

The Implementation of Strategy-Based Instruction to Improve Students' Writing Skills

Dwiyani Pratiwi
Yogyakarta State University, Indonesia

Abstract

Learning strategy becomes an essential factor in the success of language learning. It is the first step for language learners to enhance their own learning because the learning strategies are tools for active, self-directed involvement, and essential to develop communicative competence (Oxford, 1990). Therefore, students need to be introduced to the various types of learning strategies through integrated strategy-based instruction. This research is aimed at improving students' writing skills, which is focused on the improvement of students' English grammatical competence through Strategy-Based Instruction (SBI).

In this classroom action research, the students were engaged in a weekly integrated writing strategy-based instruction or training. They employed some learning strategies to improve their writing skills, i.e. writing difficult or new words and grammatical patterns on some small pieces of cards or mobile phones, using electronic dictionary, discussing their feeling with the lecturer, and practicing peer review, with a guided editing checklist. The findings show that there was an increase in the students' awareness to use strategies (i.e. using mechanical techniques, highlighting, making efforts to find out how a word works in context by checking it in the dictionary, discussing the indiscipline attitude to the lecturer, and practicing peer review with a guided editing checklist). The finding also shows that the students' grammatical competence as one of competences needed in writing improved.

Key words: Strategy-Based Instruction, writing skills

INTRODUCTION

In the global communication people are highly demanded to be able to communicate in English. One of the indicators that people can communicate with others is to have communicative competence. According to Hymes (cited in Brown, 2007), communicative competence is the competence people have to be able to deliver and understand messages and to negotiate interpersonally in a certain context. Communicative competence consists of four aspects, i.e. grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Those aspects are intertwined one another.

Grammatical competence involves the knowledge about vocabulary and word form rules, syntax, sentence meaning, and phonological system. And, discourse competence is the ability to organize sentences into a good text or discourse. Sociolinguistics competence means the ability to vary the use of language in certain setting and with different participants, for example knowing when to use formal or informal language within a certain context. In communication people also are required to be able to maintain communication despite having limitation in language knowledge, for example by using several communication strategies. This competence is called strategic competence.