CHAPTER IV

FINDING AND DISCUSSION

This chapter provides the summary of the finding getting from the data analysis. Furthermore, it shows the result of SILL Questionnaire and the result of the writing ability of students' paragraph writing class by using that learning strategy considering microskills and macroskills of writing. The SILL Questionnaires as the main finding result. Eventually, the written document completing this research by presenting the students' writing product.

A. Finding of The Result

The data of this research contains of questionnaire and document. It cites on Chapter III. Toward answer the research questions, the researcher has analyzed and concluded the data. Therefore, in this chapter the researcher shows more explanation data. In other hand, the finding research presents analysis in order to interpret the result of the research. Furthermore, the researcher explains the result based on the topic in research question. They are: what is the type of learning strategy used by students of paragraph writing class in English Education Department UIN Sunan Ampel Surabaya, and how is the writing ability of the students of paragraph writing class by using that learning strategy considering the microskills and Macroskills of writing. Particularly, it presents as below

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1. **The Types of Learning Strategy Used by Students of Paragraph Writing Class in English Education Department UIN Sunan Ampel Surabaya Academic Year 2013-2014**

    The data of the first research question is obtained through questionnaire. That questionnaire used to know the most used learning strategy of the students. The acquired participant is 78 students. Considering the authorized participants, there are 50 authorized participants from the total of 76 participants. They all are getting from four paragraph writing classes. Moreover, the other one is unauthorized participants due to their questionnaire is not filled in several numbers of questionnaires. Nevertheless, the questionnaire analysis is based on the scoring system as cited on Oxford's book entitled *"Language Learning Strategies, What Every Teacher Should Know"* published 1990. As cited on that book, to know what the strategy used by students, the researcher has to calculate the whole SILL Questionnaire completed by students. The SILL Questionnaire can be seen on *Appendix 1*. Furthermore, the researcher uses Participant 1 up to Participant 50 in term of describes the result finding. The result of questionnaire is figure out in Table 4.1 as follows:

Table 4.1: Result of SILL Questionnaire

Participant	Part						
		A	B	C	D	E	F
1	Total	37	65	27	43	28	25
	Average of Each Part	4.11	4.64	4.5	4.77	4.66	4.10
	Overall Average	4.5					
Participant	Part						
		A	B	C	D	E	F
2	Total	28	52	20	41	20	25
	Average of Each Part	3.11	3.71	3.33	4.55	3.33	4.16
	Overall Average	3.72					
Participant	Part						
		A	B	C	D	E	F
3	Total	`33	62	23	39	22	21
	Average of Each Part	3.66	4.42	3.83	4.33	3.66	3.5
	Overall Average	4					
Participant	Part						
		A	B	C	D	E	F
4	Total	28`	46	21	34	17	23
	Average of Each Part	3.11	3.28	3.5	3.77	2.83	3.83
	Overall Average	3.38					
Participant	Part						
		A	B	C	D	E	F
5	Total	35	53	25	33	13	11
	Average of Each Part	3.88	3.78	4.16	3.66	2.16	1.83
	Overall Average	3.4					

Based on Table 4.1 actually, there are six parts of that questionnaire; they are Part A to Part E. Those parts figure out the characteristics of a learning strategy: Memory Strategy (Part A), Cognitive Strategy (Part B), Compensating Strategy (Part C), Metacognitive Strategy (Part D), Affective Strategy (Part E), and Social Strategy (Part F). Thus, the researcher has to ensure that the questionnaire is filled in completely. Furthermore, each part of the questionnaire then summed in order to know the average. For instance, the sum of Part A is 35, to know the average of Part A, it should be divided by 9 (amount of the questions), then the average obtained is 3.88. Moreover, the students' learning strategy determines through the highest average from column average of each part. Look at this example, Participant 5 is one of students of paragraph writing. This is his SILL result. The average of Part A= 3.88; Part B= 3.78; Part C= 4.16; Part D= 3.66; Part E: 2.16; and Part F= 1.83. The highest average of Participant's 5 Questionnaire is Part C, that is 4.16. As the consequence, Participant's 5 learning strategy is Part C, that is Cognitive Strategy. More importantly, that calculation also applied until Part E and it should be well done applied until 50 students' SILL Questionnaire. See the complete calculation of Table 4.1 in *Appendix 2* and the SILL assessment in *Appendix 3*.

