



**EXAMINING ON POSTGRADUATE STUDENTS' WRITING  
STRATEGIES AND IT DIFFICULTIES IN WRITING ARTICLES**

**THESIS**

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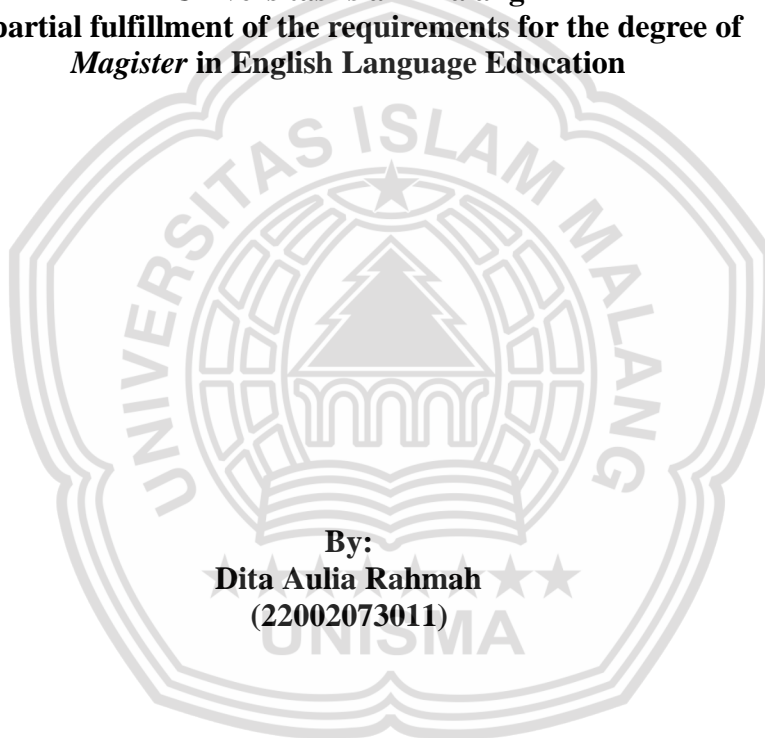


**UNIVERSITAS ISLAM MALANG  
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**THESIS**  
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## EXAMINING ON POSTGRADUATE STUDENTS' WRITING STRATEGIES AND IT DIFFICULTIES IN WRITING ARTICLES

### ABSTRACT

**Rahmah, Dita Aulia**, 2022. Examining on postgraduate students' writing strategies and it difficulties in writing articles. Thesis, English Education Department, Postgraduate Program. Universitas Islam Malang: Advisor (1) Sonny Elfiyanto, S.S., S.Pd., M.Pd., Ph.D.

**Keywords:** *writing skills, writing articles, writing strategies, writing difficulties.*

Writing is one of the language skills that must be mastered. Recently, writing articles is a must as a graduation requirement to achieve a Master's Degree at the Universitas Islam Malang is have to fulfill the graduation requirements. However, writing an article is not easy as we imagine. There are a lot of difficulties that appear in writing an article, such as grammatical errors, coherency, words consistency, and academic language used during the writing process. Therefore, the students need suitable strategies to solve the difficulties they experience in writing. According to the illustration above, the research examines two research objectives: 1) to describe the kinds of writing strategies that the students implement in writing, 2) to describe the difficulties in writing an article.

This research was conducted at Universitas Islam Malang, especially in the Postgraduate Programs of the English Department. A descriptive quantitative research method was used in this study. The subjects of this research were the fourth semester of postgraduate students. It consisted of fifteen students. In compiling the data, the researcher used the two types of questionnaires both open type and close type questions, and structured interview. The instrument that used to collect the data was questionnaires template, interview guide and voice recorder. To collect the data, the researcher asked the students to complete the questionnaire templates of the kinds of writing strategies that the students implemented in writing, the difficulties in writing an article, and self-assessment of writing proficiency. Then, the researcher took five students to be interviewed randomly.

