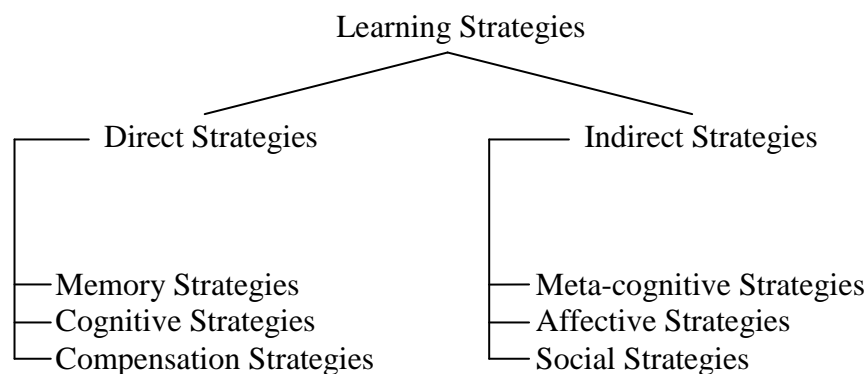
Firstly, three types of direct strategies are discussed, including memory, cognitive, and compensation strategies. *Memory* strategies are learning strategies that help students store and retrieve new information and mainly include strategies, such as grouping or making inference, creating mental linkages, and applying images and sounds. *Cognitive* strategies are strategies that enable learners to understand and produce new language by a variety of different means. Summarizing and reasoning deductively are examples of cognitive strategies.

Additional examples include practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. *Compensation* strategies are strategies that allow learners to use the language despite their large gaps in knowledge base. Guessing intelligently, using synonyms, and overcoming limitations in speaking and writing are included in this type of strategies.

Secondly, indirect strategies include meta-cognitive strategies, affective strategies and social strategies. *Meta-cognitive* strategies are language learning strategies, such as planning for language tasks and setting goals that provide a mechanism for individuals to coordinate their own learning process.

Affective strategies are strategies that help learners gain control over emotions, attitudes, motivations, and values. To lower their anxiety, learners can listen to music or make positive statements or reward themselves to become high-spirited or try to take their emotional temperature to concentrate on their learning.

Social strategies are strategies that involve interaction between and among learners. When they have classroom collaborative activities, learners could use social strategies to help them to obtain information they need, for example, strategies of asking questions, cooperating with others, and empathizing with others. Oxford's classification can be seen in Figure 2.2.

Figure 2.2 Oxford's Classification

Learning Strategies

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        ┌─────────────────┴─────────────────┐
   ── Direct Strategies              ── Indirect Strategies


   ──Memory Strategies              ──Meta-cognitive Strategies
   ──Cognitive Strategies           ──Affective Strategies
   ──Compensation Strategies        ──Social Strategies
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The classification of learning strategies is still controversial. Oxford's classificatory system is different from O'Malley & Chamot's, but there is similarity between them. For example, both of the two classifications include the category of meta-cognitive strategy which involves the process of thinking, planning, monitoring and evaluating.

O'Malley & Chamot's (1990) classification emphasizes more on meta-cognitive and cognitive strategies and lesser focus on social/affective strategies. In their classification, they provide cognitive theories to support the classification of their learning strategies. However, Oxford's classification is more comprehensive and offers six types of learning strategies with an emphasis both on direct and indirect functions of strategies. In addition, Oxford's classification addresses the social and affective components, which are less developed in O'Malley & Chamot's classification. Moreover, Oxford's classification system can be measured by her widely recognized Strategy Inventory for Language Learning (SILL). For these reasons, Oxford's classification system and the accompanying

strategy inventory are more acknowledged in the academic world and are always approved by researchers who are interested in this field.

3. Research on Learning Strategies

Learning strategies have been examined by researchers through interviews, questionnaires, diaries, observations and think-aloud protocols. The researches are mainly found in the following three areas: (1) classification of language learning strategies, (e.g. Oxford, 1990; O'Malley and Chamot, 1990; Wenden and Rubin, 1987); (2) variables affecting language learning strategy, (e.g. Nyikos and Oxford, 1993); and (3) the effect of strategy training on second language learning, (e.g. Oxford, 1990). All these studies provide insights into understanding the learning process by learners of a second language and are crucial in underpinning a framework for second language acquisition. The first area of research identifies strategies used by learners and classifies them according to a system or taxonomy. The second examines potential variables related to language learning strategies such as age, motivation, gender and learning styles. Finally, the third area research explores the effect of explicit instruction in strategies to produce better performance.

Research on language learning strategies has been classified into three general categories: studies to define and classify strategies, studies to describe strategies in greater detail and the types of tasks with which the strategies are effective, and studies to validate the influence of strategic processing or learning.

O'Malley and Chamot as well as Ellis (1994) note that most of the researches on language learning strategies haves been cross-sectional and correlational in nature.

Early research into language learning strategies was concerned with attempting to establish what good language learning strategies might be. While no explicit claims were made about links between strategies and success, the title of these early articles implied a relationship: "What the Great Language Learner can Teach Us" (Rubin, 1975), and "What Can We Learn from the Good Languages Learner?" (Stern, 1975). Researchers were hoping to identify strategies used by successful learners with the idea that they might be transferred to less successful learners.

Much of the work on language learner strategies has been based on the assumption that there are "good" learning strategies (Rubin, 1975), but some studies find no difference between high and low-proficiency groups on specific strategies. Consequently, "the total number or variety of strategies employed and the frequency with which any given strategy is used are not necessarily indicators of how successful learners will be on a language task" (Cohen, 1998). In view of these mixed results more studies are still made necessary.

More recently, there have been studies on the benefits of strategy training. The goal of strategy training is to teach students how, when and why strategies can be used to facilitate their efforts at learning and using a foreign language. Strategy training is intended to help students explore ways that they can learn the target language more effectively, as well as to encourage students to self-evaluate

and self direct their learning. The first step in this process is to help learners recognize strategies which they have already used, and then to develop a wide range of strategies, so that they can select appropriate and effective strategies within the context of particular language tasks. A further goal of strategy training is to promote learner autonomy and learner self-direction by allowing students to choose their own strategies and to do so spontaneously, without continued prompting from the language teacher. Learners should be able to monitor and evaluate the relative effectiveness of their strategy use, and more fully develop their problem-solving skills. Strategy training can thus be used to help learners achieve learner autonomy as well as linguistic autonomy. There are mixed reactions to the language strategies training movement in the literature, mainly because there have been few empirical studies to demonstrate that such training has "irrefutable benefits".

So far in the researches of learning strategies, a number of models for teaching learning strategies in both first and second language contexts have been developed. These international models share many features. All agree on the importance of developing students' meta-cognitive understanding of the value of learning strategies and suggest that this is facilitated through teacher demonstration and modeling. All emphasize the importance of providing multiple practice opportunities with the strategies so that students can use them autonomously. All suggest that student should evaluate how well a strategy has worked, choose strategies for a task, and actively transfer strategies to new tasks.

B. Narrative Text

Narrative writing presents a story of sequence events which involves characters. In Cambridge Advanced Learner's Dictionary, narrative defines as a story or a description of a series of events. A narrative text tells a story from a particular point of view and can be presented using words, images and/or sounds.

