

**LEARNERS' STRATEGIES TO IMPROVE THEIR WRITING SKILL  
(A CASE STUDY OF STUDENTS IN ENGLISH EDUCATION PROGRAM OF STKIP  
SoE)**

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**Abstract**

This study was conducted in STKIP SoE which to find out the English Education Program students' strategies to improve their writing ability. This research was conducted by using qualitative method, through structure interview, in which 10 students were interviewed; the researcher selected 5 women and 5 men to find out the strategies to improve their writing skill. In writing problems, the researcher found five problems faced by the students such as, punctuation and capitalization, lack of vocabulary, grammatical competence, students' anxiety and the students' difficulty. Moreover, they used their own strategies to overcome those problems. Additionally, strategies were used by the students such as, started to write simple sentences, reading books or sources, and usually used brainstorming, and asking other people they have ability in writing to help them in doing learning writing. In addition, the reason why the students used these strategies because, the strategies were helpful to improve their writing ability. The result shown that, the majority of the students' strategies were helpful to improve the students writing ability after they used the strategies.

**Keywords:** Definition of writing, writing problems and strategy

**Introduction**

Writing is one of skill that taught in teaching English. Writing process can help student to be competent in English. Through writing, writers can explore new idea and solution. Graham (1997) as cited in Mubarak (1998) stated that "student who find difficulties in writing generally do little planning before or during writing. They typically choose their first idea and write without considering their audience or the organization of text. If writing teachers are aware of writing process, this would help in using appropriate strategies and also improve their writing abilities of students in education environment, Oberman (2001) as cited in Nasir (2003).

Writing is also the main language skill. Brown (2001) as cited in Mubarak (2015) it plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Through writing, people are able to share ideas, feelings, and convincing others. People may write for personal enjoyment or for some other purposes. They may address an audience of one person or more persons.

There were many reasons to researcher include writing in second or foreign language learning. One important reason is to help them to go beyond what they have learned. Reimes (1993) as cited in Ibrahim M (2015) also stated that "good writing in English classes is done as a help for learning, for example, to consolidate the learning of new structures or vocabulary to help students remember of new items in language". In this context, writing allows students to find their progress and get feedback from the teacher, and also allows teachers to monitor students to solve problems encountered.

This shows that writing plays a predominant role in language learning. However, compared to speech, effective writing requires a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices to focus and emphasis and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers, Hedge (1988) as cited in Ibrahim M (2015). Thus, to improve learners writing skill, they must have some strategy in learning writing.

Learning strategies are various techniques' that they used to improve their writing. Learner strategies are things that learners can do that improve progress in learning a