



**A CASE STUDY ON ADVANCED WRITING STRATEGIES THROUGH  
WRITING PROCESS IN ACADEMIC WRITING**

***SKRIPSI***

BY

ALISHA ALMA SIFANI

NPM 21801073142



**UNIVERSITY OF ISLAM MALANG**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**ENGLISH EDUCATION DEPARTMENT**

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## ABSTRACT

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**Key words: academic writing, writing process, writing strategies, outstanding students**

In the university level, academic writing is one of the subjects that must be mastered by the students in English Education Department. However, many students insist that they have not yet developed a comfort level with writing in English, particularly for academic purposes since they frequently encounter several obstacles during writing. The suitable strategies in writing process is one of the important parts that can help to compose a good academic writing. This research focuses on the EFL learners' preparation of writing process from pre-writing, while-writing, and revising to discover their strategies in every step of the writing process.

This qualitative research with case study approach aimed to find out the strategies that tend to frequently do in writing process according to the outstanding fourth-semester students of English Education Department in University of Islam Malang. The participants are 5 selected of the outstanding fourth-semester students recommended by the Writing IV lecturer. The data were collected by distributing questionnaires and doing interviews via online with the selected students.

The finding of the research indicated that there are 10 strategies that the students do in every step of writing process. In pre-writing, there are 4 strategies that the students' frequently do; read the requirements of the writing activity, consult the references for more information about the topic, read the teachers' feedback, and choose a relaxing environment. In while-writing, there are 2 strategies that they often do; periodically check whether keep in the topic and use grammar and spell checkers to correct the errors are their strategies. Then in revising, there are 4 strategies that frequently did by the students; check whether have written whatever they wanted to write, check whether the sentences in the paragraph are connected, check the punctuation and spelling, and check to make sure they have met the requirements of the writing activity.

Based on the finding of the research, the data found that every student used all of those strategies even though they have their own way to do that. This research addressed to Writing Lecturers to know how the students' strategies in



completing their writing, so that the lecturers can provide suitable teaching methods in Writing subject. For future researcher, can investigate one of the strategies that are frequently used by the students, such as writing the rough draft or outline to determine how those strategies affected the students' potential.



## CHAPTER 1

### INTRODUCTION

This chapter presents the discussion on the context of the study, research problems, objective of the study, scope and limitation of the study, significance of the study, and definition of key terms.

#### 1.1 Context of the Study

English has four skills that must be learned. There are listening, reading, writing, and speaking. One of the most difficult and complicated skills is writing because it needs hard thinking to make ideas, sentences, paragraphs, or even components. Writing is one of the skills in English that should be mastered by students. Writing is a skill that is used by students at all levels; students are expected to be able to express themselves in written form through writing. It can be expressed in a variety of ways, and one of those is through text. In the university level, academic writing is one of the subjects that must be learned by the students in English Education Department.

In English Education Department program in Faculty of Teaching Training and Education in University of Islam Malang, the subject of writing is divided into four semesters. Paragraph Writing is given in the first until third semester. Then, in the fourth semester, the subject of writing is Writing IV which is learn about how to make article then uploaded it into journal. Students in the writing course learn how to write in English in order to improve their writing skills and

develop ideas into written form. However, since English is not the Indonesian first language, English academic writing also be more difficult for the students to learn because they have to both learn the target language and develop their academic writing abilities.

Students were expected to have proficiency in English writing.

Nevertheless, the students still maintain that they still did not get used to writing in English, especially for academic context. According to Harmer (2001), when students lack the words or the grammar, they need to express themselves in writing, they can become very frustrated. The students also have difficulties when they are asked to write about topics that they do not interest to do, perhaps in unfamiliar topics, and without the necessary information. Writing encourages students to concentrate on proper language use; they can review what they already know or even consult dictionaries, grammar manuals, and other references (Harmer, 2004). It means that writing is not just writing a non-sense idea, but it needs some good ideas to build a sentence that can be a perfect paragraph.

There are various writing procedures that are often used in classrooms. The process writing method is a means of examining what writers do to create a written work. Usually, this procedure takes place during class activities. This method requires the students to produce their own writing in an excellent and imaginative way. However, many students still have difficulties and lack of strategy in the process when writing a text or paragraph.

Regarding the explanation above, some studies have been carried out. There are Vianti (2017); Munadhiro (2019); and Winarsih et al. (2021) had investigated the role of writing strategies in writing performance. Based on that previous study, most students have different problems or difficulties and strategies that they used in writing process. Therefore, this study is intended to find out the strategies that tend to frequently do in writing process according to the outstanding fourth-semester students of English Education Department in University of Islam Malang that have the best score and a well-written in writing course. After knowing the best strategy, it can be useful to other students that still lack of it.