As a result, the researcher found that many students used various strategies in writing, such as (1) *RAP (Read, Ask, and Put) Strategy*, (2) *Let It Flow Strategy or Freestyle Writing Strategy*, (3) *Self-regulated Strategy*, (4) *Peer feedback Strategy*, (5) *Brainstorming Strategy*, (6) *Mind Mapping Strategy*, (7) *Proofreading Strategy*, and (8) *Paraphrasing Strategy*. However, it was found the most predominant strategies that the students used were *RAP Strategy* and *Let It Flow Strategy or Freestyle Writing Strategy*. Moreover, it also found that most of the students encountered the same difficulties determining the topic, paraphrasing the sentence,

elaborating the gap, and finding the relevant sources. Not only that, but the students also encountered difficulties with the linguistic problems such as, using grammar, coherency, word consistency, and using academic language.

In conclusion, it was found that the students used eight strategies in writing articles. Nevertheless, the most predominant strategies that students used were four strategies which means that those strategies were helpful to be implemented during the writing process. It means that those strategies were suitable with their needs. Even though the students encounter the same difficulties on writing articles, they never give up on practicing more, and they are enthusiastic about reading more articles to enrich their knowledge.



## EXAMINING ON POSTGRADUATE STUDENTS' WRITING STRATEGIES AND IT DIFFICULTIES IN WRITING ARTICLES

### ABSTRACT

**Rahmah, Dita Aulia**, 2022. Examining on postgraduate students' writing strategies and it difficulties in writing articles. Thesis, English Education Department, Postgraduate Program. Universitas Islam Malang: Advisor (1) Sonny Elfiyanto, S.S., S.Pd., M.Pd., Ph.D.

**Kata kunci:** *keterampilan menulis, menulis artikel, strategi menulis, kesulitan menulis.*

Menulis merupakan salah satu keterampilan berbahasa yang harus dikuasai. Akhir-akhir ini menulis artikel merupakan suatu keharusan sebagai syarat kelulusan untuk meraih gelar Magister di Universitas Islam Malang adalah harus memenuhi syarat kelulusan. Namun, menulis artikel tidak semudah yang kita bayangkan. Ada banyak kesulitan yang muncul dalam menulis sebuah artikel, seperti kesalahan tata bahasa, koherensi, konsistensi kata, dan bahasa akademis yang digunakan selama proses penulisan. Oleh karena itu, siswa memerlukan strategi yang tepat untuk memecahkan kesulitan yang mereka alami dalam menulis. Berdasarkan ilustrasi di atas, penelitian ini mengkaji dua tujuan penelitian: 1) untuk mendeskripsikan jenis-jenis strategi menulis yang diterapkan siswa dalam menulis, 2) untuk mendeskripsikan kesulitan-kesulitan dalam menulis sebuah artikel.

Penelitian ini dilakukan di Universitas Islam Malang, khususnya di Program Pascasarjana Jurusan Bahasa Inggris. Metode penelitian deskriptif kuantitatif digunakan dalam penelitian ini. Subyek penelitian ini adalah mahasiswa pascasarjana semester IV. Itu terdiri dari lima belas siswa. Dalam menyusun data, peneliti menggunakan dua jenis angket yaitu pertanyaan tipe terbuka dan tipe tertutup, dan wawancara terstruktur. Instrumen yang digunakan untuk mengumpulkan data adalah template kuesioner, pedoman wawancara dan perekam suara. Untuk mengumpulkan data, peneliti meminta siswa untuk melengkapi template angket tentang jenis strategi menulis yang diterapkan siswa dalam menulis, kesulitan dalam menulis artikel, dan penilaian kemampuan menulis sendiri. Kemudian, peneliti mengambil lima siswa untuk diwawancarai secara acak. Hasilnya, peneliti menemukan bahwa banyak siswa yang menggunakan berbagai strategi dalam menulis, seperti (1) Strategi RAP (Baca, Tanya, dan Masukan), (2) Strategi Let It Flow atau Strategi Menulis Gaya Bebas, (3) Self-regulated Strategi, (4) Strategi umpan balik rekan, (5) Strategi Brainstorming, (6) Strategi Mind Mapping, (7) Strategi Proofreading, dan (8) Strategi Parafrase. Namun, ditemukan strategi yang paling dominan yang digunakan siswa adalah Strategi RAP dan Strategi Let It Flow atau Strategi Menulis Gaya Bebas. Selain itu, ditemukan juga bahwa sebagian besar siswa mengalami kesulitan yang sama dalam menentukan topik, memparafrasekan kalimat, mengelaborasi kesenjangan, dan menemukan sumber yang relevan. Tidak hanya itu, siswa juga mengalami kesulitan dengan

