

Strategies Used By Students' In Writing English Text

¹Sitti Fitriawati Mamudi, ²Ella Fadila

¹Universitas Sintuwu Maroso

²Universitas Sintuwu Maroso

Corresponding Author

sittifitriawati@yahoo.co.id

Abstract: The objective of the research is to find out the writing strategies used by the students in English language Education Study Program of Sintuwu Maroso. The type of this research is quantitative research using survey method. The instrument of data collection was questionnaire and interview. The data is analyzed by determining from the average of scores students choose in each item of statements which is ranging from 1-5, which are: (1). Highly used (Mean score=M) between 3.5 to 5.0 indicates that all four of strategies are the most frequently used by the participants. (2). Medium used (M) between 2.5 to 3.4 indicates that all four of strategies are normally used by the participants. (3). Low used (M) smaller than 2.4 indicates all four of strategies are rarely used by the participant. The finding of research obtained that the strategies in writing highly used by students of English Language Study Program in Sintuwu Maroso University are Metacognitive strategy, Cognitive strategy, Affective strategy and Social strategy/ all of strategy is frequently used by the students in writing English Text.

Keywords: *Writing, Strategies*

INTRODUCTION

Learning a language is gaining knowledge of approximately the five capabilities with a purpose to make the language we study good. The five capabilities which can be the principle attention in language gaining knowledge of are reading, writing, speaking, listening, and translation. The capabilities are discovered in same quantities at some stage in language gaining knowledge, and all of them have the same important role, but difficult for someone to mastery for all of these in equal time. Generally for the students, Writing is difficult one for them, cause they must mastery in grammar and be careful in choosing words. Students need to do some activities before writing to get more information they want to write. Reading is one of activity that they need to get some information. The activity of collecting information is one of the purpose of reading. After receiving all information from the reading, they can express the information in writing. Writing in English is a challenge for students who are neither native speakers as English is not their language. Many students of Sintuwu Maroso University in English Language and Education Study Program have a hard time writing good paragraphs in their scripts.

Since the first semester, the four skills have been determined which will be studied throughout the undergraduate In the English Language and Education Study Program. The subjects such as Reading, writing, speaking,

listening, and translation since semester one until semester six, it is hoped that students really have a good foundation with these skills. While studying in the English Education Study Program, students who are really serious about learning will have good abilities in these four skills. However, it is unfortunate that maybe not all students have the same level of proficiency even though they have completed the skill course program. The difficulties faced by students are different in each semester. The causes of these difficulties must also be different for each student. The difficulty will also be different for each skill learned.

Writing strategy is important because students have to plan their steps in doing their writing assignment. Students must be able to write undergraduate thesis which are due for completing a lecture in an English education study program. Since the first semester, the students had taken several courses focusing on writing namely academic writing and scientific writing. Writing is very difficult if the students do not master the correct English writing and grammar techniques. Many students find it difficult to start writing when they have a writing task. Choosing a good and properly word in arranging a sentence is not easy. Students have to write grammatically correct sentences in academic writing a text. Punctuation placement is also a concern when writing academic papers.

Every student chooses their own strategy in writing a scientific paper or thesis. The students

uses the different strategy in completing their assignment in writing. The activity of writing in different purposes in campus make the students choose their own way as their strategy. The strategies assist the students in planing, composing and revising their paragraph, thats why the interest occasin to find out strategies used by the students in writing an English Paragraph in English Language Education Study Program of Sintuwu Maroso University.

There are many preview researches has been conducted that focused on writing strategy. An Investigation into the English Language Writing Strategies used by Polish EFL Secondary School Learners, by Miroslawa Mohite (2014). The purpose of the research was to examine the writing strategies in English used by Polish secondary school learners. This study used a mixed method approach. Quantitative analysis of statements on Likert scales from the Writing Strategy Questionnaire and student writing samples was combined with qualitative analysis. The writing strategy questionnaire received 102 responses. The research conducted by Maarof and Murat (2013). Her research goal was to find a strategy for Malaysian high school ESL students to use in Essay writing. The respondent consist of highly proficient and low proficiency groups. The questionnaire consist of 33-item. The 5-step Liqueur-scale questionnaire based on Petric and Czarl's writing strategies, with students writing her tasks. The results obtain that writing strategies are the most used and editing strategies are the least used. In addition, knowledge of English also influenced the use of the strategy. Intermediate and above students focused on planning and brainstorming before starting to write. Less proficient students were more interested in strategies that could help them complete tasks such as: Translation and bilingual dictionary.