### **1.2 Research Objectives**

Based on the background of the study that has been discussed above, the researcher formulates the problems as follows:

1. How is the outstanding students' preparation of writing process from pre-writing, while-writing, and revising?
2. What are the strategies used by the outstanding students in every step of writing related to the first question?

### **1.3 Objectives of the Study**

Considering the problems as formulated above, the objectives of the research can be specified as follows:

1. To find out the outstanding students' preparation of the writing process from pre-writing, while-writing, and revising.



2. To know the strategies used by the outstanding students in every step of the writing process.

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

This study is supposed to give theoretical and practical contributions to related studies. Theoretically, the results of this study highlight the different writing strategies used by the outstanding students. Such discoveries enhance the theoretical understanding of how students approach English writing in academic writing. As a result, it is possible to gain a better knowledge of the various strategies used by students. Practically, it is beneficial for lecturers to know and help them understand what are the suitable strategies that can be used by students to improve their writing skill in academic writing course. This research also can be helpful reference for other researchers who are interested in research on the same topic.

#### **1.5 Scope and Limitation of the Study**

The scope of this research is to know the outstanding students' writing strategies through the writing process in academic writing. This study investigates the students' academic writing process to find out their strategies in writing. It was held virtually with fourth-semester students of University of Islam Malang that enrolled in the writing IV courses.

The limitation of this study is that the researcher cannot do a directly observation due to the pandemic because some of the participants is not in

Malang, so the researcher only uses an online questionnaires and interview through *Google Form* and *WhatsApp*. However, due to the objectives of this study that want to know the strategies used by the outstanding students, the researcher limited the respondents with only five chosen students that were asked to answer the questionnaire and interviews.

### 1.6 Definition of the Key Terms

In order to avoid misunderstanding, some keywords are needed to explain:

#### **Academic Writing**

Academic writing is a formal writing style that is commonly used in universities and scholarly publications. It will appear in academic journal articles and books, and you will be expected to write your essays, research papers, and dissertation in an academic style. Academic writing in this research is a course that usually called as Writing IV taught in the fourth semester of English Education Program in University of Islam Malang. This course learns about how to make a good article that can be uploaded into the journal.

#### **Writing Process**

Writing properly requires a process. When practicing writing, students should focus on the elements of writing. These components include sentence structure, word choice, appropriate grammar and syntax, also spelling and punctuation. The writing process has three stages, there are pre-writing, while-writing, and revising.

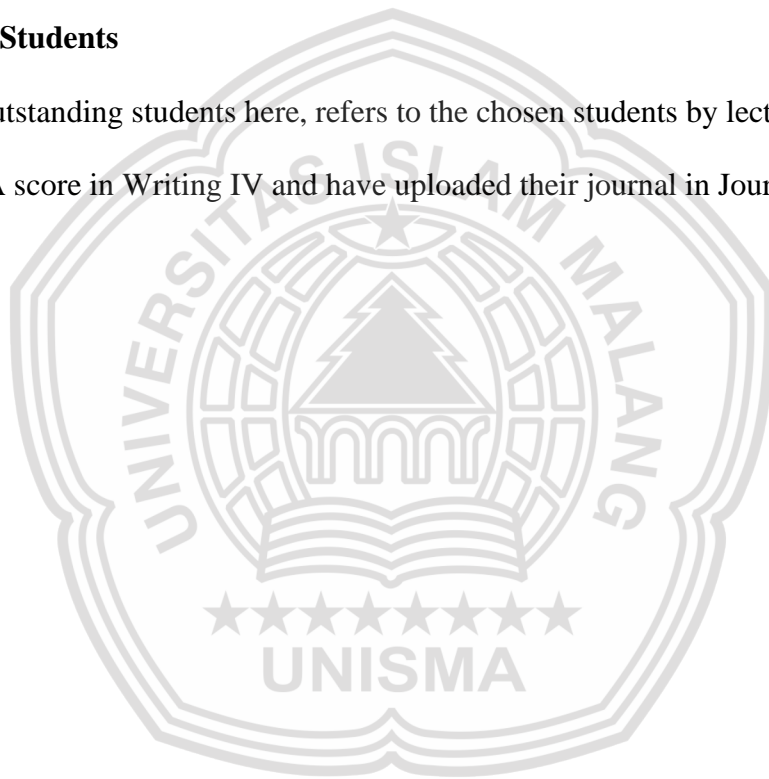


### **Writing Strategies**

The sequence in which a writer engages in planning, composing, revising, and other writing-related activities is known as a writing strategy. Writing strategies consist of steps of the writing process. Start with pre-writing that includes brainstorming, planning, writing the rough draft, editing, proofreading, until revising.