A narrative is a story containing specific elements that work together to create interest for not only the author but also the readers. This type of writing makes readers fell as if they were parts of the story, as if it was being told directly to them.

The main purpose of this text is to entertain the readers and engage them in an imaginative experience. Narrative can also be used to teach, persuade, or inform the readers. It explores themes related to deeper human concerns, such as trust and honesty, true love and friendship, good overcoming evil, valuing people and overcoming challenges.

There are many types of narrative. Generally, it could be categorized into fictional narrative or imaginary, nonfictional narrative, or combination of both. A fictional narrative presents an imaginary narrator's account of a story that happened in an imaginary world. It includes fairy tales, folktales, horror stories, fables, legends, myths, and science fictions. While a nonfictional narrative (factual narrative) presents a real-life person's account of a real-life story. It includes historical narratives, ballads, slice of life, and personal experience.

A narrative text consists of three parts: an introduction that engages the readers' attention and interest, body paragraphs that give details about the main event or action in the story, and conclusion that describes the outcome (Alice, 2006: 58).

Generic structure of narrative text focuses on a series of stages that proposed to build a story. The stages in narrative text are: a) orientation that introduces characters involved in the story, time, and where the story take place, b) complication that consists of series of events in which the main character attempts to solve the problem, and c) resolution that explains how the character solve the problem and how the story ends up.

In addition, here are language features of narrative text: a) a narrative focuses on specific participants, b) there are many action verbs, verbal and mental processes, c) direct and indirect speeches are often used, d) a narrative usually uses past tense, e) linking words are used, related with time, f) there are sometimes some dialog and the tense can change, g) descriptive language is used to create listener's or reader's imagination, and h) temporal conjunctions are also used.

C. Review of Related Previous Studies

Previous studies are results of research that has been conducted by other researchers before. In this part, the researcher shows some related researches which also talk about language learning strategies employed by the students. Those studies are explained as follows.

The first study is a research conducted by Refi Selfiana (2013) from IAIN Tulungagung. Her research entitled "Learning Strategies in Speaking Class Used by the First Grade Students of SMPN 1 Boyolangu". This study was conducted to investigate learning strategies used by the students in speaking skill. The design of this research was descriptive qualitative. By investigating the students' learning, she found some learning strategies related to students' speaking skill.

The strategies used by students in speaking skill are finding the meaning of new vocabulary by looking up dictionary, making notes of new vocabulary, providing some new vocabularies per day, memorizing the words by hearth, applying new vocabulary to daily activity, having grammar books and write one by one of tenses in a paper then glue it at room wall, sharing with other friends about grammar, accustoming to train pronunciation includes imitating the pronunciation of words, understanding of the theme that will be spoken, writing what will be spoken and practice it before speaking English, controlling of emotion include decreasing nervousness and enjoy, and keeping on to practice wherever they are. All of those strategies that are used by the students give positive contribution toward students' speaking proficiency.

From the result of her research, she found that the most learning strategies used by the students are finding the meaning of new vocabulary by looking up dictionary, having grammar books and write one by one of tenses in a paper then glue it at room wall, and also controlling of emotion include deadening nervousness and enjoy.

The second study entitled "A Study on Learning Strategy Employ by the Students of Tourism Department UPW (Usaha Perjalanan Wisata) Program XII Grade at UPTD SMKN 1 BOYOLANGU", written by Ayu Nur Khoiriyah (2013) from IAIN Tulungagung.

In her research, she analyzed the students' speaking and strategies to improve their speaking ability. The finding of this study showed that students' good proficiency were achieved by employing various learning strategies to mastery many aspects in speaking such as vocabulary, grammar, and pronunciation. Various learning strategies used by the students were: a) looking up dictionary, b) making note, c) memorizing, d) asking people/teacher, e) listening to music, f) watching movie, g) watching English news, h) repeating the pronunciation, i) recording speech, j) listening from Google translate speaker, k) practicing to speech in front of mirror, and l) making guiding text.

The third research is conducted by Nia Nofarina (2014) from IAIN Tulungagung. The title of her research was "English Learning Strategies Used by the Second Grade Acceleration Class Students of MAN Tulungagung 1".

From the result of her research, she concluded that the students who have good English achievement employ various learning strategies. There were twenty one learning strategies that was found by the researcher, they were: memorizing new vocabularies by hearth, memorizing new vocabularies per day, making notes of English materials, making notes of new vocabularies, watching English video or movie, listening English song, reading English textbooks, reading English

newspaper, memorizing grammar patterns, following English online test, download English test on internet, using electronic dictionary, guessing meaning of unfamiliar words, asking someone for help, listening to a teaching, paying teacher's explanation, doing deep breathing when nervous, having joke with friends in English, asking someone for correction, practicing English with friends, and asking question to teacher and friends in English.

This present study is different from those previous studies in two cases: the aspect of being search and the subject of the research. Those three previous studies above investigates students' learning strategies in speaking by using Stern and Rubin's classification and students' English learning strategies in general. In this study, the researcher tries to investigate the students' strategies in writing narrative text. The subject of this study is also different from those previous studies. The subjects of those previous studies are the students of Junior High School and Senior High School, while in this study, the subject is university students.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method used by the researcher in conducting the research. The discussion covers research design, subject of the study, data and data sources, data collection method and instrument, data analysis and trustworthiness of the data.

A. Research Design

Donald Ary (2010) says that research design is a plan of how to proceed to gain an understanding of some groups or some phenomenon in its natural setting. The design of this research was descriptive study with qualitative approach. This research was intended to collect information about the students' learning strategies employed in writing narrative text.

Qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants. Qualitative research is aimed at gaining a deep understanding of a specific organization or event, rather than surface description of a large sample of a population. It aims to provide an explicit rendering of the structure, order, and broad patterns found among a group of participants. It is also called ethno-methodology or field research. It generates data about human groups in social settings.

B. Subjects of the Study

Subject in qualitative research is individual, group, or phenomenon. The subjects of this study were the students of English Education Program at IAIN Tulungagung. The researcher did not include all of the students, but those only the first year students of English Education Program in the academic year 2013/2014. The first year students spread out into four classes from A to D class who have been taught by different lecturers. From those four classes, the subjects were selected based on the criteria showing that they were good students in English especially writing. So, by conducting the subject selection, not all of the first year students of English Education Program became the subject.

Those who met the criteria were chosen as the subjects of this study. Thus, the subjects in this study were those found to be good in writing English when they were in the position of having final score A+ in writing class. The researcher got the students' score from the lecturers. Then the researcher chosed the students who met the criteria above. From those criteria, the researcher found 16 students from four different classes. For the lecturers who taught the students were different, the scoring rubrics used by the lecturers were also different. It means that the students who had A+ in teacher 1 (T1) class could have different criteria with those who had A+ in teacher 2 (T2) class.

