



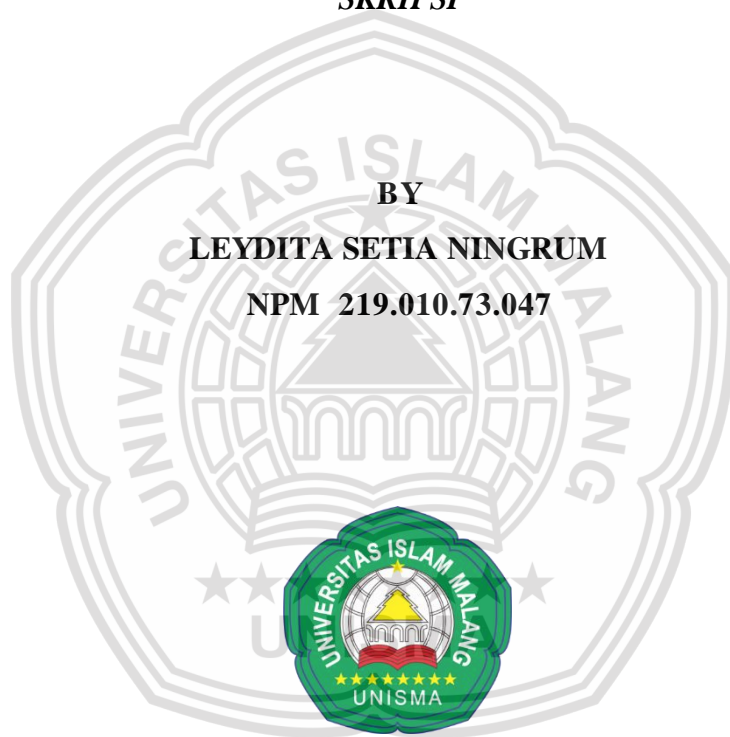
**DOES THE USE OF WRITING STRATEGIES CORRELATE TO
STUDENTS' WRITING SKILL? A STUDY ON NON-ENGLISH
DEPARTMENT STUDENTS**

SKRIPSI

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ABSTRAK

Penelitian ini bertujuan untuk mengungkapkan apakah ada hubungan antara penggunaan strategi menulis dan keterampilan siswa non-Bahasa Inggris dan untuk mengetahui bagaimana siswa non-Bahasa Inggris menggunakan strategi menulis dalam menulis. Rancangan penelitian ini menggunakan metode campuran sekuensial explanatory. Kajian ini diikuti oleh 30 program pendidikan bahasa dan sastra Indonesia non-Bahasa Inggris pada mahasiswa semester 6 di salah satu universitas swasta di Malang, Indonesia. Pengumpulan data dilakukan melalui kuesioner dan wawancara. Kuesioner diadaptasi dari Mu (2005) yang berisi 20 pernyataan, ini menggunakan model skala Likert lima poin yang dikirim secara online menggunakan Google Forms. Sesi wawancara menggunakan model semi terstruktur sebanyak 5 pertanyaan dan dilakukan terhadap 10 siswa, 5 siswa yang mendapat nilai tertinggi dan 5 siswa yang mendapat nilai terendah. Data yang terkumpul dari kuesioner dianalisis menggunakan korelasi spearman dan analisis statistik deskriptif dengan SPSS dan dilaporkan dalam bentuk tabel. Data yang terkumpul dari hasil wawancara dianalisis menggunakan analisis isi dan dilaporkan secara deskriptif.

Temuan dari data statistik menunjukkan bahwa strategi menulis memiliki korelasi yang signifikan dengan keterampilan menulis. Dari hasil wawancara disimpulkan bahwa siswa yang mendapat nilai lebih tinggi di kelas menulis menggunakan semua tahapan dalam menulis dan sebaliknya, untuk siswa yang mendapat nilai rendah tidak menggunakan tahap menulis secara keseluruhan. Dari kelima strategi yang dianalisis, terungkap bahwa strategi yang paling banyak digunakan oleh siswa non-bahasa Inggris adalah strategi metakognitif untuk menulis. Dari hasil wawancara, mereka yang mendapat nilai tinggi mematuhi semua metode penulisan, merencanakan mata pelajaran untuk menulis, dan mendorong diri sendiri untuk berhasil menyampaikan konsep melalui tulisan. Siswa yang mendapat skor rendah jarang menggunakan seluruh proses menulis, membatasi kemampuan mereka untuk mengekspresikan diri sepenuhnya. Diharapkan penelitian ini dapat memberikan

