

**WRITING STRATEGIES USED BY SKILLED STUDENTS IN  
RECOUNT TEXT AT RUHAMA VOCATIONAL HIGH  
SCHOOL CIPUTAT**

**THESIS**

**Submitted to fulfill requirement for Thesis writing of  
the Master of Education Degree in English**

By

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## ABSTRACT

Lastari Agustina. 2018. *Writing Strategies Used by Skilled Students in Recount Text at Ruhama Vocational High School Ciputat*. Thesis. The English Education Graduate School University of Muhammadiyah Prof. DR. HAMKA.

The objectives of this research are to find out: (1) Students' writing strategies through Think Aloud Protocols (TAPs), (2) The significant impacts of Students' writing strategies on their writing products.

This is qualitative research which was conducted at SMK R UHAMA Ciputat in academic year 2017/2018. There were four participants in this research. The instruments are writing task, observation, Think Aloud Protocols (TAPs), retrospective and semi structure interviews.

Based on the research result, the researcher's findings were as follows: (1) the students applied planning, questioning, reading, writing, repeating, pausing, translating, look up the word, and editing of writing strategies in the process of their writing. (2) Students' writing strategies influence the quality of their writing products. Students followed the stages process of writing and used more strategies got good score than poor score categories.

Key words: *writing strategies, writing product, Think Aloud Protocols (TAPs)*

## ABSTRAK

*Lastari Agustina. 2018. Strategi-strategi Menulis yang digunakan Siswa yang pintar dalam text Recount di SMK Ruhama Ciputat. Thesis. Jurusan Pendidikan Bahasa Inggris. Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA.*

*Tujuan dari penelitian ini adalah untuk mencari: (1) Strategi-strategi menulis siswa dengan Think A loud P rotocols (TAPs), (2) Pengaruh signifikan dari strategi- strategi menulis siswa terhadap hasil tulisan siswa.*

*Penelitian ini adalah kualitatif yang diadakan di SMK RUHAMA Ciputat di tahun akademik 2017/2018. Ada 4 orang peserta pada penelitian ini. Instrumen – instrument yang digunakan adalah tugas menulis, observasi, Think A loud Protocols (TAPs), retrospektif dan wawancara semi struktur.*

*Berdasarkan hasil penelitian, kesimpulan penulis adalah sebagai berikut: (1) siswa- siswa telah menggunakan strategi – strategi dalam menulis; perencanaan, pertanyaan, membaca, menulis, mengulangi, berhenti sejenak, menerjemah, melihat kata-kata and mengedit, (2) strategi-strategi menulis yang digunakan siswa-siswa berpengaruh dengan hasil tulisan mereka, siswa-siswa yang mengikuti step-step proses menulis and menggunakan strategi-strategi menulis mempunyai hasil lebih baik dibandingkan siswa dengan katagori nilai yang rendah.*