As shown on the Table 4.1, there is little bit difference between average of each part and overall average. The researcher determines students' learning strategy based on the average of each part. Nevertheless,

the overall average is used to understand the level students' learning strategy. That level than presented as above in the Table 4.2.[1]

Table 4.2: Key to Understand The Average

High	Always or almost always used	4.0 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

According to Table 4.2 above, there are three levels of learning strategy: high, medium, and low. The high learning strategy covers always or almost always used and usually used. Always or almost always used means that the statement is true of you almost always. While usually used means the statement is true more than half the time. Moreover, the medium learning strategy is covers sometimes used. This mean the statement is true of you about half the time. In addition, the low strategy includes generally not used and never or almost never used. Generally not used means the statement is true less than half the time. Whereas the never or almost never used means that the statement is very rarely true of you.

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[1] Rebecca, *Language Learning Strategies What Every Teacher Should Know*, 297-300.

Moreover, knowing the result of questionnaire and the learning strategy level is done. The Table 4.1 then figures out and fills in the result questionnaire into the following Table 4.3.

Table 4.3: Learning Strategy Used by Students of Paragraph Writing

Participants	Part	Learning Strategies	Students' Averages
1	D	Metacognitive Strategies	Always or almost always used
2	D	Metacognitive Strategies	Usually used
3	B	Cognitive Strategies	Usually used
4	F	Social Strategies	Sometimes used
5	C	Compensation Strategies	Sometimes used
6	D	Metacognitive Strategies	Usually used
7	B	Cognitive Strategies	Sometimes used
8	A D	- Memory Strategies - Metacognitive Strategies	Sometimes used
9	D	Metacognitive Strategies	Usually used
10	F	Social Strategies	Sometimes used
11	D	Metacognitive Strategies	Sometimes used
12	F	Social Strategies	Sometimes used
13	F	Social Strategies	Usually used
14	C	Compensation Strategies	Usually used
15	D	Metacognitive Strategies	Usually used
16	E	Affective Strategies	Usually used
17	F	Social Strategies	Usually used
18	B	Cognitive Strategies	Usually used
19	C	Compensation Strategies	Sometimes used

20	F	Social Strategies	Sometimes used
21	A C	- Memory Strategies - Compensation Strategies	Sometimes used
22	D	Metacognitive Strategies	Usually used
23	E	Affective Strategies	Always or almost always used
24	D	Metacognitive Strategies	Sometimes used
25	D	Metacognitive Strategies	Sometimes used
26	B	Cognitive Strategies	Sometimes used
27	D	Metacognitive Strategies	Usually used
28	E	Affective Strategies	Usually used
29	D	Metacognitive Strategies	Sometimes used
30	C	Compensation Strategies	Usually used
31	D	Metacognitive Strategies	Sometimes used
32	D	Metacognitive Strategies	Usually used
33	D	Metacognitive Strategies	Usually used
34	D	Metacognitive Strategies	Sometimes used
35	C	Compensation Strategies	Usually used
36	C	Compensation Strategies	Sometimes used
37	D	Metacognitive Strategies	Sometimes used
38	D	Metacognitive Strategies	Sometimes used
39	B	Cognitive Strategies	Sometimes used
40	D	Metacognitive Strategies	Usually used
41	C	Compensation Strategies	Usually used
42	A	Memory Strategies	Sometimes used
43	D	Metacognitive Strategies	Sometimes used
44	B D	- Cognitive Strategies - Metacognitive Strategies	Sometimes used
45	B	Cognitive Strategies	Usually used

46	A	Memory Strategies	Usually used
47	D	Metacognitive Strategies	Sometimes used
48	D	Metacognitive Strategies	Sometimes used
49	C	Compensation Strategies	Usually used
50	F	Social Strategies	Usually used

Based on Table 4.3 as presented above, there are three students have the same highest average on their questionnaire; they are participant 8 (P-8), P-21, and P-44. The P-8 has same highest average on Part A and Part D, 3.44. His learning strategy is memory strategies and metacognitive strategies. Moreover, the P-21 also has same highest average. They are on Part A and Part C, 3.66. His learning strategy is memory strategies and compensation strategies. Another one, the P-44 also has same highest average. It shows on Part B and Part D, 3. In addition, his learning strategy is cognitive strategy and metacognitve strategy. For that reason, the total of students' learning strategies as presented below is become increase from the 50 become 53 subjects. This Table 4.4 below is already summarized and also ranked from Table 4.1.