kontribusi kepada siswa atau guru L2 dengan memberikan wawasan tentang mengajar atau menggunakan strategi menulis yang baik. Peneliti selanjutnya disarankan untuk melakukan penelitian dalam jangka waktu yang lebih lama dengan partisipasi yang sama dan di tempat yang berbeda dan lebih luas untuk lebih mengontekstualisasikan penggunaan strategi menulis dan terutama tugas belajar dengan mempertimbangkan fitur tugas menulis yang berbeda.

Kata kunci: Strategi menulis, keterampilan menulis, siswa non-Bahasa Inggris.

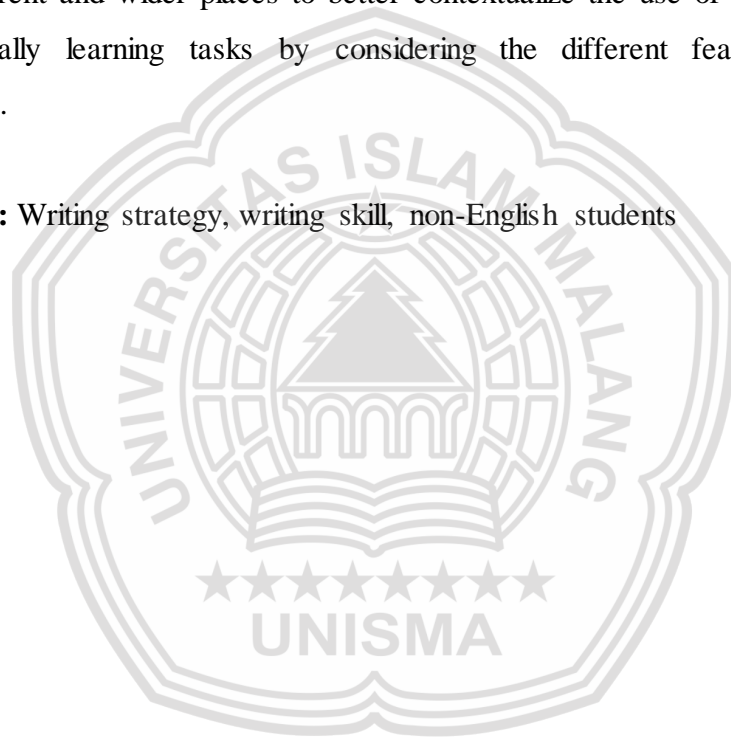
ABSTRACT

This study aimed to reveal whether there was a relationship between the use of writing strategies and the skills of non-English students and to find out how non-English students use writing strategies in writing. The design of this study used an explanatory sequential mixed method. This study was attended by 30 non-English majoring in Indonesian language and literature education program at 6th semester students in a private university in Malang, Indonesia. The data was collected through questionnaires and interviews. The questionnaire was adapted from Mu (2005) which contains 20 statements, this uses a five-point Likert scale model that was sent online using Google Forms. The interview sessions used semi-structured model were 5 questions and conducted with 10 students, 5 students who got the highest score and 5 students who got the lowest score. The collected data from the questionnaires were analyzed using spearman correlation and descriptive statistical analysis with SPSS and reported in tabular form. The collected data from the interview were analyzed using content analysis and reported descriptively.

The findings from statistical data show that writing strategies has a significant correlation with writing skills. From the results of the interviews it was concluded that students who got higher scores in writing class used all stages in writing and vice versa, for students who got low scores did not use the writing stage as a whole. Of the

five strategies analyzed, it was revealed that the strategy most used by non-English students was the metacognitive strategy for writing. From the results of the interviews, those who scored high adhered to all writing methods, planned subjects for writing, and pushed themselves to successfully convey concepts through writing. Students who score low rarely use the entire writing process, limiting their ability to fully express themselves. It is hoped that this research can contribute to L2 students or teachers by providing insights about teaching or using good writing strategies. Future researchers are advised to research in a longer term with the same participation and in different and wider places to better contextualize the use of writing strategies and especially learning tasks by considering the different features of writing assignments.