Kata kunci: *strategi menulis, hasil menulis, Think Aloud Protocols (TAPs).*



## THESIS COMMITTEE APPROVAL

### WRITING STRATEGIES USED BY SKILLED STUDENTS IN RECOUNT TEXT AT RUHAMA VOCATIONAL HIGH SCHOOL CIPUTAT

#### THESIS


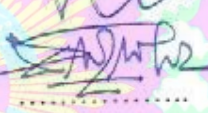




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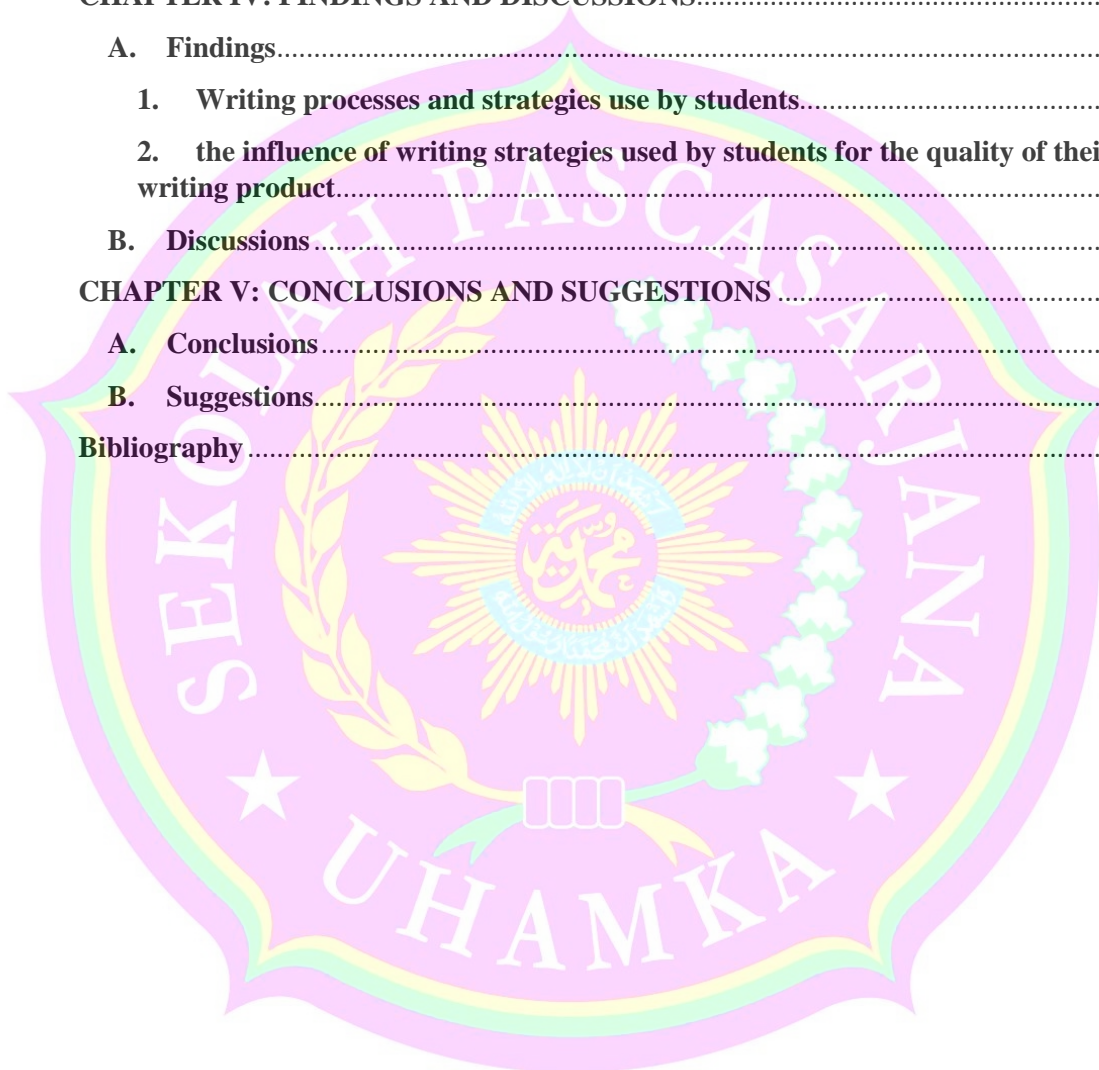
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## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of six parts. It firstly discusses the background of the problem. Secondly, the identification as well as the limitation of the problems are discussed in part two and three. The next part discusses the formulation of the problems and objectives of the research. Finally, the last part discusses the significance of the study.

#### **A. Background of the Study**

Most Indonesian students learn how to write in Indonesian and English at school. The main goal of learning English as a foreign language is to learn its skills such as, reading, listening, and writing. Writing ability, both in native language (L1) and learned language (L2), is considered the most difficult language ability (Harmer, 2007). In order to achieve quality writing, writers need to practice a lot. Moreover, writing is a long process as writers have to go through some stages in order to produce something in its final form (Harmer, 2007). Similarly, Hedge (2000) stated that writing is the result of using some strategies to control the writing process. Writing strategies involve some activities such as setting goals, generating information, writing a draft, reading/ rereading, reviewing, then revising and editing it. Therefore, writing is a long and complex process. Despite its complexity, writing is a dynamic process; it is not one step process. Students plan, write, revise, read/

reread, rewrite and revise. They do these activities several times until they are satisfied with their writing.

Writing is one of English skills that teachers teach their students to feel enjoyable in exploring and developing their ideas, opinions, arguments, stories, and experiences. Students write because they want to express something about themselves; what they have experienced and how they feel. According to Education (2005) writing is a powerful instrument for students to use and express their thoughts, feelings, and judgments about what they have read, seen, or experienced; students often have many ideas in their mind; however, they are not able to express their ideas in written form. Nation (2009) pointed out that it happened because they had delayed in expressing their thoughts or ideas in their written form through good language. It is one of reasons why students have difficulty in writing.

Indonesian students have problem not only in writing English, but also in writing Indonesian. Teaching writing in Indonesian and English is considered unsuccessful (Syamsi, 2000). The traditional way of teaching writing in Indonesian and English is the main problem. Students just practice writing without knowing how to write it properly. Teachers provide some topics, and students choose one of them, and then students' works are corrected and rated by the teachers. This situation has been taking place for a long time since they were in the elementary school; consequently, students feel bored, demotivated, and consider writing as a burden (Arifin, 2016). When the students are in secondary schools, teachers only give the theories of



writing, such as the theory of narrative, recount, descriptive, argumentative, and explanation text types. However, teachers rarely ask their students to write those kinds of texts.