Table 4.4: Types of Learning Strategies Most Used

Rank	Strategies	The Covered Strategy	Total	%
1	Metacognitive Strategy	Organizing and evaluating your learning	23	43.3%

2	Compensation Strategy	Compensating for missing knowledge	9	16.9%
3	Cognitive Strategy	Using all your mental process	7	13.2%
4	Social Strategy	Learning with others	7	13.2%
5	Memory Strategy	Remembering more effectively	4	7.5%
6	Affective Strategy	Managing your emotions	3	5.6%
Total			53	100%

Toward simplify figuring out the result of SILL questionnaire, the researcher then summarizes and ranks it. The three additional subject is obtained through P-8, P-21, and P-44. Each of them is memory strategy and metacognitive strategy (P-8); memory strategy and compensation strategy (P-21); and cognitive strategy and metacognitve strategy (P-44). Furthermore, the researcher also ranks it. The total subject of this research is 53 and serves as of 100%.

Based on the table shown, the metacognitive strategies is being the most used. The total usage is 23 subjects from the total subject 53 or 43.3% from the total of 100%. It means, almost half of the total participant using metacognitive strategy as a learning strategy for their writing. In different case, the second rank is compensation strategy. The data presented that there is 9 usage of compensation strategy or 16.9%. Moreover, the third and the fourth rank have similar total usage; they are 7 participants or 13.2%. The third rank is cognitive strategy while the fourth rank is social strategy.

Furthermore, the fifth rank is memory strategy with total usage 4 or 7.5%. In the last rank is affective strategy with total usage 5.6% or 3 participants. More importantly, the result of the most used students' learning strategy is obtained through data modus, the most appearing data.

2. **The Writing Ability of The Students of Paragraph Writing Class Used Learning Strategy That Considering The Microskills and Macroskills of Writing**

The document is being the data of the last research question. It used to know the students' writing ability considering microskills and Macroskills of writing. That document is actually in the form of students' writing getting from the mid-test and final test. The document can be seen on *Appendix 4*. The data is actually decreased due to this participant in this problem is getting from the most used learning strategy by students of paragraph writing class. This first and the second questionnaire is related each other. This second question is the development of the first question. This second question is related to the first question. It actually can be analyzed if the first questionnaire is been answered. Therefore, the subject of this research is 23 participant getting from the students of paragraph writing who are using metacognitive strategy. Furthermore, the researcher analyzes that document based on paragraph rubric as sited on website under the name *www.saylor.org* accessed on March 7th, 2014. The paragraph rubric can be

seen on *Appendix 5*. Moreover, the researcher uses number to make easy

describing the finding result. The result of document is presented as below:

Table 4.5: The Analysis of Paragraph Writing

No	Participant	Paragraph Writing Assessment								Total	Score
		TS	SS	CS	SP	G	Punc	Cap	U		
1	1	5	1	1	5	5	3	5	3	28	3.50
2	2	5	4	5	5	3	2	1	4	29	3.62
3	6	3	3	4	3	3	5	5	4	30	3.75
4	8	5	5	5	5	4	5	5	5	39	4.87
5	9	5	5	4	5	4	5	5	5	38	4.75

The Table 4.5 above presents the writing assessment of students

paragraph writing class which is use metacognitive strategy. The data then

shows that there are 23 participants. The score actually is obtained through

rubric paragraph assessment, which contains of eight assessments

considering microskills and Macroskills of writing. Furthermore, the

assessment includes topic sentence (TS), supporting sentences (SS),

concluding sentence (CS), understand the topic they wrote spelling (U),

punctuation (Punc), capitalization (Cap), and grammar (G). The microskill

of writing is used bottom up method in order to learn writing. It means they

learn from the tiniest element rather than the larger element in term of

learning writing. The assessment included to microskills of writing is the

mechanic element such as spelling, punctuation, capitalization, and

grammar. However, the macroskill of writing is used top down. Differently, the macroskill of writing learn the larger element of writing included topic sentence, supporting sentences, concluding sentence, and understand the topic they wrote.