Key words: Writing strategy, writing skill, non-English students



CHAPTER I

INTRODUCTION

This chapter discusses the research background, the research questions, the purpose of the research, the research significance, the scope and limitation, and the definition of key terms.

1.1 Background of The Study

In recent years, there has been a great interest in research on writing instruction and writing skills of English as a Foreign Language (EFL) students. Much research on this area has been conducted (Teng & Zhang, 2016; Teng, Qin, & Wang, 2021). For example, using multiple regression analysis, Teng and Zhang (2016) It was discovered that seven tactics, including word processing, planning, monitoring, assessment, feedback processing, emotion management, and motivation, enhanced the writing skills of EFL students. In another work, Teng, Qin, and Wang (2021) examined metacognitive strategies in academic writing. Findings debugging methodologies were found to have predictive impacts on declarative, procedural, and conditional knowledge, planning, monitoring, evaluation, information management, and EFL academic writing. Other studies that focused on strategies indicated that writing is a complex and recursive process skill, which includes several interactive stages of strategic function in cognitive maneuvering (e.g., generating ideas,

outlining, composing, revising, and editing), metacognitive control (e.g., evaluating and monitoring), and motivating (e.g., increased interest and goal-oriented control) (Csizér & Tankó, 2017; Harris & Graham, 2009; Teng & Zhang, 2018).

The process of L2 writing is strategically, rhetorically, and linguistically different from the process of L1 writing, and beginning L2 writers must be taught L2 writing strategies explicitly (Mu & Carrington, 2007). Writing in both languages is governed by complex aspects including academic conventions, genres, and socio-cultural backgrounds. These differences require students to apply different strategies. Despite the fact that L2 learners have possessed L1 writing abilities from childhood, they discover new writing processes in L2. Writing instruction helps students have a better knowledge and awareness of the new language they are learning. They have time to ponder words when they write. The writing process provides opportunities for students to enhance their writing skills via methodical self-editing (Mars, 2022). Teaching writing entails more than just introducing students to grammar, spelling, and letter construction. Learners must also be aware of and use a variety of criteria, such as creating ideas, focusing ideas, organizing ideas, having cohesion and understanding, and presenting unique ideas in the appropriate method (Elisa, 2021).

Many Chinese researchers and scholars have done much research on writing to improve Chinese English learners' writing skills. While many Chinese students face obstacles and obstacles when writing in English, (Sun, 2014; He & Niao, 2015; Liu & Ni, 2015; Zhan, 2015). Writing remains a challenging aspect of EFL teaching and learning in Chinese due to time constraints, low motivation, and poor English proficiency (Reynolds & Teng, 2021). In terms of writing abilities, tactics, and views

of writing in English, the students' inadequate English writing ability has a detrimental impact on their academic learning, social interactions, and professional development. Many private institutions in Bangladesh provide a range of English programs to teach writing as a talent, with the goal of polishing students' language abilities for academic, professional, or personal purposes (Afrin, 2016). In Africa, English students at the University of Constantine, Algeria employed a constructive planning strategy when writing, which revealed that outlining techniques, particularly cognitive and metacognitive ones, have an impact on both the logical organization of ideas in writing and the overall quality of the writing (Boudaoud, 2013). In an Asian context, a writing strategy of four Malaysian ESL undergraduate engineering students from a local private university in English writing. It can be demonstrated that smart and unskilled students employed comparable writing approaches to develop essay ideas, particularly cognitive, metacognitive, and social techniques (Abdullah, 2011). Alnufaie and Grenfell (2012) investigated EFL pupils' writing techniques in Saudi Arabian ESP writing courses. The findings showed that process-oriented writing methods and product-oriented writing strategies were both used. Although many studies on writing skills have been done, the present situation of English writing teaching is unsatisfactory.