masalah kebahasaan seperti, penggunaan tata bahasa, koherensi, konsistensi kata, dan penggunaan bahasa akademik.

Kesimpulannya, ditemukan bahwa siswa menggunakan delapan strategi dalam menulis artikel. Namun demikian, strategi yang paling dominan yang digunakan siswa adalah empat strategi yang berarti bahwa strategi tersebut bermanfaat untuk diterapkan selama proses penulisan. Artinya, strategi tersebut sesuai dengan kebutuhan mereka. Meskipun siswa menghadapi kesulitan yang sama dalam menulis artikel, mereka tidak pernah menyerah untuk berlatih lebih banyak, dan mereka antusias membaca lebih banyak artikel untuk memperkaya pengetahuan mereka.



## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, statement of the problems, purposes of the study, significance of the study, scope and delimitation, and definition of the key terms. Each section is presented as follows:

#### 1.1 Background of the Study

Writing is a productive skill that plays a crucial role in learning a foreign language. According to Bello cited in Aulia (2019), writing is critical for language acquisition as a productive language skill. Writing allows students to experiment with words, phrases, and big chunks of writing to effectively convey their thoughts and reinforce the grammar and vocabulary they learn in class. Gezmis (2020) claimed that writing is an integral language component. It provides a graphic that depicts the authors' issues during the writing process. In generating proper language use, reasonable arrangement, and successful speech, the writers must focus on word choice or vocabulary. The organization of the language used should focus on punctuation, spelling, grammar, and syntax.

Writing is a dynamic activity, in spite of its challenges. In finishing writing as a final, writers must go through a number of stages (Richards & Schmidt, 2002). Flower and Hayes (1980) define the writing process as three stages: planning, translating, and reviewing. Blanchard and Root (2004) believe that there are three separated stages in writing, namely prewriting, writing, and revising and editing. The core parts of the writing process stay the same, despite various



studies using different names and patterns to describe it. Prewriting (planning), drafting (writing or translating), reviewing (revising and editing), and post-writing are all part of the process (final draft).

There are so many factors that make learners difficult to start their writing, for example, lack of practice, lack of topic, unable to use grammar perfectly, unable to come up with an acceptable content structure, etc. it was proven by Abrar, Mukminin, Habibi, Asyraf, Makmur, and Marzulina (2018) who claimed that despite spending six years of school and four years in university studying English, the majority of students' ability to use English is still considered low. It was proof that most students practicing to write in English during the class only; however, they do not practice it outside (Akbari, 2015). The students' most common issues were a lack of knowledge of the topic or the intended reader and a lack of understanding of the language's grammatical patterns. (Hyland, 2001).

Besides that, there are some strategies for solving those problems or difficulties in the writing process. There are three ways to solve the issues such as: planning, translating, and reviewing (Flower and Hayes, 1981). Planning entails how the writers bring out their thoughts, then control their thoughts, and determine writing objectives. The translating process, it could help the writers understand the topic easier and help them to memorize the information in their memory. Finally, in the review process, the writers examine the complete work, including reading and modifying it and make sure that their writing is in accordance with their needs. Silvia (2015) claimed that the impact of using those strategies showed an improvement in the students' writing performance. Bai

(2015) also discovered that intervention boosted students' competency and strategy utilization.