Regarding to the fact, by using the same scoring rubric, the researcher intended to examine those 16 students by asking them to write a narrative text again. The researcher determined those having score 85 – 100 were categorized as excellent qualification. The researcher used analytic scoring rubric to assess the

students' writing. The scoring rubric and classification of score used by the researcher were listed in Table 3.1 and Table 3.2 as follows:

Table 3.1 Scoring Rubric of Writing

Score	Content	Organization	Vocabulary	Grammar	Mechanics
5	Main ideas stated clearly and accurately, change of opinion very clear	Well organized and generally coherent	Very effective choice of words and use of idioms and word forms	No errors, full control of complex structure	Mastery of spelling and punctuation
4	Main ideas stated fairly clearly and accurately, change of opinion relatively clear	Fairly well organized and generally coherent	Effective choice of words and use of idioms and word forms	Almost no errors, good control of structure	Few errors in spelling and punctuation
3	Main ideas somewhat unclear and inaccurate, change of opinion somewhat weak	Loosely organized but main ideas clear, logical but incomplete sequencing	Adequate choice of words but some misuse of vocabulary, idioms and word forms	Some errors, fair control of structure	Fair number of spelling and punctuation errors
2	Main ideas not clear or accurate, change of opinion weak	Ideas disconnected, lacks logical sequencing	Limited range, confused use of words, idioms, and word forms	Many errors, poor control of structure	Frequent errors in spelling and punctuation
1	Main ideas not at all clear or accurate, change of opinion very weak	No organization, incoherent	Very limited range, very poor knowledge of words, idioms, and word forms	Dominated by errors, no control of structure	No control over spelling and punctuation
The total number gotten x 100 = n The maximal score					

Table 3.2 Classification of Scores

No.	Grade	Qualification	Range of Scores
1.	A	Excellent	85 – 100
2.	B	Good	70 – 84
3.	C	Average	55 – 69
4.	D	Poor	50 – 54
5.	E	Very Poor	0 – 49

Finally, after selecting the students' works by using the scoring rubric above, the researcher got five students and they were used as the subjects of this study; they were S1, S2, S3, S4, and S5. All of them fulfilled the criteria by having score 85-100 who laid in excellent qualification. The subjects' scores in writing a narrative text were presented in Table 3.3 below:

Table 3.3 Students' Score in Writing Narrative Text

Criteria	S1	S2	S3	S4	S5
Content	4	5	5	5	4
Organization	5	5	4	3	5
Vocabulary	4	4	5	5	5
Grammar	5	5	4	4	5
Mechanics	4	4	5	5	5
Total	22	23	23	22	24
Score	88	92	92	88	96

From those five students, the data related to the strategies they employed to learn and improve their writing were collected. The subjects were chosen based on their competences and abilities in writing.

The following are presented profiles of the fifth subjects of the study: student 1 (S1), student 2 (S2), student 3 (S3), student 4 (S4), and student 5 (S5).

a. Student 1 (S1)

The subject one in this study was S1. The boy whose hobby is playing football liked English since he was at Senior High School. He said, "English is fun language, therefore I like it." He decided to join in English Education Program at IAIN Tulungagung because he wanted to study English properly. He explained, "I come to know and can speak English by joining this program." In his opinion, English is very useful. By learning English, he considered that it will give him more chance to have a job and be a successful man. However, he felt that learning writing was not easy. He said, "Writing is difficult because I get difficulties in getting inspiration. Sometimes I do not know what I should write in my paper."

b. Student 2 (S2)

S2 was the second subject of the study. She was graduated from SMAN 1 Durenan and took Social Program. She wanted to be a teacher in the future. Therefore, she entered English Education Program at IAIN Tulungagung. She said, "I believe I can improve my English ability in this college. I get knowledge about English and understand it more than before." She was fond of English because she wanted to speak fluently like a foreign tourist. So, she can communicate well with them. "I felt proud when first I could chat with the foreigner. I felt so happy at the time." When the researcher asked her about writing, she told that writing was easy, but sometimes was not. It depended on the topic given by the lecturer.

c. Student 3 (S3)

The third subject of the study was S3. She was graduated from SMKN Bandung and took accountancy program. She liked English much, thus she joined English Education Program at IAIN Tulungagung because she wanted to get a job that is teacher in the future. She said, "I want to get more knowledge about English." She believed that learning English had many advantages. She explained, "I get more knowledge about grammar and now I can speak English well than before. I also can apply it in my daily life. As the examples, I feel easy to operate computer and I can teach some children in my house. I believe that mastering English will support our job later." Based on her opinion, learning writing would be easy if the students could master grammar.

d. Student 4 (S4)

S4 was the fourth subject of the study. She was an alumnus of MAN 3 Kediri. In her Senior High School, she took Science Program. Her hobby was reading, especially reading literature. Later, she wanted to be a good and professional teacher. She wanted to be helpful for everyone. Her hobby and hoped were the reason for her to study about English at IAIN Tulungagung. She said, "I like studying literature and English. Finally, they bring me to the IAIN Tulungagung at English Department. I think every people should master English in this era." Based on her testimony, she could speak to other people around the world by studying English. Therefore, she loved it. She explained, "English can help us to communicate with other people from other countries. Moreover, we can understand about the instructions on every electronic tool because almost all of

them using English." Talking about writing, she thought that sometimes it is easy and sometimes it is difficult. When she got high concentration or great imagination to write something, thus writing was easy. On the contrary, when she had no idea to write, thus it would be difficult. "It depends on my mood", she said.

e. Student 5 (S5)

The fifth subject of the study was S5. Reading and writing were her hobbies. In the future, she wanted to be a good teacher for her students and became a woman who is useful for others. She attended English Education Program at IAIN Tulungagung because she wanted to study more about English. She said, "I study here because I like English. Moreover, I want to be a good writer especially in English. Studying what I love is a pleasure for me." She also told that she liked English because it is an international language in which if she could speak English, thus she could speak with all of people in the world. By learning English, she also could understand about news or information which using English. She said, "Many information or news are provided in English and I think studying English can help us to explore the world easier." S5's opinion about writing was almost same with other subjects. She said that writing could be easy or difficult. Writing could be easy when she was writing in a good mood, and vice versa. She got difficulty when she was writing in a bad mood.

C. Data and Data Sources

1. Data

In the Cambridge dictionary, data are defined as information, especially facts or numbers, collected to be examined and considered and used to help decision-making. Data is a record of the facts that is used as information to be analyzed and relevant with appropriate problem. The qualitative inquirer deals with data that are in the form of words, rather than numbers and statistics. The data collected are the subjects' experiences and perspectives; the qualitative researcher attempts to arrive at a rich description of the people, objects, events, places, conversations, and so on (Donald Ary, 2006).

Data refers to the rough materials researchers collect from the field that they are studying. Data includes materials, people doing study actively record, such as interview transcript, participant observation, and field notes. Data also includes what others have created and the researchers find such as diaries, photograph, official documents and newspaper articles (Bogdan and Biklen, 1998).

Data collected in this study were in the form of statements and descriptions related to students' strategies in writing. The researcher made interview transcript taken when conducting interview as the data of the research. Therefore, the data in this study belonged to qualitative data. The data presented in this study were needed to answer the research questions. Qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting (Donald Ary, 2006).