Moreover, each element has three categories: meets standard, partially meets standard, and does not meets standard. The requirement of meets standard is the score should be in range of 4 to 5 points. While, partially meets standard is covered by 2 to 3 point. The rest is does not meets standard which is contain of 0 to 1 points. All the total elements divided by 8 (the writing assessment's element).

For instance, the Participant 1 gets 3.5 score. It actually comes from Topic sentences (TS): 5, supporting sentences (SS): 1, concluding sentence (CS): 1, spelling (SP): 5, grammar (G): 5, punctuation (Punc): 3, capitalization (Cap): 5, and unity (U): 3. The total is 28 and it divided by 8. Then the obtained score is 3.5. See the complete calculation of paragraph assessment in *Appendix 6*.

Toward simplify the analysis, the researcher then summarizes the analysis of paragraph writing into the result of paragraph writing as shows on Table 4.6.

Table 4.6: Result of Paragraph Writing

No.	Participant	Score	No.	Participant	Score
1	1	3.50	13	31	2.00
2	2	3.62	14	32	2.75
3	6	3.75	15	33	4.87
4	8	4.87	16	34	2.50
5	9	4.75	17	37	3.62
6	11	2.50	18	38	2.62
7	15	3.37	19	40	4.62
8	22	2.75	20	43	4.12
9	24	4.50	21	44	3.37
10	25	4.37	22	47	4.37
11	27	3.25	23	48	3.87
12	29	4.25	-	-	-
Total average			3.66		

According to Table 4.6 above, the participant is being decreasing from the total sample. This just because the first research question and the second research question is related each other. The second research question works if the first research question is been answered. It means, the most learning strategy is metacognitive strategy. As the result, the subject of the second research question is the students who are use metacognitive strategy on their writing.

Considering the 23 subject above, the result is found that the average score of the metacognitive strategy's students is 3.66. Based on Table 4.6

and overall the average result, 3.66, the result of paragraph assessment then points out in the Table 4.7 below.

Table 4.7: Key to Understand Paragraph Assessment

Meet Standard	4-5
Partially Standard	2-3
Does Not Meet Standard	0-1

According to the result of writing document as analyzed on Table 4.6, the result of metacognitive strategy's students is partially meet standard characterized by the total score average is 3.66 (scale 5.00).

B. Discussion

The discussion is actually toward reflecting the theories and the result finding of the problems in order to have same interpretation among readers and researcher. Those following explanation is the discussion of this research.

1. Learning Strategy by Paragraph Writing Students at English Education Department UIN Sunan Ampel Surabaya Academic Year 2013-2014

Learning Strategies is helpful enough in process of learning language. It actually included to the learner centered. It defines as specific technique

such as giving feedback to the peer to catch language difficulties in order to increase their language learning. As the complement, the strategies should properly relate to the material, tasks, goals, needs, and stage.[2] Based on the finding result, there are 23 participants used a most learning strategy among 50 participants of the second semester students of paragraph writing class in English Education Department Academic Year 2013-2014 from the total six learning strategies. That is metacognitive strategy.

a. Metacognitive Strategy Among Paragraph Writing Students

According to the finding result, there are 23 students use metacognitive strategy in their writing. Regarding to the theory, the metacognitive students do balancing their learning process. They are also able to plan their learning strategies.[3] Furthermore, the metacognitive strategy has characteristics. This Table 4.8 below shows the characteristic of metacognitive strategy.

Table 4.8: Metacognitive Strategies by Oxford[4]

Metacognitive Strategies	1. Centering your learning	1. Overviewing and linking with already known material
		2. Pay attention
		3. Delaying speech production to

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[2] Nurul, *Learning Styles And Strategies In Second Language Learning,* 9-11.
[3] Rebecca, *Language Learning Strategies What Every Teacher Should Know,* 20.
[4] Rebecca, *Language Learning Strategies What Every Teacher Should Know,* 20.

		focus on listening
2. Arranging and Planning your learning	1. Finding about language learning	
	2. Organizing	
	3. Seating goals and and objectives	
	4. Identifying the purpose of a language task	
	5. Planning for a language	
	6. Seeking practice opportunities	
3. Evaluating your learning	1. Self-monitoring	
	2. Self-evaluating	

According to the characteristic above, students of metacognitive strategy definitely have at least one characteristic from the eleven characteristics. Moreover, "P" symbolizes the participant, for example Participant 1 become P-1. These are the following analysis of 23 participant of metacognitive strategy.