The researcher would like to conduct this study at Universitas Islam Malang, specifically the Postgraduate students of the English Department, to understand the strategies the students use in writing articles and their writing difficulties.

## **1.2 Statement of the Problems**

Based on the background of the study above, the problems of this research are stated as follows:

1. What strategies do the postgraduate students of Universitas Islam Malang implement in writing articles?
2. What difficulties do the postgraduate students of Universitas Islam Malang encounters in writing articles?

## **1.3 Purposes of the Study**

Based on the statement of the problems above, the purposes of the study are stated as follows:

1. To describe the kinds of writing strategies that the postgraduate students of Universitas Islam Malang implemented in writing articles.
2. To describe the difficulties that the postgraduate students of Universitas Islam Malang encountered in writing articles.

#### **1.4 Significance of the Study**

This research intends to benefit the students, teachers/lecturers, and future researchers. This study is designed to benefit the students to increase their writing abilities, especially in writing an article. This study is supposed to inform the teachers/lecturers about the difficulties in writing an article and the writing strategies that the students used. Finally, the researcher expected that the results would be valuable as a reference for future studies by doing this research.

#### **1.5 Scope and Delimitation**

Based on this research, the scope is focused on the kinds of writing strategies that the students implemented and the difficulties that the students encountered writing an article. As the delimitation, the researcher selected the Postgraduate Programs of English Department students and conducted the research at Universitas Islam Malang. The reason is because of the result of her preliminary study; the researcher found that the students faced difficulties in writing an article such as determining the topic, paraphrasing the sentence, elaborating the gap, and finding the relevant sources. Not only that, but the students also encountered difficulties with the linguistic problems, such as using grammar, coherency, word consistency, and using academic language.

#### **1.6 Definition of the Key Terms**

In order to clarify the key terms used in this study, some definitions are put forward:

*Writing* is a skill or activity of making coherent words on paper and composing text. According to Gezmis (2020), writing is an integral language component. In this study, writing is an activity that concentrates on language use, such as grammar, punctuation, spelling, etc.

*Strategies* are the methods or approaches that learner use to overcome issues when learning something new. Different approaches to an issue or activity, as well as different modes of operation for achieving a certain goal, are referred to as strategies (Brown, 2000). In this study, strategies are activities or the ways which could help the students to deal with special needs.

*Difficulties* are problems or condition that requires hard thinking. Silvia (2015) claimed that it is a negative experience which often associated with reaching a cognitive impasse or being stuck to learning something new or something to be avoided in learning. In this study, difficulties are known as a condition that we need an effort to solve the problems, which entails thinking hard.

*Article* is a piece of manuscript paper that published on academic journal which contains original ideas, contents, and research results. According to Busse and August (2020), articles referred to research papers that have to be published in scientific journal that included of introduction, literature review, research method, result and discussion, and conclusion. In this study, article is a scientific paper that contain the originality of the research result.

## CHAPTER VI

### CONCLUSIONS AND SUGGESTIONS

Based on the description of the research findings presented in the previous chapter, the conclusions and suggestions are presented as follows.

#### 6.1 Conclusions

The findings of this research indicated that almost all of the respondents use various writing strategies that suit their needs. As a results, the questionnaires and interview session the responses showed that the students used the *RAP strategy*, *let it flow strategy (freestyle strategy)*, *self-regulated strategy*, *peer feedback strategy*, *brainstorming strategy*, *mind mapping strategy*, *proofreading strategy*, and *paraphrasing strategy*. However, the result showed that the predominant strategies used in writing were the *RAP strategy* and *let it flow strategy (freestyle strategy)*. Furthermore, it indicated that those strategies were beneficial to be implemented during writing articles.