2. Data Sources

Data source is very important in research because the researcher can get the data or information from it. The data source is a source from which data is taken. The source of data used in this study was primary data source. Primary data source is the data obtained by the researcher directly from the subjects through conducting interview. The interview here was done by the researcher to get deep information about the purpose of the research. In this research, the primary data source was the five selected students of English Education Program at IAIN Tulungagung. From the students, the researcher knew the strategies employed in writing. Besides the researcher got data about how the students employed those strategies in writing narrative text. In addition, the researcher also got the data of the contribution of the applied strategies to help students produce a good writing.

D. Data Collection Methods and Instrument

Data collection method is the way to collect the data. Collecting data is an important step in conducting a research. To collect the data, the researcher needed instrument that is tool to get the information related to the research. In collecting the data, it needed one or more kinds of techniques to be used. In this study, the researcher used interview technique and questionnaire in the form of self assessment sheet in collecting the data. All of the data were collected in the form of words arrangement.

In this research, the researcher used interview guide (see Appendix I), questionnaire in the form of self assessment sheet (see Appendix II), and observation sheet (see Appendix IV) as the instruments. Interview is verbal

questioning. According to Cohen (2000), interview is a two-person conversation, initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him on the content specified by the research objectives of description and explanation. An interview is a purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get infomation from the other. In other word, interview is a method of data collection by having questions and answer with the informant.

Based on Arikunto's classification, there are three kinds of interview:

a) Unstructured interview, the interviewer carries out the interview with no systematic plans of questions. An unstructured interview is an interview without any set format but in which the interviewer may have some key questions formulated in advance. Unstructured interviews allow questions based on an interviewee's responses and proceeds like a friendly, non-threatening conversation.

b) Structured interview, the interviewer carries out by using a set of questions arranged advance.

c) Semi structured interview, the interviewer uses a set of questions which are developed to gain the specific information.

Based on the explanation above, this research used semi structured interview. The researcher interviewed the students related to learning strategies they employed in writing, how the students employed those strategies in writing narrative text, and the contribution of those applied strategies to help students produce a good writing.

The researcher conducted the following procedures in collecting the data through in-depth interview:

a) The researcher prepared a list of questions that would be asked to the students as the subject. The researcher also prepared recording to support and help understanding the information.

b) The researcher proposed a set of questions to the selected subject.

c) The researcher wrote interview transcript based on the result of interview.

Observation is a method of collecting data by observing the subjects. Observation was done to get information about human behavior as like in reality. By observation, we can get the clearer description about social life that was difficult to be gotten by another method (Nasution, 2003).

In this research, observing the students was done in the classroom setting. The observation sheet used to observe students in the classroom consisted of six aspects related to learning strategy by Rebecca Oxford. They are memory, cognitive, compensation, meta-cognitive, affective, and social strategies.

During the observation, the researcher made field note to record the data. Field note was taken in the classroom setting to know how the first year students of English Education Program at IAIN Tulungagung employed strategies in writing narrative text. Field not was used to complete the data taken from interview and self assessment sheet.

E. Data Analysis

Data analysis is a process whereby researchers systematically search and arrange the data in order to increase their understanding of the data and to enable them to present what they learned to others (Donald Ary: 2010).

The technique of data analysis is the way data to be analyzed by the researcher. The technique of data analysis in this research is qualitative data analysis. In this case, the researcher analyzes the data descriptively not statistically from the result of conducting interview. So, the data is analyzed by the researcher continuously until the researcher gets a common conclusion based on the research topic. Qualitative research is an inquiry approach in which the inquirer: analyzes and codes the data for description and themes, interprets the meaning of the information drawing on personal reflections and past research, and writes the final report that includes personal biases and a flexible structure (Creswell, 2002).

According to Donald Ary (2002), there are three steps in analyzing the data: organizing the data, summarizing the data, and interpreting the data.

1. Organizing the data

The first thing to do in organizing the data was to reduce the data, which was done through a process called *coding*. The reducing data can be done by grouping or categorizing the data from field notes, interview transcripts, audiotapes, observer comments, and other data collected. The data can be

organized based on theme, setting, or activities. The organizing data were based on or they answered the research questions.

2. Summarizing the data

In summarizing the data, the researcher began to see what was in the data by examining all entries with the same code, and then merge these categories into patterns by finding links and connections among categories. In other words, after working in organizing or grouping the data, the researcher had to summarize the data based on the research questions. Therefore, there were two parts of summarization referring to the formulation of research questions, they were: 1) the strategies employed by the first year students of English Education Program at IAIN Tulungagung in writing narrative text and 2) the contribution of the employed strategies to help students produce a good writing.

3. Interpreting the data

In interpreting the data, the researcher gave verbal narrative account of the data to extract meaning and insights from the data. The researcher should tell what she found was important, why it was important, and what can be learned from them. Donald Ary (2002) states that the quality of the interpretation depends on the background, perspective, knowledge, and theoretical orientation of the researcher and the intellectual skill he or she brings to the task. The same opinion stated by Creswell (2007), the researchers' interpretation cannot be separated from their own background, history, context, and prior understanding.

After collecting the data about students' English learning strategies in writing, the researcher analyzed the data by working with data, organizing the data and classifying the data into learning strategies employed in writing. Then, the researcher classified those learning strategies which are employed by the students into one of learning strategies which were presented by the expert above. In this case, the researcher used the inductive method to analyze the data. Inductive method is the method which is analyzing the data from the particular one or the specific one to draw the general conclusion. The data interpretation was started by analyzing the English learning strategies of each student, and the next was generating the data into the general conclusion.

F. Trustworthiness of the Data

Qualitative inquirers use a variety of procedures to ensure the trustworthiness of the data being gathered. The trustworthiness of the data can be checked by using credible strategy. In this study, the researcher used triangulation, credibility, and dependability techniques.

Triangulation can be defined as multiple methods of data collection. It can be data source triangulation or methodology triangulation. In this study, the triangulation used was methodology triangulation. The researcher got some data from the selected subjects using three instruments. They were observation sheet, questionnaire in the form of self assessment sheet and in depth interview.

Credibility was also used in this study. The researcher repeated asking questions to the subject of the study in order to cross check whether the

previous data collected were credible. It was also used to ensure that the data received by the researcher were correct and there were no errors in receiving the information from the subject of the study.

Moreover, dependability technique was used to make sure that the data gotten from the subject of the study were dependable. To convince the dependable of the data, in analyzing the data, the researcher discussed it with friend who also concentrated in studying qualitative. Moreover, the researcher also discussed it with her advisor. Thus, the results of the data used in this study were credible and valid.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings related to the proposed questions. The first sub-heading presents the findings related to strategies employed by the students and the second one presents the findings about the contributions of the employed strategies.

A. Findings on Strategies Employed by the Students in Writing Narrative Text

The data presented in this study were collected by using observation sheet, questionnaire in the form of self assessment sheet and doing semi-structured interview. The researcher investigated the students' strategies in writing narrative text. The subjects of the research were the first year students of English Education Program at IAIN Tulungagung who were selected by using certain criteria.

From the answer of the questions, then further questions was raised orally to know deeply the students' strategies in writing and the contribution of the employed strategies.

