



**THE CORRELATION BETWEEN WRITING STRATEGIES AND WRITING
ACHIEVEMENT**

SKRIPSI

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SEPTEMBER 2022**



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COVER

SKRIPSI
Presented to
Faculty of teacher training and education
University of Islam Malang
in partial fulfillment of the requirements for the degree of Sarjana in English
language education

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ABSTRACT

Masruri, Nizam. 2022. *The Correlation Between Writing Strategies and Writing Achievement. Skripsi*, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Alfian Zuhairi, M. Pd; Advisor II: Mochammad Imron Azami, M. Ed.

Keyword: correlation. writing strategies, writing achievement

Many students still have problems in learning to write paragraph for examples, difficulty to develops their ideas, lack of motivation to read sources and lack of vocabulary, and so on. This research is aim to analyze the correlation between writing strategies and writing achievement. Writing strategy is a deliberate methods used to suit the purpose of writing itself. Its strategy is defined as that a writer involved in planning, drafting, revising, and other writing-related activities.

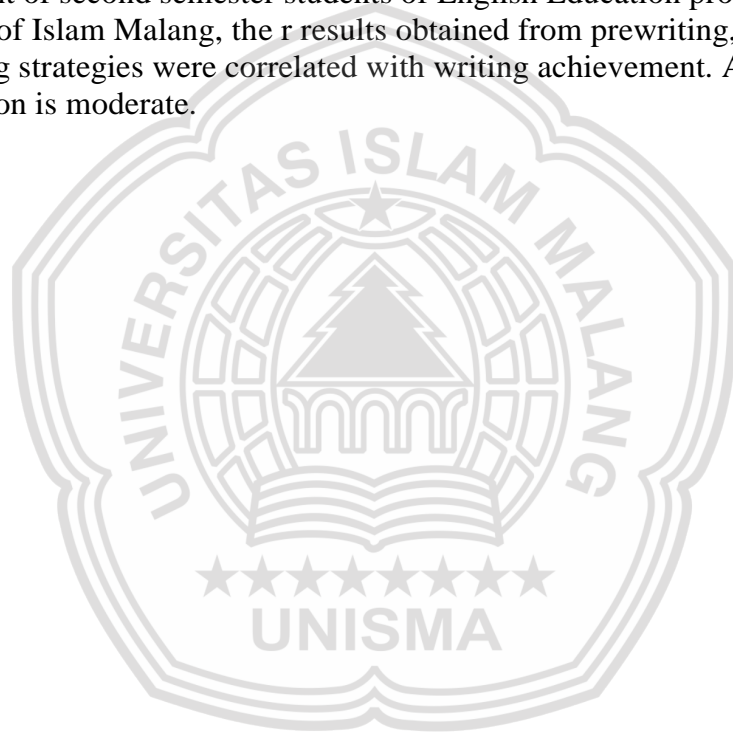
This study used a quantitative method. Involving two variables are writing strategies and writing achievement. The researcher used questionnaire and document as the instrument. The participants were 54 students at second semester of English Education Department at University of Islam Malang. The researcher used statistic descriptive to know the most frequent strategy used by the students, And researcher used SPSS 20 with Pearson Product Moment Correlation.

The first findings indicate that there was a correlation between writing strategies and writing achievement. The correlation between prewriting and writing achievement is .589. Its significant value is 0.000, and it is lower than 0.01.it means that prewriting strategies and writing achievement correlated. Besides, the correlation between while-writing and writing achievement is .470. Its significant value is 0.000, and it is lower than 0.01.it means that while-writing strategies and writing achievement correlated. And the correlation between revising strategies and writing achievement is .455. Its significant value is 0.001, and it is lower than 0.01.it means that while-writing strategies and writing achievement correlated. It is indicated that the more often students use writing strategies, the higher scores they get in writing paragraph. The second finding indicated that revising strategies 52.67 are more frequently used than prewriting 28.24 and while-writing 49.22 strategies.

