

**STUDENTS' WRITING STRATEGIES IN LEARNING WRITING  
AT MUHAMMADIYAH UNIVERSITY OF KENDARI**



by:

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**This thesis is submitted in partial fulfillment of the requirements  
for the attainment of a Master of Education degree**

**ENGLISH EDUCATION STUDY PROGRAM  
GRADUATE SCHOOL  
YOGYAKARTA STATE UNIVERSITY  
2019**

## ABSTRACT

**Syahriani:** *Students' Writing Strategies in Learning Writing at Muhammadiyah University of Kendari.* Thesis. Yogyakarta: Graduate Program, Yogyakarta State University, 2019.

The use of writing strategies has been widely acknowledged to improve students' writing achievement. Due to lack knowledge of writing strategies, it is important for students to explore their learning strategies in writing. This study is aimed to 1). describe the students' writing strategies preference in every writing stage, 2). elaborate the differences in writing strategies employed by male and female students of Muhammadiyah University of Kendari, 3). identify the differences in writing strategies employed by low and high proficiency students of Muhammadiyah University of Kendari, 4). find out the students' perception on the usefulness of writing strategies in every writing stage, 5). examine the differences of writing strategies usefulness perceived by male and female students of Muhammadiyah University of Kendari, 6). examine the differences of writing strategies usefulness perceived by high and low proficiency students of Muhammadiyah University of Kendari.

A survey study was conducted to English Department students of a Private Islamic University in Kendari with a total of 140 students as the participants. They consisted of 102 female students and 38 male students. The data were obtained from questionnaire, semi-structured interview and the writing score. The data from questionnaire were analyzed using statistical analysis get the mean score. The data from interview were transcribed and coded to support the result of the questionnaire. The writing score is used as measurement for the students' achievement on writing. It was also used to determine the students' proficiency levels.

The participants were reported to use the writing strategies from most to least used: metacognitive, rhetorical, cognitive, social/affective, and communicative strategies. The participants' perceptions regarding the usefulness of the strategy items also showed a similar pattern. The result showed that participants perceived rhetorical, social/affective, and metacognitive strategies as the most useful strategies in their writing activities. Gender wise, the results showed that the male students employ more strategies than the females, while high proficiency students tend to use more strategies than the low proficiency students. The result also showed that there is no significant difference in the frequency of writing strategy use between male and female students as well as the high and low proficiency students in every writing stage. However, the students used more strategies at pre-writing and while writing stages than at the revising stage.

Keywords : *perception, pre-writing, revising, while writing, writing strategies*

## ABSTRAK

**Syahriani:** *Students' Writing Strategies in Learning Writing at Muhammadiyah University of Kendari.* Thesis. Yogyakarta: Graduate Program, Yogyakarta State University, 2019.

Penggunaan strategi menulis dalam meningkatkan kemampuan menulis siswa telah dibuktikan dalam berbagai penelitian. Akan tetapi, masih terdapat kurangnya pengetahuan siswa dalam penggunaan strategi menulis, karena itu siswa diharapkan untuk dapat mengenali strategi belajar yang dapat membantu mereka untuk belajar kemampuan menulis. Penelitian ini bertujuan untuk 1). mendeskripsikan penggunaan strategi menulis oleh siswa pada setiap tahapan menulis, 2) menguraikan perbedaan penggunaan strategi menulis oleh siswa laki-laki dan perempuan pada Universitas Muhammadiyah Kendari, 3) mengidentifikasi perbedaan penggunaan strategi menulis oleh siswa dengan kemampuan menulis tinggi dan rendah, 4). menentukan persepsi siswa terhadap manfaat strategi menulis pada setiap tahapan menulis, 5) mendeskripsikan perbedaan persepsi siswa laki-laki dan perempuan terhadap manfaat strategi menulis, 6) mendeskripsikan perbedaan persepsi siswa dengan kemampuan tinggi dan rendah terhadap manfaat strategi menulis.

Penelitian berbentuk survei dilaksanakan pada mahasiswa Pendidikan Bahasa Inggris di sebuah universitas Islam swasta di Kendari dengan jumlah partisipan sebanyak 140 orang. Mereka terdiri dari 102 siswa perempuan dan 38 siswa laki-laki. Data penelitian ini diperoleh dari kuisioner, wawancara dan nilai menulis. Data yang berasal dari kuisioner dianalisis dengan menggunakan analisis statistik untuk memperoleh nilai rata-rata. Sedangkan hasil wawancara ditranskripsikan dan diklasifikasikan untuk dapat mendukung hasil dari kuisioner. Nilai menulis siswa digunakan sebagai alat ukur untuk keberhasilan siswa dalam menulis. Nilai tersebut juga digunakan untuk menentukan tingkat kemampuan menulis siswa.