This part explained each subject's learning strategy on writing. The subjects had their own strategies to improve and reach good achievement in writing. To know kinds of writing strategies employed by the students, the researcher had conducted an observation, in-depth interview and asked the students to fill in the self assessment sheet of writing strategies.

The following were presented data related to kinds of strategies employed by subjects of the study in writing narrative text.

1. Data from Interview and Self Assessment Sheet

a. Student 1 (S1)

S1 was one of good university students. He had applied some strategies in learning English especially writing. In his opinion, employing strategies in learning made his learning easier and fun. Here are the strategies he employed in learning writing especially in writing narrative text.

In writing a narrative text, he usually learned the generic structure of the text. He learned how the organization of narrative text was and what the content of every part in those structures were. By knowing the generic structure of the text, he knew what he should write next.

He also decided the theme or topic which was interesting for him. He said that by choosing an interesting topic, he could keep his spirit on writing. Further he explained that he got many ideas when he chose the topic he liked. From those ideas, he made a brainstorming and sometimes a list of ideas about the topic. Thus, he could well plan what he would write.

Meanwhile, to expand his knowledge about the topic he was writing, he read some articles and stories related to the topic. He preferred to read from internet which provided many sources. When he found new vocabularies in reading, he wrote them and searched their meanings in dictionary after finishing reading. Those new vocabularies would be memorized in his mind later. He said,

"I always memorize new vocabularies that I found in the text I read because it will be useful when I am writing."

In addition, he also learned grammar by reading grammar books. He learned what tense used in narrative text and other language features used. By reading, he found new knowledge. When he faced difficulties in learning, he consulted to his lecturer.

b. Student 2 (S2)

S2 was a student who seriously learned English. She employed some strategies in learning writing. The first thing to do before she wrote a narrative text was talking and discussing the topic she had chosen with her friends. She asked her friends whether the topic was interesting enough or not. From those discussions, she could decide the best topic to write.

Based on her admission, she had difficulties in making a plot when writing a narrative story. But she had a strategy to minimize it. It was making a list of ideas and outlines. This strategy could guide her during writing so she could write without confusion.

Another strategy she employed was writing from the simple thing. She said, "If we want to be a good writer, we must like writing. Then we can write from the simplest thing." Usually she wrote using her own words such as when she wrote a diary. She wrote everything happened with her and her feelings in a day. It was employed to improve her narrative writing.

Moreover, she read stories from books and internet. She explained that by reading, she could find many ideas to write. Besides, she could find new vocabularies. When she found new vocabularies, she wrote it on her notebook and read it every time.

She also learned grammar to support her writing. She said, "Without mastering grammar, it is impossible my writing will be a good writing." She often learned grammar by doing the exercises. By applying this strategy, she could improve her writing day by day.

c. Student 3 (S3)

S3 was a student who had good effort to overcome the difficulties in writing. The strategy she employed to organize her ideas in writing were by making a list of ideas and making an outline of the topic. Her writing stories would be well plan by employing this strategy because she knew what she should write and how the stories would be.

To have more ideas about the topic she wrote, she searched and read some stories from internet and books. She said, "I read more and more and practice writing every day although just little." This strategy could improve her writing. In short, the more she read, the easier she wrote.

During writing a narrative text, when she got difficulties in translating the sentences into English, she left it blanks. She would come back to those sentences and found the translations in dictionary after finishing her story. She said that this strategy was very effective to save new vocabularies in mind.

In addition, S3 did the exercises about grammar to get more understanding about sentence structures. It was very helpful when she wrote a text. It minimized the errors in her writing. She also liked to discuss with her friends whenever she faced difficulties on writing.

d. Student 4 (S4)

S4 was a well-prepared student who prepared many things as well as possible to support her mood in a good condition. The strategy she employed was refreshing her mind. She always provided five to ten minutes before writing to have relaxation. By refreshing her mind, her body would also relax so she could concentrate easily and explore the ideas widely. Thus, it made good mood during writing.

Another strategy to make her writing better was reading text from many sources. She said, "I like reading everything whether from books, newspaper or novels. They give many advantages for me." She read often, as much as possible. By applying this strategy, S4 could get many ideas as references to write a story. She also knew how the other writers used their language styles to make an interesting story. She often practiced writing using own words after reading those texts.

Moreover, she made a note about words and phrases she found on the text to be translated then. By increasing the vocabularies amount, she could produce a good narrative writing because she did not only use common vocabularies. In

addition, to make her grammar mastery increased, she practiced it by doing the tasks and also practiced speaking by using right patterns.

e. Student 5 (S5)

S5 was a student who never gave up fighting against her bad mood. She explained that she needed good mood before starting to write a narrative text. The problem she faced was she had lost good idea for imagine fiction story if she was not in good condition. Therefore, to overcome this problem, S5 read more fiction stories from the internet and books. She also shared and discussed some topics of narrative text with her friends in order to develop the ideas.

When she was asked about her writing strategy, she said that she saw and observed her surroundings and tried to write it. She explained, "I think every activity which happens around me is simple and easy. That is why it gives me idea to write it." She could collaborate what was in the real life and what was on her mind to create a narrative writing story.

Moreover, she made outline before starting to write, chose the topic she knew, used her own language, and often practiced writing. To have richer vocabulary, she wrote it on a little paper and pasted it on the wall bedroom. Then, she pronounced it every day. In addition, she learned grammar by remembering its pattern and practiced speaking with her friends in daily activities.

2. Data from Observation

Observation was done by the researcher to make sure the result of the interview. The observation about the students' strategies in learning writing narrative text was done both inside the classroom setting and outside the classroom setting. There were similarities between the data from interview and data from observation.

Before writing a narrative text, some students discussed the topic they would write with their friends. They chose the interesting topic to catch the readers' attentions. Some others prefer to read some narrative stories whether from books, internet, or magazines to enrich their knowledge about the story and language styles.

When they faced difficulties in translating new vocabularies, they liked to open the dictionaries. Sometimes, they also translated the unfamiliar vocabularies with electronic dictionary or via internet. They were easily search the meaning of unfamiliar words in internet because this college provided free wi-fi and most of the students had good gadget.

When they didn't understand on some cases, they asked to their lecturers or their friends. They tried to ask questions by using English. After they finished their writing, they edited and revised it again. In addition, they also asked their friends to correct it before they submitted it to the lecturers.

Referring to the descriptions of the findings of each of the subject related to the strategies employed in writing narrative text, the employed strategies were presented strategy by strategy as follows.

a. Direct Strategies

Direct strategies were language learning strategies that directly involved the target language. They required mental processing of the language. Direct strategies were divided into three groups: memory strategies, cognitive strategies, and compensation strategies. Those three groups of direct strategies did the mental processing differently ad for different purposes.