### **Outstanding Students**

The outstanding students here, refers to the chosen students by lecturers that have an A score in Writing IV and have uploaded their journal in Journal Sinta 2.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestions of the study. The finding and discussion in the previous chapter are summarized in this section. Along with the conclusion, suggestions are also provided to the other students in the fourth semester of English Education, teacher or lecturer, and other researchers who want to conduct similar research.

#### 5.1 Conclusion

Based on the findings and discussions, the data found the result of the research and the discussion about the students' strategies by the outstanding fourth-semester students of English Education Department in University of Islam Malang.

From the finding and discussion in the previous chapter, the preparation of the writing process is different depending on their need and ability. The tend to frequently do activities in pre-writing process are read the requirements of the writing activity, consult the references for more information about the topic, read the teachers' feedback, and choose a relaxing environment. This activity helps the students to prepare or compose a good writing in the next stages. In while-writing stages, periodically check whether keep in the topic and use grammar and spell checkers are the activities that tend to do often by the students to minimize the amount of mistakes that probably made by the students before they turned their

paper to the teacher. Then in revising, check whether have written whatever that wanted to write, check whether the sentences in the paragraph are connected, check the punctuation and spelling, and check to make sure that have met the requirements of the writing activity are the activity that tend to do frequently in the final stage to make sure and proofread that their writing is good and proper to be published or shared.

The findings about strategies are supported by some previous studies mentioned that starting write should have a decent plan to work best of them. Whitaker (2010) recommends students to follow the strategies that she outlines in her book, such as selecting a topic, brainstorming, conducting research, developing a thesis, planning (outline), connecting to the last sentence of the previous paragraph, summarizing the findings of the paper, demonstrating the significance of the findings, concluding the paper with a strong, memorable concluding statement, connecting between ideas, revising, editing, and proofreading. The result of the finding shows that the outstanding students use some of those strategies, there are selecting topic by conducting a journal or textbook, making an outline, revising, editing, and proofreading.

## **5.2 Suggestions**

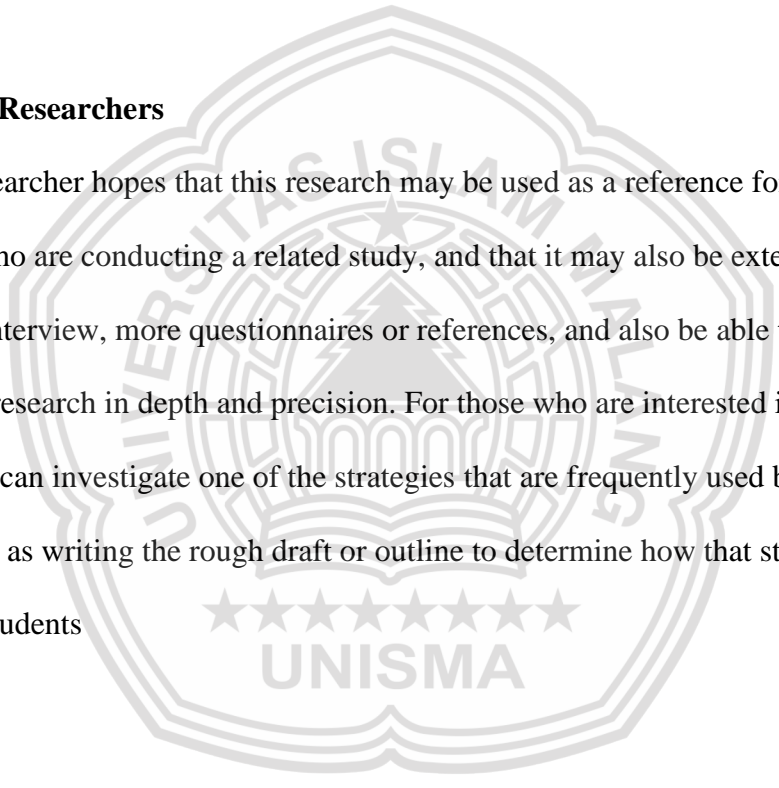
The researcher wants to provide suggestions to the writing lecturers and future researchers who want to conduct research in the same field.

### **1. Writing Lecturers**

The suggestion from this research is that hopefully, this research can help the writing lecturers to know how the students' strategies in completing their writing so that the lecturers can provide suitable teaching methods in Writing subject. After knowing the strategies used by the outstanding students, the lecturers can recommend those strategies to all of their students in order to improve the writing skills of other students or those who are still lacking in writing.

## **2. Future Researchers**

The researcher hopes that this research may be used as a reference for other researchers who are conducting a related study, and that it may also be extended with a good interview, more questionnaires or references, and also be able to examine this research in depth and precision. For those who are interested in this related study, can investigate one of the strategies that are frequently used by the students, such as writing the rough draft or outline to determine how that strategy affected the students



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