Based on the conclusion above and the study has been done, the writer would like to offer some suggestions. For the students, researcher hoped that students would see the value of writing strategies at each stage and use writing strategies that suit them the best. For lecturer, the writer expected that through the

result of this study, the lecturer would become aware of the challenges of writing paragraphs as a consequence of this study and become familiar with writing tactics to enhance students' writing quality. And the last for future researcher, the writer recommended that researcher could use different form of more detailed questionnaire to describe writing strategies. Moreover, the writer suggested that the future researcher could prepare a better writing instrument.

Researcher can concluded that revising was a strategy which was often used by students of second semester students of English Education program of at University of Islam Malang than prewriting and while-writing strategies. In addition, regarding the correlation between writing strategies and students' writing achievement of second semester students of English Education program of at University of Islam Malang, the r results obtained from prewriting, while-writing and revising strategies were correlated with writing achievement. And interpretation of correlation is moderate.



CHAPTER 1

INTRODUCTION

This chapter presents some topics related to the introduction of the study. They are background of the study, research problems, purpose of the study, significances of the study, scope and limitation of the study, and the definition of key terms.

1.1 Background of the study

In writing, the problems that are faced by the students are difficulties to develop their ideas, lack of motivation to read sources and lack of vocabulary. Writing something worthy of reading is a difficult task for native and non-native learners because students have to be careful about several things from spelling to organization of text (Rass, 2015). Al-Gharabally (2015) argues that some students have difficulty getting started. Besides, according to Maarof & Murat (2013) showed that writing presents a great challenge whether writing in the mother tongue or the foreign language. Another problem with learning writing is grammar, cognitive and contents problem. The first problem is grammar. The students usually make mistakes in using grammar, such as in using good tenses in sentences. The second problem is the cognitive problem. Cognitive problems are related to the student's mastery of form of language, structure and grammar that is useful for effective communication in writing. The last problem is the content. The students usually find difficulties in

writing because they are difficult to convey their ideas. Hence, to be able to write a text, paragraphs, essay and articles, students should know the writing mechanisms such as punctuation, capitalization, spelling, etc.

Writing strategy is defined as that a writer is involved in planning, drafting, revising, and other writing related activities. According to Richards & Renandya (2002), process writing incorporates the four basic writing stages such as planning, drafting, revising and editing. The first is planning. It simulates thoughts for getting started so that it generates tentative ideas and gathering information. The second is drafting. It is focused on the writing and are not preoccupied with grammatical accuracy or the neatness of the draft. The third is revising. At this stage, students review their texts on the basis of the feedback given in the responding stage. The last is editing. At this stage, student engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher.

Furthermore, Brown & Hood (1989), describe that there are three main stages of writing process; preparing to write, drafting and revising. The first is preparing to write. At this stage, students search their brain for ideas and gathering information. The second is drafting. This stage is where students really begin writing, and it is not the time to worry about spelling, grammar, punctuation or the best wording. And the last is revising. This stage is where students check what they have finished draft.

In addition, Raimes (2002) also elaborate that writing course can be organized around skill and process such as generating ideas, organizing ideas, revising, writing fluently, writing effective beginnings and endings, and developing an argument to

convince a reader. It means that students should have the beliefs that strategy is a deliberate action that is chosen, implemented, and managed by students to carry out tasks.

Furthermore, there is one of writing strategies or process that students used in learning writing skill. There was research investigating what writing strategies frequently used by students. The research conducted by Aluemalai & Manian (2020) found that the learners frequently use prewriting strategies slightly more than while-writing and revising strategies. It means that the most students made outlining before they write a text. Besides, the research conducted by Chen (2011) found that the writing strategies positively correlate with students writing achievement, and the strategy that commonly used by students is while-writing strategies with the highest frequencies.

In addition, there is a factor effecting EFL students' writing performance, and that is writing process. Students' writing process can influence their writing performance. It is related with the research that was conducted by Firdaus, Purnomo & Mariana (2018). They found that learning writing process proved to be able to influence the ability of students in narrative essay writing skills. It means that improving students' writing skills through the approach to writing process is far better. So, writing process can be one of factors contributing students' writing performance. In addition, there was research investigating the correlation between writing achievement and writing strategies used. The research conducted by Qusay (2019) found that writing achievement is positively correlates with writing strategy

use. It means that the more use of writing strategies, the more students will receive scores in content and language on a test.