1) Memory Strategies

Table 4.1 Students' Memory Strategies

No.	Learning Strategies	S1	S2	S3	S4	S5
1.	Memorizing new vocabularies by hearth	√	–	–	–	–
2.	Providing special target in memorizing new vocabularies per day	–	–	√	–	–
3.	Making flashcard of new vocabularies and its translations, then pasting them on the wall bedroom and memorizing them	–	–	–	–	√

From the table, it can be seen that there were only S1, S3, and S5 who employed memory strategies. Memory strategies were used by the subjects of the study to master some vocabularies. S1 liked to memorize new vocabularies every day at home because it would be easier to concentrate. He usually found new vocabularies after reading a passage. S3 had different trick in mastering vocabularies. She had a target to memorize five new vocabularies per day. In a

day, she repeated to memorize several times until those new vocabularies kept on her mind. Meanwhile, S5 prefer to made a flashcard contained of new vocabularies and its translations, then pasted them on the wall bedroom and memorized them. While she relaxed her body and mind in her room, she could memorize them at the same time. After they had memorized new vocabularies, they tried to make a story using those vocabularies. Thus, they not only memorizing, but also applying it directly. Those strategies really helped them when they were writing a narrative text because they had many vocabularies to be used. It also gave variations in subjects' writing style.

2) Cognitive Strategies

Table 4.2 Students' Cognitive Strategies

No.	Learning Strategies	S1	S2	S3	S4	S5
1.	Making notes of new vocabularies that were found	√	√	−	√	√
2.	Writing new vocabularies and pronouncing them	−	−	−	−	√
3.	Opening dictionary	√	−	√	−	−
4.	Reading narrative stories from books	−	√	√	√	√
5.	Reading narrative stories from internet	√	√	√	−	√
6.	Reading English novels	−	−	−	√	−
7.	Observing surroundings and trying to write	−	−	−	−	√
8.	Reading grammar books	√	−	−	−	−
9.	Memorizing grammar patterns	−	−	−	−	√
10.	Doing grammar exercises	−	√	√	√	−
11.	Practicing writing	√	√	√	√	√

Related to the use of cognitive strategies, all of the subjects applied the strategies in term of processing knowledge that they have gotten directly at the time. Cognitive strategies helped the students to understand and produce new

language by many different means. From the table above, cognitive strategies are the most employed by S5. S5 employed seven kinds of cognitive strategies while others only employed five strategies.

S1, S2, S4, and S5 employed the same strategies to increase their vocabularies. They made some notes of new vocabularies that they found when reading narrative text. Besides writing new vocabularies, S5 also pronounced those vocabularies while the others were not.

Another strategy that is used by the students (S1 and S3) was opening dictionary. When they found difficulties in translating some vocabularies, S1 and S3 opened their dictionaries. Sometimes, they used pocket dictionaries because it was practice and sometimes they also used electronic dictionaries.

In getting the ideas and developing them, there was a student (S5) who had special strategies. S5 observed her surroundings, what was happening around her, and tried to write them. From the interview, the researcher knew that S5 felt easier to write the situation around her because it was simpler and easier. She got many ideas from the observation. In addition, she also read narrative stories from books and internet. These strategies also employed by S2 and S3. Meanwhile, S1 prefer to read from internet only and S4 loved to read from books and English novels.

One of the ways to make the students' writing getting better is by learning grammar. There were some strategies employed by the students in learning grammar. S1 liked to read grammar textbook. For example, before he wrote a

narrative text, he read about past tense. He learned regular and irregular verbs that would be used in writing narrative text. It was different from S5 who decided to memorize grammar patterns. This strategy is useful in organizing sentence structures when she was writing. Meanwhile, S2, S3, and S4 learned grammar by doing grammar exercises. They believed that the more they did the exercises the easier they wrote a text.

In addition, all of the subjects (S1, S2, S3, S4, and S5) agreed of practicing writing more often would improve their abilities in writing narrative text. Thus, the students who want to get good achievements in writing should apply this strategy that is practice writing more and more.

3) Compensation Strategies

Table 4.3 Students' Compensation Strategies

No.	Learning Strategies	S1	S2	S3	S4	S5
1.	Selecting the interesting and familiar topic	√	√	√	√	√
2.	Asking someone for help	√	√	√	√	√

Compensation strategies were used by the students to overcome the limitation of knowledge in writing narrative text. As the result of interview with all subjects (S1, S2, S3, S4, and S5), they had the same strategies to make their writing easier and enjoyable. It was selecting the interesting and familiar topic. By choosing the topic that they interested in and familiar with, the students could easily develop their ideas in writing. Moreover, they could select which topic they master the most. Therefore, their achievement improved over the time.

Related to overcome the limitation of knowledge in writing narrative text, all of the subjects asked someone for help. Based on the interview, S1 more interested to ask his lecturer when he faced up difficulties in writing. It was different from S2, S3, S4, and S5 who asked for help to their friends whenever they did not know something related to writing.

b. Indirect Strategies

Indirect strategies were language learning strategies which support and manage language learning without directly involving the target language. They covered meta-cognitive strategies, affective strategies, and social strategies.

1) Meta-cognitive Strategies

Table 4.4 Students' Meta-cognitive Strategies

No.	Learning Strategies	S1	S2	S3	S4	S5
1.	Paying attention on specific aspects of writing	√	√	√	√	√
2.	Identifying purpose of writing	√	√	√	√	√
3.	Self-evaluating on their writing	√	√	√	√	√

This type of strategies related to how the students managed their knowledge in writing so that their writing did not overlap. It was related to the students' behavior during writing a text. From the result of interview, it was known that all of the subjects (S1, S2, S3, S4, and S5) paid attention on specific aspects of their writing such as vocabulary, punctuation, and sentence construction. They also determined the purpose of their writing, whether it was used for giving information, persuading, or entertaining the readers.

Moreover, from the self assessment sheet of writing strategies, it was found that the research subjects ((S1, S2, S3, S4, and S5)) evaluated their own writing by rereading their writing then editing and revising it if needed. Employing those strategies really support the subjects of the research to be succeeded in writing, especially in writing narrative text.

2) Affective Strategies

Table 4.5 Students' Affective Strategies

No.	Learning Strategies	S1	S2	S3	S4	S5
1.	Having relaxation before writing	–	–	–	√	√
2.	Writing a language learning diary	√	√	√	√	√

Affective strategies were related to how students regulated their emotion and motivation. Affective strategies were more employed by S4 and S5. After conducting the interview, the researcher knew that S4 and S5 did relaxation five to ten minutes before they started to write a text. It was needed to refresh their minds in order to have good mood and lower the anxiety. After they felt better and fresh, then they started to write. By having good mood, the ideas to write would come easily. In addition, all of subjects of the research (S1, S2, S3, S4, and S5) kept on writing a language learning diary. They wrote everything about their feelings or thoughts in English. They wrote it every day in free time.

3) Social Strategies

Table 4.6 Students' Social Strategies

No.	Learning Strategies	S1	S2	S3	S4	S5
1.	Asking someone for correction	√	√	√	√	√
2.	Asking questions to friends or lecturer	√	√	√	√	√

Social strategy helps the students to learn through interaction with others. To get better writing, all of the research subjects (S1, S2, S3, S4, and S5) employed social strategies by asking for correction to their friends. The students asked their friends to correct some errors in their writing. Usually, they learned in pairs or in groups so they could did correction on each other's writing. This strategy gave advantages in improving students' writing because they knew in which part they made an error so that they could produce correct writing in another time. In addition, they also asked questions to friends or lecturer in English whenever they faced difficulties in writing.