Hasil penelitian ini menunjukkan bahwa para siswa menggunakan strategi menulis mulai dari yang paling sering yaitu: strategi metacognitive, strategi rhetorical, strategi cognitive, strategi social/affective dan strategi communicative. Persepsi siswa terhadap kegunaan strategi menulis juga menunjukkan pola yang sama. Mereka beranggapan bahwa strategi rhetorical, social/affective dan metacognitive sebagai strategi-strategi yang sangat bermanfaat dalam kegiatan pembelajaran menulis mereka. Ketika para siswa dikelompokkan berdasarkan jenis kelamin, hasilnya menunjukkan siswa laki-laki menggunakan strategi menulis lebih sering daripada siswa perempuan. Demikian juga ketika dikelompokkan berdasarkan hasil kemampuan menulis, siswa dengan kemampuan menulis tinggi menggunakan strategi menulis lebih sering dibandingkan dengan siswa yang berkemampuan rendah. Hasil penelitian ini juga menunjukkan tidak ada perbedaan yang signifikan dalam penerapan strategi menulis dan juga persepsi siswa terhadap kegunaan strategi tersebut baik pada kelompok siswa berdasarkan jenis kelamin maupun pada kelompok siswa yang berkemampuan tinggi dan rendah. Akan tetapi, para siswa lebih banyak menerapkan strategi menulis pada

tahapan pre-writing (perencanaan) dan while writing (menulis) dibandingkan pada tahapan revisi.

Kata Kunci : *persepsi, pra-menulis, revisi, saat menulis, strategi menulis.*

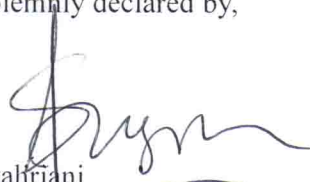
## PRONOUNCEMENT

This is to certify that:

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do solemnly and sincerely declare that I am the sole author of this thesis, this thesis has never been submitted to obtain a master's degree at any universities. As far as I am concern, in this thesis there are no works or opinions that have been written or published by others, except those written in reference to this text and mentioned in the references.

Yogyakarta, 10<sup>th</sup>, May 2019  
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**RATIFICATION**

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AT MUHAMMADIYAH UNIVERSITY OF KENDARI**

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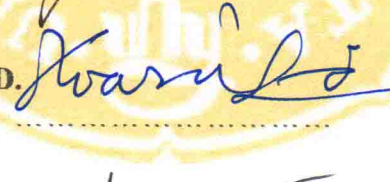
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## ACKNOWLEDGMENT

Praise be to Allah SWT, The Almighty, for His bless given to the writer who is finally be able to finish this thesis as one of the of the requirements for the attainment of a Master of Education degree at Graduate Program of Yogyakarta State University.

Through this point, the writer would like to express her deep gratitude and respect to all people who have been very kind in helping and guiding the writer to finish this work. The writer would like to thank Prof. Suwarsih Madya, M.A., Ph.D., as the supervisor, for her invaluable comments, suggestions, motivations, and guidance during the process of this research. The comprehensible guidelines and constructive feedback have enabled the writer to finally complete this thesis. Dr. Agus Widyantoro, as the reviewer, thank you for the feedback and suggestions. Furthermore, the writer also would like to deliver many thank and great respect to:

1. The rector of Yogyakarta State University and the Director of Graduate Program and all staffs, for their great assistance to complete this thesis.
2. The rector of Muhammadiyah University of Kendari and the Dean of Teacher Training and Education Faculty and all staffs, for supporting the writer during the research process.
3. The head English Education Study Program of Graduate Program Yogyakarta State University, all lecturers and staffs, for supporting the writer during the study.
4. The head of English Department study program of Muhammadiyah University of Kendari and all lecturers, for their big support during the research process of this study.
5. The head master of SMA Neg. 6 Kendari, bapak Idham S.Pd., M.Hum., bapak Abd. Rahman M., S.PdI., M.Si., (former head master), all administration staffs, teachers and students, for their big support, motivation and prayers to help the writer in finishing her study.
6. The students of English Department of Muhammadiyah University of

Kendari, for their prestigious time to be involved as the participants of this study.

7. Friends of English Education Study Program of Graduate Program academic year of 2014, 2015 and 2016 for the joyful and unforgettable moments during the study.
8. All writer's friends and people who contributed in the process of this work that cannot be named one by one, for their support and prayers.

The guiding spirit of this study has been Bapak Sudirman dan (alm) Ibu Manondeng, my beloved parents. Their constant loves, strength and prayers have steered and guided me to complete my graduate study. Ibu Surniah Samadan, my beloved mother in law, my brothers and sisters, all families, your love, motivations, support and prayers have accompanied me during my study.

Last but not least, I would like to offer a special word of thanks to Dr. Gamal M. Samadan, M.Si., my beloved husband, Olqaff Alkhawaridzy Samadan, my dear and beloved son, for your understanding , greatest support, care and love.

Finally, the writer realizes that this thesis is still far from being perfect, suggestions and comments from all readers may help the writer to develop better on the thesis. Best regards for all the readers, may this thesis be useful for all. Aameen.

Yogyakarta, May 2019

Syahrhani



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