Writing Strategy

Different types of learning strategies are needed to help students achieve their learning goals. It can be applied to overcome problems while studying. Second language learning strategies can be defined as specific behaviors that students use to make learning easier, faster, more enjoyable, more self-directed, more emotional, and easier to move into new situations (Oxford, 1998). The definition of strategy also stated that Strategies is one or more goals that is required to achieve, for those conditions support to some one making the plan to achieve the goals. The plan is ways that important to do and need to do by students when the students have the goals or the learning purposes to achieve. (Barad, M. 2018). In additionally, A strategy is a plan, method, or set of activities aimed at achieving a particular educational goal (Sanjaya, 2006: 126). That means that a strategy is a plan or method that someone uses to do something to reach a goal.

Strategy helps them do something This semester helps students write. The other definiton stated by Hammad (2013), writing is a thinking process that involves generating ideas, assembling those ideas into sentences and paragraphs, and modifying the last written idea and paragraph. Writing good sentences also required knowledge of grammar rules, vocabulary assistance, and logical connections.

The activities in order to plan, organize, revise, and carries out other writing defined a writing strategy is defined. The students or lerners plan to write a paragraph by thinking the topic, the title, the grammar, the sentences grammar and vocabulary. The learner and the students organize word by word, sentence by sentence in pargraph by following the correct vocabulaty, grammar and based on the topic. The author or learner will revise after the learner finish to write. In the activity of revise the learner will find other students or lecturer to help them in increasing their achievement in writing. (Torrance et al., 2000 in Penuelaz, 2012). In her view, writing strategy is not a single activity, but a series of activities. It can be conclude that writing strategies help students generate ideas, arrange ideas properly, review writing, and improve writing results.

The classification of Writing Strategy

The theory for classifying writing strategies has been developed by some experts. In fact, the theory of writing strategy is an application of the theory of learning strategy. A consideration for adapting the theory is to write it as part of learning. This is essential for developing students' knowledge as well as other skills such as reading, listening and speaking. The latest classification of learning strategies was grouped into four strategy categories by Oxford (2011), an improved classification of learning strategies in 1999. Strategies include cognitive, metacognitive, emotional, and social strategies. The type of strategy according to Oxford (2011) consist of four strategies namely:

1) Cognitive Strategies.

The Cognitive strategies looks important and very popular strategies when students learn of one language. In practicing the target language, it is required to achieve acceptable proficiency. Cognitive strategies involve target languagetransformation and manipulation and to improve learner acquisition and comprehension. Repeat, analyze, translate, summarize and take notes. The four strategy sets are:

- a) Practising
- b) Receiving and sending messages
- c) Analyzing and reasoning
- d) Creating structure

2) Metacognitive strategy

Metacognition goes beyond cognition. Learners examine their process during study and increasing the achievement to manage the process of know the information through the way of planning, organization, attention to interest, and self-assessment. These strategies are put to good use by successful language learners. Metacognitive strategies consist of three groups:

- a) Centering your learning
- b) Arranging and planning your learning
- c) Evaluating your learning
- 3) Affective strategy
Affective strategies are student-interest-based strategies for managing emotional areas in relation to the writing process. The term emotion refers to emotions, attitudes, and motivations. Emotional strategies have a lot to do with students' interest and attitude towards language learning. Factors such as emotions, attitudes, motivations, and values influence the success or failure of language learning. The Successful of students in learn about language relate to how to use these strategies managing emotions and stress. There are emotional strategies are treated namely:
 - a) Effort in decrease of anxiety
 - b) Ways to reward ourself
 - c) Manage temperament or emotion
- 4) The Social Strategy
The strategy of Social help students collaborate with others and understand their culture and language. Students can use strategies to collaborate with others by doing and discussing things together in their target language. Social strategy is very important when students learn about one language such as English. Learners need them to practice and improving them further. Because language is a form of social outcome, learning a language involves interactions between people or between people. There are strategies can be done as the opportunity to increase students' language skills in learning, doing the research with collaborate with their colleague. The strategy in social section consist three part, namely
 - a) The way of students in solving the questions
 - b) The way of students in work together with others
 - c) The way how the students Empathizing their friends.

RESEARCH METHOD

This current research, using the survey method, the survey examined a sample of a particular population (Creswell, 2014, p. 18), and because this type of survey is a descriptive survey, trends in a particular population. Attempts to quantitatively explain an attitude, or opinion. Therefore, data collection used questionnaire. The questionnaire arrange in Google Forms to collect data for this survey for easy access by students. This is located research in English Language Education Study Program of Teacher Training and Education Faculty of Sintuwu Maroso University, at Jalan Pulau Timor No 1 Poso. Population is the total number of objects to be studied in a study. The sample is part of the population to be studied (Arikunto, 2013; 246). English Study Program of Semester VIII on Academic Year 2022/2023. While the sample is the total number of the population totaling 10 students because the used of total sampling. Technique of data collection is The questionnaire. It was the main source or a tool to find out the students writing strategy. This Questionnaire were adopted from MS. Nitchapapha Nopmanotham (2016). Writing Strategies consist of 37 items. The optional answers consist of Strongly Agree, Agree, undecide, Disagree, Strongly Disagree. The score of anwere is from 5 of Strongly Agree to 1 of strongly disagree. The questionnaire prepared in Google form to make it easier in distributing. The researcher distributed the link of questionnaire via WA group. Follow an overview of the purpose of the study, and a description of the instrument with an explanation of the steps involved in completing it given by the researcher. The data from questionnaire was calculated and revealed successful and unsuccessful specific strategies that they employed the most in writing. There are three scales, according to Oxford (1990), that represent how frequently the students used the strategies by determining from the average of scores students choose in each item of statements which is ranging from 1-5, which are:

1. Highly used (Mean score (M) between 3.5 to 5.0 indicates that all four of strategies are the most frequently used by the participants.
2. Medium used (M between 2.5 to 3.4 indicates that all four of strategies are normally used by the participants)
3. Low used (M smaller than 2.4 indicates all four of strategies are rarely used by the participant.

FINDINGS AND DISCUSSIONS

The questionnaire is adopted from the preview research. the number of statements in the

questionnaire is 36 items. The questionnaire was sent to the respondent via google form.

Based on the theory of Oxford (2011), there are four strategy on the questionnaire namely Metacognitive strategy, Cognitive strategy, Social strategy and Affective strategy. The students score every strategies is described on the tables below

Table 1. The Cognitive Strategy

Item	Statements	Mean Score	Category
Cog 1	I cite my personal experience related to the topic when I write.	4,0	High
Cog 2	I pay more attention to the message than grammatical correctness	3,6	High
Cog 3	If I lack the exact word, I describe what I want to say.	4,0	High
Cog 4	I think in English when writing in English	3,1	Medium
Cog 5	I think in Indonesian first and then translate my ideas into English.	3,6	High
Cog 6	I use a monolingual dictionary. (English-English)	3,4	Medium
Cog 7	I use a bilingual dictionary. (Indonesian-English)	3,4	Medium
Cog 8	I only use the grammatical structures I know well in order to avoid mistakes	3,8	High
Cog 9	I break down sentences which I deem too long into shorter and simpler ones	3,7	High

Based on table 1, the statements of Cognitive strategy are 9 items. Most of the students' response is agree and disagree. The exeption is item 6 that "I use a monolingual dictionary. (English-English)" Most of students Disagree with this itemm. The students' used the Cognitive strategy on their writing. 6 items is highly used. It indicates that 6 of strategies are frequently used by the students. 3 items is medium used. It indicates that those three strategies are normally used by the students.

Table 2. Metacognitive Strategy

Item	Statements	Mean Score	Category
Met 1	I often use a study guide when writing in English	3,7	High
Met 2	I always revise English grammatical rules before I start writing	3,5	High
Met 3	Pre-reading about the topic of concern helps me with writing	3,9	High
Met 4	I plan out first what I want to write before begining	4,1	High
Met 5	I organize the sentences before I write	3,9	High

Met 6	I practice grammatical structures which are required for a specific writing task beforehand.	3,6	High
Met 7	I prepare a list of useful keywords or vocabulary items.	3,9	High
Met 8	I brainstorm many ideas first before I start a writing task.	3,9	High
Met 9	I review some writing samples first before I start my own piece.	3,9	High
Met 10	The more writing task I do, the more skillful I am	4,8	High
Met 11	If I don't know what to write next, I take a short break to refresh my mind.	4,2	High
Met 12	I always write a first draft, then revise and correct it.	4,0	High
Met 13	Error corection and my teachers's feedback help to improve my writing.	4,1	High
Met 14	I check the content of my writing for clarity and logic.	4,1	High
Met 15	I check my grammar.	4,2	High
Met 16	I check my vocabulary	4,2	High
Met 17	I read the text to myself to make sure if it is easy for readers to follow.	4,3	High
Met 18	I check to make sure the content is relevant to the topic	3,9	High

Based on table 2, it can be found that there are 18 satements for metacognitive strategy. most of the students agree and strongly disagree with all the statements on metacognitive strategy. It means that the students used the strategy in their writing. All items of metacognitive strategy is highly used. It indicates that all of strategies are frequently used by the students.

Table 3 The Social Strategy

Item	Description	Mean Score	Category
Soc 1	I share and discuss ideas with other students or my teacher before writing	3,6	High
Soc 4	When I am in doubt, I usually seek assistance from the internet or a google search	4,0	High
Soc 5	When I am in doubt, I consult teachers or friends about what I am writing.	3,9	High
Soc 2	I benefit from peer feedback a lot.	3,6	High
Soc 3	I read the teacher's feedback on previous assignments and follow	3,8	High

	the advice received.		
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Based on the table 3, the social strategy consist of 5 statements. All the statements most answered by strongly agree and agree. Eventhough there are students' answered with undecided and disagree. There are no students answered strongly disagree. The students aware that they share and discuss with their teacher before writing, they usually seek assistance from the internet or a google search. The students also discuss with the teacher or friends when they are in doubt. The feed back from others helps them in their writing. All of item in social strategy is highly used. It means that all of the item in affective strategies are frequently used by the students.