So, based on the explanation above the researcher is interested in investigating what writing strategies that are frequently used by students of second semester of EFL students at University of Islam Malang and is there any correlation between writing strategies and students' writing achievement of second semester of EFL students at University of Islam Malang

1.2 Research Problem

Based on the discussion above, the problem in this study is formulated as follows :

1. What are writing strategies that frequently used by students in second semester English department of University of Islam Malang?
2. Are there any correlation between writing strategies and writing achievement?

1.3 Purpose of the study

The objective of the study are:

1. To investigate what strategies are frequently used by students in second semester English department of University of Islam Malang.
2. To find the correlation between writing strategies and writing achievement in writing paragraphs at the second semester English department of Universitas Islam Malang.

1.4 Significance of the study

There two significances of the research; they are theoretical significances and practical significances, the explanation are below:

1. Theoretical Significance

In this research, hopefully inform about what writing strategies that are frequently used by students of the second semester of EFL students at University of Islam Malang in writing paragraphs and do students use more frequency writing strategies getting better in their writing achievement.

2. Practical significance

Besides the theoretical significance, the researcher expected to be useful information for people in writing strategies process and it is able to give practical significance to the students and teachers.

a) For the students

For the students, it encourages them to be more active, creative, and innovative in solving problems particularly in writing paragraph and also the researcher hopes that students can master and use appropriate writing strategy in order to they get good writing achievement

b) For the teacher

The writer hopes that this research can help teachers to teach writing based on appropriate writing strategy that is frequently used by students and also these strategies training in class.

1.5 Scope and limitation of the study

The study only focuses on paragraph writing strategies used by the students. This research described writing strategies that were used by the students of second semester English department of University of Islam Malang in learning writing. The writing strategies here focused on the pre-writing, while writing, and revising writing strategies and the most frequent strategies used by the students.

1.6 Definition of Key Terms

In order to clarify the key term used in this study some definitions are put forward.

1. Writing strategies

The writing strategy is a technique that is used by the students in writing paragraph to write some ideas. There are three strategies that are prewriting, while-writing and revising strategies.

2. Writing achievement

Writing achievement is a student's mastery of writing or student performance in writing paragraphs, and it is the success of students in achieving English writing achievement through a certain learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on finding and discussion, it can be concluded that students' writing strategies of second semester students of English Education program at University of Islam Malang included prewriting, while-writing and writing strategies, in which the strategies that are often used by students are revising strategies with mean scores 52.67. On the other hand, strategies that are rarely used are prewriting 28.24 and while-writing 49.22. Therefore, to answer the first research problem that the most frequent of strategy used by students are revising.

In addition, regarding the correlation between writing strategies and students' writing achievement of second semester students of English Education program at University of Islam Malang, the r results obtained from prewriting, while-writing and revising strategies were correlated with writing achievement. From the data, the result of r obtained for students' prewriting strategies and writing achievement is 0.589, and its value shows that there is correlation. The result of r obtained for students' while-writing strategies and writing achievement is 0.470, and this value shows that there is correlation. And the result of r obtained

of students' revising strategies and writing achievement is 0.470. This is value shows that there is correlation. So, in this study, there is correlation between writing strategies and students' writing achievement of second semester students of English Education program at University of Islam Malang.

5.2 Suggestion

Based on the conclusion above and the study that has done, the writer would like to offer some suggestion. For the students, researcher hoped that students would see the value of writing strategies at each stage and use writing strategies that suit them the best. For lecturer, the writer expected that through the result of this study, the lecturer would become aware of the challenges of writing paragraphs as a consequence of this study and become familiar with writing tactics to enhance students' writing quality. And the last for future researchers, the writer recommended that researchers could use different form of more detailed questionnaires to describe writing strategies. Moreover, the writer suggested that the future researcher could prepare a better writing instrument.

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