Table 4.9: Metacognitive Strategy of Participant 1

Participant	Part						
		A	B	C	D	E	F
1	Total	37	65	27	43	28	25
	Average each Part	4.11	4.64	4.5	4.77	4.66	4.10
	Overall Average	4.5					

The highest average each part of the participant 1 is 4.77, while the overall average is 4.5. It means the metacognitive strategy of the P-1 is always or almost always used. Considering the characteristic of metacognitive strategy and the writing, the P-1 uses *pay attention* and *delaying speech production to focus on listening* due to the media of the P-1 is, listen the music.

Table 4.10: Metacognitive Strategy of Participant 2

Participant	Part						
		A	B	C	D	E	F
2	Total	28	52	20	41	20	25
	Average each Part	3.11	3.71	3.33	4.55	3.33	4.16
	Overall Average	3.72					

The highest average each part of P-2 is 4.55 with total overall average 3.72. It means, the metacognitive strategy of P-2 is usually used. While, the characteristic metacognitive strategy of P-2 is *overviewing and*

linking with already known material due to the writing of P-1 shows the

fact then related to the theme of writing.

Table 4.11: Metacognitive Strategy of Participant 6

Participant	Part						
		A	B	C	D	E	F
6	Total	30	59	19	43	21	26
	Average each Part	3.33	4.21	3.16	4.77	3.5	4.33
	Overall Average	3.96					

The average each part of table D is 4.77 and the overall average is

3.96. it means, the metacognitive strategy of P-6 is usually used. Related

to the metacognitive strategy's characteristic, the P-6 uses *overviewing*

and linking with already known material due to the writing of P-6

presents the experience of the author then related to the writing.

Table 4.12: Metacognitive Strategy of Participant 8

Participant	Part						
		A	B	C	D	E	F
8	Total	31	41	20	31	18	17
	Average each Part	3.44	2.92	3.33	3.44	3	2.83
	Overall Average	3.16					

The P-8 has 3.44 average each part of table D and 3.16. It means,

the P-8 sometimes use metacognitive strategy. Looking to the

characteristic of metacognitive strategy, the P-8 uses *pay attention* and

delaying speech production to focus on listening due to the media when writing is during listen the music and also uses *overviewing and linking with already known material* due to the writing of P-8 shows the fact then related to the writing.

Table 4.13: Metacognitive Strategy of Participant 9

Participant	Part						
		A	B	C	D	E	F
9	Total	31	56	19	37	22	18
	Average each Part	3.44	4	3.16	4.11	3.66	3
	Overall Average	3.66					

The P-9 has 4.11 average each part of metacognitive strategy and 3.66 overall averages. It means, the P-9 usually use metacognitive strategy. In term of metacognitive's characteristic, the P-9 indicated to the *overviewing and linking with already known material* due to the writing of P-9 shows the experience then related to the writing.

Table 4.14: Metacognitive Strategy of Participant 11

Participant	Part						
		A	B	C	D	E	F
11	Total	21	42	15	35	22	22
	Average each Part	2.33	3	2.5	3.88	3.66	3.66
	Overall Average	3.14					

The highest average each part is 3.88, while the overall average is 3.14. It can be describe that P-11 sometimes use metacognitive strategy. Considering the metacognitive's characteristic, the P-11 uses *overviewing and linking with already known material* due to the P-11 writes based on the generally information.

Table 4.15: Metacognitive Strategy of Participant 15

Participant	Part						
		A	B	C	D	E	F
15	Total	31	54	25	39	24	22
	Average each Part	3.44	3.85	4.16	4.33	4	3.66
	Overall Average	3.9					

The highest average each part of P-15 is 4.33, while the overall average is 3.9. it means, the metacognitive strategy of P-15 is usually used. Whereas, the metacognitive's characteristic of P-15 is *overviewing and linking with already known material* due to the P-15 writes based on the experience.

Table 4.16: Metacognitive Strategy of Participant 22

Participant	Part						
		A	B	C	D	E	F
22	Total	29	45	23	43	22	21
	Average each Part	3.22	3.21	3.83	4.77	3.66	3.5
	Overall Average	3.66					

The P-22 has 4.77 average each part and 3.66 overall average. It means, the metacognitive strategy is usually used. The characteristic metacognitive strategy of P-22 is *overviewing and linking with already known material* due to the P-22 shows experience and fact.