Writing skills include all the knowledge and abilities related to expressing ideas through the written word. Despite extensive time spent on English education, the general competence and success of the majority of high school graduates remain unsatisfactory and excessively low (Hoque, 2016). Hyland (2019) states L2 writing generally refers to learning to write context, how we can understand and teach writing

as an additional language. The difficulty level of writing skills is significantly higher when a foreign language is involved. Differences in language structure, modes of expression, writing styles, and a variety of other cultural influences all have a significant impact on the writing of foreign language learners (Ahmed, 2016). Furthermore, to produce outstanding writing, authors must deal with a variety of writing components such as grammatical structures, vocabulary, and punctuation (Aminatun, et al., 2018). However, students frequently make mistakes in their writing causing the text's concepts to be misrepresented. A lack of vocabulary and insufficient writing skills to generate and arrange content are two variables that might impair pupils' writing abilities (Sari, 2016; Ayu & Zuraida, 2020). Those studies have neglected writing strategies and their relationship to writing skills.

In addition, previous research was mostly conducted on high school students (Mistar, Zuhairi & Parlindungan, 2014; Aryanika, 2016; Fransisca & Subekti 2022; and English department students (Kao & Reynolds, 2017; Yulianti, 2018; Bailey, 2019; Sun & Wang, 2020), while on non-English department students receive little attention (Zhou, 2015). Furthermore, many previous studies have used experiments (Indrilla & Ciptaningrum, 2018; Zhou, 2015), ex post facto (Mistar, Zuhairi & Parlindungan, 2014), classroom action research (Lestari, 2017; Ahn, 2012), other descriptive quantitative methods. This method requires a long time for data collection. This takes quite a long time and requires adequate learning equipment and facilities (Syakuro, 2015). Therefore, this study uses questionnaires and interviews to collect data. By using questionnaires and interviews, research is more flexible in data collection. Sukardi (2012) states that the questionnaire can be distributed to a large

number of respondents in a relatively short time according to the time allotted by the researcher and can capture information on a large scale in a short time. Interviews are used to find out more accurate information. Salma (2021) states that interviews are used to check and collect the truth of data or information that is broader and more accurate. Specifically, this study investigates the use of writing strategies by non-English students and their relationship to their writing skills.

The benefits of writing in English for non-English students are very important to learn, considering that in this technological era, these skills are needed to be able to communicate digitally or via the internet, even in the professional world (Roro, 2018). In addition, writing is a fantastic technique to assist them to enhance their ability to utilize vocabulary and grammar, and writing is an important tool to promote other skills (Alfaki, 2015). Furthermore, one indicator of the progress of a nation can be seen from the habits of the people who like to write to produce various written works that are beneficial for the progress of the nation (Devani, 2018). The reason someone writes a paper is to make money. Works such as books, novels, and articles sent to the mass media are quite promising lading profits for anyone who wants to pursue them (Goff, 2022). The role of English is also very much needed as a provision in giving us profitable opportunities in the world of work and as an introductory medium in seeking knowledge globally (Filzah, 2022). Writing helps make a good professional impression on others at work. Many employers get their first impression of potential employees through the writing skills they display on resumes, cover letters, and email communications. Colleagues use professional writing skills to share accurate information, delegate tasks, and collaborate on

projects (Colmar, 2022). Writing gives access to some of the best literature in the world, enjoy various works of the world's most famous authors with interpretations, and will also sharpen your understanding of the language (Aisyah, 2021).

To fill in the gaps, this study was conducted to uncover whether there is a relationship between the use of writing strategies and writing skills of non-English students. The first is to find out whether there is a significant correlation between writing strategies and writing skills used by the non-English student. The second is to find out how non-English students use writing strategies in writing. In addition to acquiring new knowledge or discoveries. As proof or testing of the truth of the development of knowledge in an existing scientific field. This study involving quantitative and qualitative methods certainly produces a comprehensive picture of the use of writing strategies in the writing skills of non-English students and makes a significant contribution to the development of the theory and practice of writing strategies in writing.

1.2 Research Questions

The current study is being conducted in this setting, and it addresses two research questions :

1. Is there any significant correlation between the writing strategies used by non-English department students with their writing skills?
2. How did the non-English department students use writing strategies in writing?

1.3 Purpose of Study

1. To find out whether there is a significant correlation between the writing strategies used by non-English students and their writing skills.
2. To find out how non-English students use writing strategies in writing.

1.4 Research Significance

From the results of this study, it is hoped that writing strategies can be used by non-English students. In addition, this research can be a reference for teachers to find out what writing strategies can improve non-English students' writing skills. And in teaching, it can help find suitable and effective writing strategies for non-English students.

