

ABSTRACT

Usman, Nurlatifah. 2021: Analysis of Language Learning Strategy on Writing Skill through WhatsApp-Mediated Writing Class

The Pandemic Coronavirus 19 has shifted all activities of the world community from offline to online. One example is in the field of education, especially in English teaching. Teachers are required to be able to deliver materials with various strategies, such as teaching language through WhatsApp Application. In the context of Indonesian education, the Language Learning Strategy (LLS) as a foreign language class is still not familiar to Indonesian students. Therefore, the strategy developed by the theory of Setiyadi (2016), which refers to O'Malley et al. (1985) theory, divides LLS into three strategies; these strategies are very suitable to be implemented in Indonesian curriculum.

This research is directed at: (1) finding out the process of language learning strategy on writing skill through WhatsApp-mediated writing class, and (2) finding out the students' responses to LLS of writing skill through WhatsApp-mediated writing class.

Using a qualitative approach with a descriptive research method with purposive sampling (non-probability sampling), the researcher focused on the kinds of strategy that the teachers implement in language learning of writing skill through WhatsApp-mediated writing class. The research participants were thirty-one students of class XII IPS 5 at SMA Negeri 1 Batipuh Tanah Datar, West Sumatra. Data obtained from observation, interviews, and questionnaires. Data analysis is presented by describing the observation, interview, and students' responses to language learning strategy on writing skill through WhatsApp-mediated writing class

The results of language learning strategy on writing skill through WhatsApp-mediated writing class show: (1) The process of language learning strategy on writing skill through WhatsApp-mediated writing class. The teacher adapted to the integrated curriculum where teaching is not just teaching but shaping the character of students that is linked to the Al-Qur'an and Minangkabau customs in order to achieve KI 1 to KI 4. (2) Students' responses to language learning strategy on writing skills through WhatsApp-mediated writing class show positive response dominance. They were categorized high learners; those who employed of cognitive strategies as well as metacognitive and social-affective strategies. Furthermore, the medium learners, they used more socio-affective than other strategies. Finally, the low learners, they employed metacognitive strategies more than other strategies.

In conclusion, this study shows that process of language learning strategy on writing skill through WhatsApp-mediated writing class. Strategies that focus on students' education should be chosen to reduce misunderstanding between teachers and students. Overall, students like learning on WhatsApp based on the LLS they use not only metacognitive but also using cognitive and socio-affective strategies.