Other reasons are lack of practice and time constrain. In curriculum 2013 (Kurtilas) of SMK/SMA, there are four cores of competencies in (KI): (KI – 1) Spiritual, (KI – 2) Social, (KI – 3) Knowledge and (KI – 4) Skill. (KI – 3) analyzes social function, text structure and grammatical for stating and asking about argumentation and thinking based on the context. Then, students are expected to explore the idea of interpersonal and transactional texts. They can be formally or informally, in genres of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in daily life context. For the senior high school (SMA/SMK), The Graduate Competency Standards (SKL) for writing students are able to understand, apply and analyze functional, conceptual, procedural and metacognitive knowledge in technology, art, and culture. They are also expected to apply procedural knowledge in specific concept for solving the problems. Therefore, the students of senior high school (SMA/SMK) are required to learn each writing skill in many text forms, so they can explore their ideas of the text.

However, in reality, SMA/SMK students only learn English three times a week. Each meeting consists of 90 minutes. Writing needs a lot of time while they also have to learn other skills such as reading, speaking, and listening. To make it worse, teachers focus on teaching reading because

English is one of the subjects tested in National Exam (UN). In fact the time of English writing is limited in the school. Finally, students cannot write effectively and efficiently. This problem is also supported by a study conducted by (Khuder, B & Harwood, and N 2015). They stated that time can also affect the writing process as it can motivate writers to engage in more extensive planning.

In this research, researcher did the research in Ruhama School. Ruhama is one of Islamic schools in Ciputat. Based on the students' portfolio and some information from the English teachers there, there are many students who got good scores in learning English. Based on the researcher's observation in Ruhama Ciputat, the main problems in developing their English is time constrain and the condition in the classroom. The teacher has not had enough time to give sufficient explanation and practice to the students due to time limitation. Harmer (2001) argues that the process of writing in classroom is not appropriate and simply because the time of learning is limited. However, teacher wants students to write quickly or compose the story or argumentation briefly.

Another obstacle is students cannot choose the text type when expressing their ideas. Teachers have to follow the syllabus when teaching any subject. As a result, students' creativity becomes obstructed. The next difficulty is students ignore the process of writing. They only focus on the product (output) and lack attention to each stage of the writing process. They cannot be creative when writing. Nunan (2013) suggests that when students

imagine, organize, edit, read, and reread, they follow the process of writing. What the readers see and read an essay, letter, and story or research report is the product of writing. The last difficulty is in terms of selection of the right words. The main reason of this problem is students read less, so they do not have sufficient vocabulary references and good grammar. Surely, this problem can be solved by increasing the frequency of reading a book. Kane (2000) points out that grammar rules are not the pronouncements of teachers, editors, or other authorities, but when people speak and write is different from when they write; the rules of grammar are become different.

In addition, to observe the process and product of writing, Think Aloud Protocols (TAPs) procedures are commonly used by researchers. According to Sugirin (2002) when the writers verbalized everything from their mind into paper during writing process, they used think aloud procedures. All drafts and scraps of paper are collected as a recording of writing process. An audio tape is the tool to record the subject through the process and writing movement. Finally, the researcher analyzes it.

So far, there has been little discussion about “writing strategies used by high school students in Indonesia during the process of their writing, particularly at Ruhama vocational high school Ciputat”.

## **B. Identification of the Problems**

Based on the background presented above, the researcher identifies some main problems regarding writing:



1. Some students ignore the process of writing and lack using writing strategies when they write as they only focus on the product.
2. Some students are not able to choose appropriate words and to develop their ideas when writing.
3. Some students read less; as a result, they have insufficient vocabulary references and knowledge of grammar.

### **C. Limitation of the Problem**

Regarding to the problems identified above, this research was limited to some problems: First, the participants of this current study were only 4 student writers chosen from one vocational high school that might not represent the whole population. Therefore, the findings of the present study may not be generalized to a larger EFL population.

The second limitation was related to the genres of writing produced by the participants. The present study only focused on recount text. Therefore, the strategies used by the writers when writing recount texts might be different from those used by the writers when writing other genres such as, descriptive, argumentative or narrative writing.

### **D. Statement of the Problem**

Based on the background and problem identified above, the researcher poses two research questions:

1. What writing strategies do the students use in the process of their writing?



2. Do writing strategies used by the students influence the quality of their writing product?

### **E. Objective of the Study**

Based on the questions formulated above, the objectives of this study are as follows:

1. To investigate the students' writing strategies through Think Aloud Protocols (TAPs).
2. To analyze whether writing strategies used by students give significant impacts on their writing products.

### **F. Significant of the Study**

#### **1. Theoretical**

The findings of the research are expected to be beneficial support the existing theory on process, product of writing and difficulties face by senior high school students.

#### **2. Practical**

The research findings are expected to give more information and suggestion to English teacher. Moreover, it can also be used as a reflection in investigating process and product of writing of students.

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