Based on the explanation above, the researcher concludes that the subjects of the study (S1, S2, S3, S4, and S5) employed learning strategies according to Oxford's classification. The students employed six types of learning strategies offered by Oxford. They were memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies, and social strategies. From those six strategies, the most employed strategies by the subjects of the study (S1, S2, S3, S4, and S5) were cognitive strategies.

B. Findings on the Contribution of the Employed Strategies to Help Students Produce a Good Narrative Writing

In order to become a successful language learner, especially become a good writer, the students need some strategies. Because of different interests and characteristics among the students in learning, thus, they also employed different strategies in learning writing.

Based on the result of interview with subjects of the study, it is known that the strategies they employed in writing narrative text gave significant and positive contribution for their success in learning. S1, S3 and S5 stated that memorizing vocabularies would make them easier to transfer their ideas in mind into sentences on a paper. By having enough vocabularies, they could write well. According to S1, opening dictionary was a good strategy to know the meaning and spelling of vocabularies. While S3 stated that it was useful to help her translated unknown word into target language.

Reading more about narrative stories whether from books or internet and observing the surroundings were giving the students more ideas when they (S1, S2, S3, S4, and S5) were writing a narrative text. They learned how the other writers used language style in their writing so that it gave the students more references to write. Moreover, S5 could engage and collaborate what was on real life and her imaginations to produce an interesting story.

Learning grammar by memorizing the patterns and practicing the exercises were giving positive effects on the students' writing. By mastering grammar, they

(S1, S2, S3, S4, and S5) could produce good sentence constructions, of course by balancing it with writing practice. When they faced difficulties in writing narrative text, they also had a strategy that was asking their friends or lecturer. S1 liked to ask his lecturer, while S2, S3, S4, and S5 preferred to ask their friends. They employed these strategies to overcome the limitation of their knowledge and got better understanding about writing.

In producing good narrative writing, all of the subjects (S1, S2, S3, S4, and S5) had the same strategies. At first, they identified the writing purpose; who the target of their writing and what purpose in writing it. By determining the purpose, the students would not overlap in writing a text. Then during writing, they paid attention on specific aspects of their writing such as vocabulary, punctuation, and sentence construction. After writing was done, the students evaluated their own writing by rereading their writing then editing and revising it if needed. They also asked for correction to their friends. These strategies increased students' mastery on writing and reduced the students to make an error in their writing in another time.

Another strategy that gave advantages to the students (S4 and S5) was having relaxation before they wrote a narrative text. When they relaxed their bodies, their minds would also be refreshed. It made the students had good mood. As the result, many ideas came and developed easily. In addition, S1, S2, S3, S4, and S5 also employed an interesting strategy. All of them kept on writing diary at home. By writing diaries, they might express their feelings and thoughts, besides it made their writing improved over the times.

From the explanation above, the strategies employed by the first year students of English Education Program at IAIN Tulungagung were helpful and giving many advantages. Those strategies were contributive to help the students (S1, S2, S3, S4, and S5) produced good narrative writing. The contribution of the employed strategies could be summarized in Table 4.7 as follows.

Table 4.7 The Summary of the Contribution of the Employed Strategies

No.	Learning Strategies	Contributions
1.	Memorizing vocabularies	- Easier to transfer ideas in mind into sentences on paper. - Gave variations on subjects' writing style. - Easier and simpler in writing because there was no need to always open dictionary.
2.	Opening dictionary	- Knew the meaning or definition of words or phrases. - Knew the correct spelling of vocabulary. - Helped in choosing appropriate vocabulary.
3.	Reading stories	- Gave more ideas to write. - Gave references of language styles used in writing a story. - Could be the examples of which and how the interesting story was for the readers.
4.	Observing surroundings	- Taught to engage a real life story and imagination to create an interesting story. - Gave ideas to write. - Practiced writing of simple and easy thing.
5.	Memorizing grammar pattern and doing grammar exercises	- Produce good sentence constructions. - Minimized errors in writing.
6.	Identifying writing purpose	- Prevented overlap in writing. - Could identify target of writing. - Could determine the purpose of writing a story.
7.	Evaluating own writing	- Knew in which part we made an error. - Reduced of making errors in other times. - Improved self assessment. - Produced better writing.
8.	Asking for correction	- Increased collaborations among students. - Helped to identify errors in others' writing.
9.	Having relaxation	- Crated a good mood and good condition. - Lower the anxiety. - The ideas came easily.
10.	Writing diary	- Expressed students' feeling and thought. - Improved the students' writing skill.

CHAPTER V

DISCUSSION

This chapter presents the discussion of this study based on the research finding.

A. Discussion

The data in this study were collected from five selected students as the subjects of the study. The results of data collection are presented on research findings. The researcher found some kinds of strategies employed in writing narrative text. The data showed that the students who were good in writing applied various learning strategies. Each student had his/her own strategies in writing. They applied appropriate strategies which made them learn more effectively.

Based on the data found in interview with the subjects, those kinds of strategies can be categorized and classified into six types of learning strategies stated by Oxford. Oxford (1990) divided learning strategies into two categories; direct strategies and indirect strategies. Direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. On the other hand, indirect strategies include meta-cognitive strategies, affective strategies, and social strategies. Here are the discussions of strategies employed by the first year

students of English Education Program at IAIN Tulungagung in writing narrative text.

The first discussion is about direct strategies by Oxford which covers memory strategies, cognitive strategies, and compensation strategies.

1. Memory Strategies

Memory strategies are those which help the students store new information in memory and retrieve it when needed. Generally, these strategies are employed by the students in facing new vocabularies. In this case, memory strategies which were employed by the subjects of the study were: memorizing new vocabularies by heart which was employed by S1, providing special target in memorizing new vocabularies per day employed by S3, and making flashcard of new vocabularies and its translations, then pasting them on the wall bedroom and memorizing them was employed by S5.

Oxford (1990: 38) stated that memory strategies falls into four sets; they are *creating mental linkages, applying images and sounds, reviewing well, and employing actions*. Related to those strategies found above, the first and second strategies belong to applying images and sounds in term of using imagery. Meanwhile, the third strategies belong to employing actions in term of using mechanical techniques. The subjects of the study (S1, S2, and S3) could relate new information to the meaningful concepts in their mind by using those strategies. Applying those strategies in language learning are helpful to remember

what have been heard or read as stated by Oxford (1990: 68) in her theory of language learning strategies.

2. Cognitive Strategies

Cognitive strategies are the mental strategies learners use to make sense of their learning. They enable learners to understand and produce new language by various different means. Based on the research findings, the strategies which were included into cognitive strategies are: making notes of new vocabularies that were found employed by S1, S2, S4, and S5, writing new vocabularies and pronouncing them employed by S5, opening dictionary employed by S1 and S3, reading narrative stories from books employed by S2, S3, S4 and S5, reading narrative stories from internet employed by S1, S2, S3 and S5, reading English novels employed by S4, observing surroundings and trying to write employed by S5, reading grammar books employed by S1, memorizing grammar patterns employed by S5, doing grammar exercises employed by S2, S3 and S4, and the last practicing writing were employed by all subjects of the study (S1, S2, S3, S4, and S5).