Table 4. The Affective Strategy

Item	Statements	Mean Score	Category
Aff 1	I relax myself before starting to write by using mediation or deep breathing.	3,6	High
Aff 2	I try to relax when I am anxious about my writing	4,0	High
Aff 3	I encourage myself to keep writing by saying positive statements to myself.	3,9	High
Aff 4	I talk to others about my feelings and problems regarding my English writing.	3,6	High
Aff 5	I sometimes reward myself when I am given a good grade in writing or when I write well	3,8	High

Based on the table 4, the affective strategy consist of 5 statements. The students response mostly are strongly agree and disagree. The students used affective strategy. They take the rest or relax before starting to write and when they are anious with their writing. They encourage them self to keep writing. They also talk to others about their feelings and problem. When they write well they sometime reward them self. All of item in affective strategy is high. It means that all of strategy is highly used by the participant or the strategies is freqesntly used by the students.

Based on the theory of Oxford (2011), there are four strategy on the questionnaire namely Metacognitive strategy, Cognitive strategy, Social strategy and Affective strategy.

1. Cognitive strategy

The statements of Cognitive strategy are 9 items. Most of the students' response is agree and disagree. The exeption is item 6 that "I use a monolingual dictionary. (English-English)" Most of students Disagree with this item. The students' used the Cognitive strategy on their writing. The cognitive

strategy help students in processing the information of targe language effectively. The eight semester students of English Study program used this strategy because they are writing an out line in Indonesian then translate it into English. The sentence is arranged like in the pattern. New sentence pattern also are practiced by the students in writing. They practice in writing regularly. The students focus in revising by correcting the grammar, vocabulary, ideas as well as organization after finishing.

2. Metacognitive strategy

There are 18 statements for metacognitive strategy. most of the students agree and strongly disagree with all the statements on metacognitive strategy. It means that the students used the metacognitive strategy in their writing.

Metacognitive strategy focus on the activity of the students in overviewing and linking with the preview topic. The students pay attention to the organizing idea. The students search the information and discuss it with their friends about the idea, diction and the rule of sentence structure in writing. The way begin with write the draft, groupideas and composing the ideas. When students identify the purpose of the language task they will read the instruction carefully. They planing the ways to complete writing.

3. Affective strategy

The affective strategy consist of 5 statements. The students response mostly are strongly agree and disagree. The students used affective strategy. They take the rest or relax before starting to write and when they are anious with their writing. They encourage them self to keep writing. They also talk to others about their feelings and problem. When they write well they sometime reward them self.

The used of affective strategy is important for the eight semester students of Sintuwu Maroso University in writing, because the students in affective strategy focus on the use of relaxation, deep breathing or mediation. The students make positive statement in affective indicators. The students give their self reward when they writing .for encouragement to continue writing. The students of English study program in Eight semester is used this strategy in their writing task.

4. Social Strategy

The social strategy consist of 5 statements. All the statements most answered by strongly agree and agree. Eventhough there are students' answered with undecided and disagree. There are no students answered strongly disagree. The students aware that they share and discuss with their teacher before writing, they usually find out the relate information from the internet or a google. The students also discuss with the teacher or friends when they are in doubt. The feed back from others helps them in their writing.

All the human need socialisation. The socialisation relate them one and each other. Social strategy lead the students in cooperating with peers. The eight semester students as the respondent of the research agree sharing and discuss with others for asking the suggestions to improve their writings. The eight semester students of Sintuwu Maroso University asking for correction to the lecturer or friends. Their friend feedback is needed in their writing for example the grammar or the content. The students get more knowledge and information when they ask some help from each other.

Conclusion

According to the finding of the research and consideration with the theory used by researcher it can be concluded that the eight semester students of English Language Study Program in Sintuwu Maroso University used four strategy in writing activity namely Metacognitive strategy, cognitive strategy, affective strategy and social strategy. The categories is highly used. It indicates that the four strategy is frequently used by the students.

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About the Author

Sitty Fitriawati is a lecturer at the Department of English Language Education, Faculty of Teacher and Training Education, Universitas Sintuwu Maroso Poso. Her interests are in ELT, Second Language Reading, and Second Language Acquisition. He can be contacted at sittifitriawati@yahoo.co.id

Ela Fadila earned her bachelor in Department of English Language Education, Faculty of Teacher and Training Education, Universitas Sintuwu Maroso Poso.