1.5 Scope and Limitation

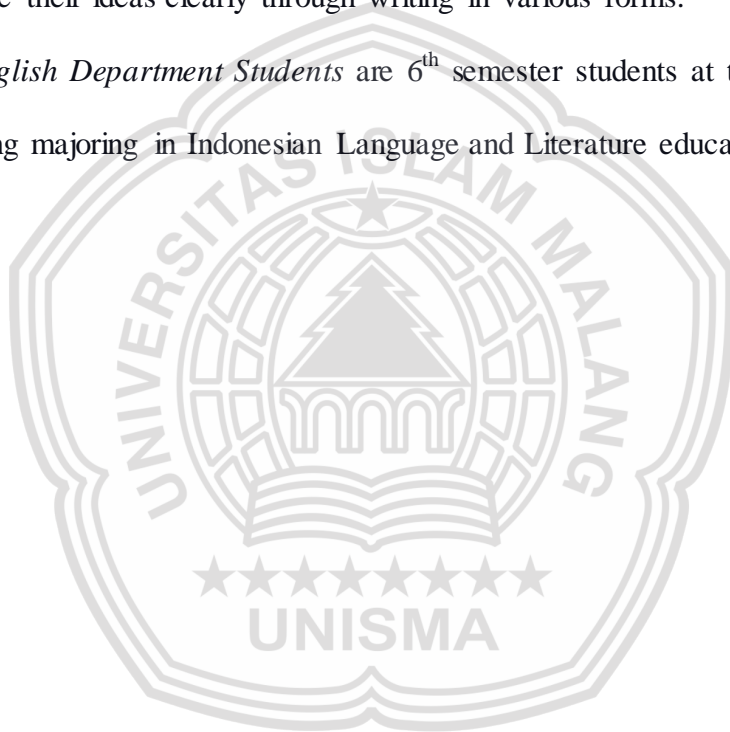
Based on the context of the study, this study has scope and limitations. The scope of this research is the relationship between writing strategies and writing skills of non-English students. For a limitation, this research was conducted in a short time with sufficient participation and in one place only. Future researchers it is suggested to conduct research in a longer period of time with the same participation and in different and wider places to better contextualize the use of writing strategies and especially learning tasks by considering the different features of writing assignments.

1.6 The Definition of Key Terms

Writing strategy is a general strategy or plan used in writing to achieve goals (Davenport, 2022). This strategy is used by non-English students in compiling a descriptive text of a paragraph.

Writing skill is the ability perceived by non-English department students to communicate their ideas clearly through writing in various forms.

Non-English Department Students are 6th semester students at the University of Islam Malang majoring in Indonesian Language and Literature education.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses of the conclusion and suggestion based on the findings of the study.

5.1 Conclusion

This study investigates first whether there is a significant correlation between the writing strategies used by non-English students and their writing skills. Second, how the non-English department students use writing strategies in writing. The results show that the writing strategy has a significant correlation with writing skills. From the results of the interviews it was concluded that students who got higher scores in writing class used all stages in writing and vice versa, for students who got low scores did not use the writing stage as a whole. Of the five strategies analyzed, it was revealed that the strategy mostly used by non-English students was a metacognitive strategy. From the results of the interviews, those who scored high adhered to all writing methods, planned subjects for writing, and pushed themselves to successfully convey concepts through writing. Students who score low rarely use the entire writing process, limiting their ability to fully express themselves.

5.2 Suggestion

The writing strategy used by students determines students' writing skills. Students need to be taught how to plan to develop ideas and plans before starting to write. This will make the writing process easier, and students will be able to focus on communicating the desired meaning instead of constantly looking for new ideas to keep writing. Students should be taught effective ways for improving the quality of their writing. Teaching and incorporating strategic learning between teachers and students is very important to raise awareness of strategic behavior and achieve more promising L2 achievements. Teacher awareness of the types of strategies used by students in the classroom can provide a great ability to learn by adapting, and individualizing instruction to students' preferred style or strategy.

Therefore, teachers must encourage students to apply appropriate writing strategies so that students can develop writing skills in the context of English as a foreign language (EFL). It is hoped that this research can contribute to L2 students or teachers by providing insights about teaching or using good writing strategies. Future researchers are advised to research in a longer term with the same participation and in different and wider places to better contextualize the use of writing strategies and especially learning tasks by considering the different features of writing assignments.

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