There are four sets of cognitive strategies stated by Oxford (1990: 43), they are: *practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output*. Based on the finding, from those four sets of cognitive strategies, the students only employed three sets. They did not employ analyzing and reasoning set.

There are five strategies which belong to the practicing sets; they are writing new vocabularies and pronouncing them, observing surroundings and trying to write, memorizing grammar patterns, doing grammar exercises, and practicing writing.

The next set is receiving and sending messages. Opening dictionary, reading narrative stories from books, reading narrative stories from internet, reading English novels, and reading grammar books are included in this set. In this case, the subjects of the study (S1, S2, S3, S4, and S5) used resources for receiving and sending messages. There are two kinds of resources: printed sources (dictionary, novels, and grammar books) and non-printed resources (internet). Both resources provide useful information so that the students can better understand the written language.

The last one is creating structure for input and output. Making notes of new vocabularies is involved in this set. It is the way how the subjects create structure for their comprehension in learning writing. Making notes enable subjects of the study (S1, S2, S4, and S5) to have better understanding about what they have learned in their own language.

3. Compensation Strategies

Compensation strategies help learners to overcome their limitation of knowledge in learning. So, it can solve the students' problem in writing. From the data, the strategies involved in compensation strategies are: selecting the interesting and familiar topic and asking someone for help. From two sets of

compensation strategies (*guessing intelligently and overcoming limitation in writing*), the subjects of the study (S1, S2, S3, S4, and S5) only employed the second set.

The next explanation is indirect strategies. Those strategies involve meta-cognitive strategies, affective strategies, and social strategies. The discussions are stated as follows.

4. Meta-Cognitive Strategies

Meta-cognitive strategies are related to how the subjects of the study (S1, S2, S3, S4, and S5) control their own cognition or regulate their learning. It has three sets: *centering the learning, arranging and planning learning, and evaluating learning*. Paying attention on specific aspects of writing, identifying purpose of writing, and self-evaluating on writing are included into meta-cognitive strategies. Those strategies agreed with Oxford's theory (1990).

5. Affective Strategies

Affective strategies deal with how the students regulate their emotion, attitude, motivation, etc. Having relaxation before writing was employed by S4 and S5, and writing a language learning diary employed by all subjects of the study belongs to affective strategies. Affective strategies have three sets: *lowering anxiety, encouraging the students' selves, and taking emotional temperature* (Oxford, 1990). Having relaxation belongs to the set of lowering anxiety, and writing a language learning diary belongs to the set of taking emotional

temperature. Those strategies made the subjects of the study more enjoy in writing.

6. Social Strategies

The last types of learning strategies are social strategies in which the subjects of the study learned through interaction with others. In this case, all subjects of the study (S1, S2, S3, S4, and S5) involved other people in learning writing. Social strategies involve three sets of strategies, they *are asking questions, cooperating with others, and empathizing with others*.

From the data, the students' social strategies are asking someone for correction and asking questions to friends or lecturer. Asking someone for correction and asking questions to friends or lecturer belong to the set of asking questions. The students asked for corrections when facing difficulties during writing. Oxford (1990: 170) stated that asking for correction is mostly used in speaking and writing because errors which are most obvious to other people occur in producing the new language. Usually, amount of correction depends on the level of the students and the purpose of writing.

The subjects of the study (S1, S2, S3, S4, and S5) employed many strategies in writing in different aspects and purposes. All of those strategies gave positive contribution for them. Based on the discussion above, it showed that the five selected subjects who had good achievements in writing employed various kinds of learning strategies. Those strategies could help and support them to improve their writing competences and produce good narrative writing. In short, it

can improve their achievements in writing class. If they did not employ those strategies, they would face difficulties in learning.

Some researchers studying the characteristics of good language learners reported that higher achievers use a greater quantity and better quality of learning strategies, and have a superior ability to directly manage their learning process, most often consciously (Oxford, 1990). Thus, the results of this research strengthen the existed theory. The subjects of the study who were good at writing were employed various kinds of learning strategies.

Moreover, Cohen (2003) stated that the more aware learners are on the strategies they employ (why use them), the more effective and skillful learners they will be. Thus, the students who were aware of using certain strategies, they could succeed in learning. The awareness gave positive impacts on the students' achievements.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion concerning the result of the study. Based on the research finding and discussion presented in chapter IV and V, the researcher gets conclusion and suggestion as follows.

A. Conclusion

From the result of the research, it can be concluded that the students who had good achievement in writing employed various learning strategies. From the first research problem "What kinds of strategies are employed by the first year students of English Education Program at IAIN Tulungagung in writing narrative text?", the researcher found that there are twenty three learning strategies employed in writing. Those twenty three learning strategies were divided into six categories according to Oxford theory of language learning strategies as stated below.

1. Memory strategies are 1) memorizing new vocabularies by hearth, 2) providing special target in memorizing new vocabularies per day, and 3) making flashcard of new vocabularies and its translations, then pasting them on the wall bedroom and memorizing them.

2. Cognitive strategies are 1) making notes of new vocabularies that were found, 2) writing new vocabularies and pronouncing them, 3) opening dictionary, 4)

reading narrative stories from books, 5) reading narrative stories from internet, 6) reading English novels, 7) observing surroundings and trying to write, 8) reading grammar books, 9) memorizing grammar patterns, 10) doing grammar exercises, and 11) practicing writing.

3. Compensation strategies are 1) selecting the interesting and familiar topic and 2) asking someone for help.

4. Meta-cognitive strategies are 1) paying attention on specific aspects of writing, 2) identifying purpose of writing, and 3) self-evaluating on their writing.

5. Affective strategies are 1) having relaxation before writing and 2) writing a language learning diary.

6. Social strategy is 1) asking someone for correction and 2) asking questions to friend or lecturer.

Meanwhile, the employed strategies gave positive contribution to the students in writing narrative text. Through employing those strategies, they could develop their ideas easily, enrich vocabularies, and increase grammar mastery which is the important aspects in producing good writing. In short, by having adequate skill in writing, later the students can became a professional narrative writer and make it as their jobs.

In conclusion, the students who were good in writing narrative text employed various kinds of learning strategies. Those learning strategies were employed by the students in different ways. They could produce a narrative text easier and solve the problems in writing by applying their own learning strategies.

B. Suggestion

After getting conclusion of the research, the researcher would like to give some suggestions in a purpose of improving writing competence in narrative text and they are shown as follows:

For the students, they need to apply suitable learning strategies in writing and find more their own ways to support their learning and solve their difficulties. Moreover, they also have to be active and creative in learning writing in order to improve their writing abilities. Therefore, the result of the study can be used as one of references for the students in learning writing so that they can be succeed supported by those learning strategies.

Meanwhile, for the English teacher, they must be more aware in giving opportunities to their students in implementing their own strategies and choosing the activities that will support and encourage their interest to be better language learners. In addition, teacher should apply various teaching strategies in order to support variations of the students' learning strategies.

Finally, for the future researchers who intend to conduct research on the similar area that is learning strategies in writing, they can use the result of the study as a reference. They can evaluate the weaknesses of this research to produce better research.