Even though the students implemented those strategies in writing, they still faced difficulties in writing articles. Most of the students encountered the same difficulties, such as determining the topic, paraphrasing the sentence, elaborating the gap, and finding the relevant sources. Moreover, the students encountered difficulties with linguistic problems such as, using grammar, coherency, word consistency, and academic language. It was proof that the students needed to struggle to improve their writing skills. Although they are still facing some difficulties in writing, they never give up on finding the solution to solve their

problems. The students were very enthusiastic about keeping practicing and getting used to reading more articles to enrich their knowledge.

## **6.2 Suggestions**

As a result of the previous chapter, some suggestions are proposed to the Postgraduate students, the lecturers' and the next researchers.

### **6.2.1 Suggestions for the Postgraduate Students**

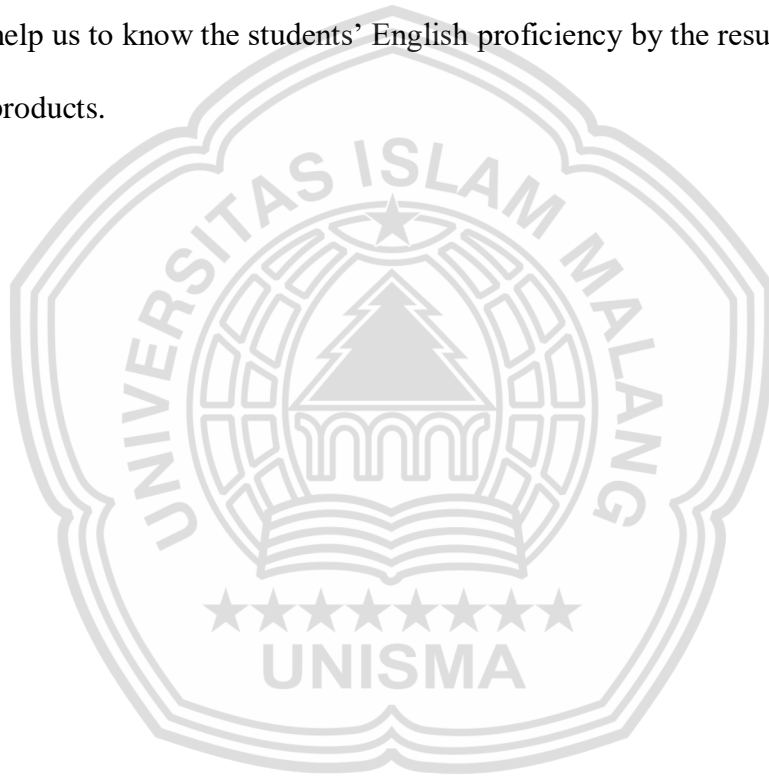
The researcher suggests the students get used to reading more articles before deciding on the topic discussed. Reading more articles could help the students gain information and effectively develop ideas. Not only that, but it also encourages them to broaden their knowledge and express their thoughts. Before determining the topic, the students should find out recent issues that have not been discussed before. Thus, it could make the readers interested to read their papers.

### **6.2.2 Suggestions for the Lecturers**

The lecturers are expected to guide the students in writing articles by showing how to write correctly with a formal academic language. The lecturers have to give an example of the correct terminology used. Besides that, checking and revising the students' writing products are also needed. As a lecturer, it is a must to give feedback on the writing product and give a solution for what they should write on their paper.

### **6.2.3 Suggestions for the Next Researchers**

In conducting the research, the researcher used descriptive quantitative research design which carried out intensively in detail and depth about the writing strategies that the Postgraduate students used and the difficulties in writing an article. The next researchers hope to conduct this research by using experimental research to know the students' writing abilities in writing articles. By conducting experimental research, we can understand the students' writing ability level. So that, it could help us to know the students' English proficiency by the result of their writing products.



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