Table 4.17: Metacognitive Strategy of Participant 24

Participant	Part						
		A	B	C	D	E	F
24	Total	20	40	12	31	18	13
	Average each Part	2.22	2.85	2	3.44	3	2.16
	Overall Average	2.68					

The average each part of P-24 is 3.44, while the overall average is 2.68. It describes that P-24 sometimes uses metacognitive strategy. Related to the metacognitive's characteristic, the writing of P-24 is *organizing, seating goals and objectives, and identifying the purpose of a language task*. He really organizes what will write by making outline and coding the purpose of that writing.

Table 4.18: Metacognitive Strategy of Participant 25

Participant	Part						
		A	B	C	D	E	F
25	Total	22	36	15	37	17	16
	Average each Part	2.44	2.57	2.5	4.11	2.83	2.66
	Overall Average	2.86					

The average each part of P-25 is 4.11, while the overall average is 2.86. it means, the P-25 sometimes use metacognitive strategy. In term of the characteristic of metacognitive strategy, P-25 writes through *overviewing and linking with already known material,* that is based on the experience.

Table 4.19: Metacognitive Strategy of Participant 27

Participant	Part						
		A	B	C	D	E	F
27	Total	23	50	23	40	23	22
	Average each Part	2.55	3.57	3.83	4.44	3.83	3.66
	Overall Average	3.62					

The P-27 has 4.44 average of each part and 3.62 overall averages. It describes that metacognitive strategy of P-27is usually used. Looking to the metacognitive's characteristic, the P-27 uses *overviewing and linking with already known material,* that is based on the general information.

Table 4.20: Metacognitive Strategy of Participant 29

Participant	Part						
		A	B	C	D	E	F
29	Total	22	35	26	33	17	16
	Average each Part	2.44	2.5	4	3.66	2.83	2.66
	Overall Average	2.98					

The highest average each pat of P-29 is 3.66, whereas, the overall average is 2.98. It presents, that metacognitive strategy of P-29 is sometimes used. Regarding to the theory of characteristic of metacognitive strategy, the P-29 uses *overviewing and linking with already known material* due to fact and based on the experience.

Table 4.21: Metacognitive Strategy of Participant 31

Participant	Part						
		A	B	C	D	E	F
31	Total	27	44	13	33	16	19
	Average each Part	3	3.14	2.16	3.66	2.66	3.16
	Overall Average	3.04					

The highest average each part of P-31 is 3.66 and the overall average is 3.04. it means, the metacognitive is sometimes used. According to metacognitive's characteristic, P-31 uses *overviewing and linking with already known material*. Because of the P-31 writes based on the experience and fact.

Table 4.22: Metacognitive Strategy of Participant 32

Participant	Part						
		A	B	C	D	E	F
32	Total	27	58	23	39	24	23
	Average each Part	3	4.14	3.83	4.33	4	3.83
	Overall Average	3.88					

The P-32 has D highest average part that is 4.33. Whereas, the overall average is 3.88. It proves that metacognitive strategy of P-32 is usually used. The characteristic metacognitive strategy of P-32 is *overviewing and linking with already known material* that writing shows fact and experience.

Table 4.23: Metacognitive Strategy of Participant 33

Participant	Part						
		A	B	C	D	E	F
33	Total	30	64	18	38	16	20
	Average each Part	3.33	4	3	4.22	2.66	2.33
	Overall Average	3.52					

The highest average each part of P-33 is 4.22 and the overall average is 3.52. It explains that P-33 has usually used metacognitive strategy. The metacognitive's characteristic of P-33 *delaying speech production to focus on listening, and pay attention*. It proves by listening and watching the video.

Table 4.24: Metacognitive Strategy of Participant 34

Participant	Part						
		A	B	C	D	E	F
34	Total	22	51	17	36	19	23
	Average each Part	2.44	3.64	2.83	4	3.16	3.83
	Overall Average	3.36					

The average each part of table D is 4, while overall average is 3.36. It means, the metacognitive strategy of P-34 is usually used. The characteristic of metacognitive strategy of P-34 is *delaying speech production to focus on listening, and pay attention*. It related to watching and listening the video of a song.

Table 4.25: Metacognitive Strategy of Participant 37

Participant	Part						
		A	B	C	D	E	F
37	Total	27	51	20	35	18	19
	Average each Part	3	3.64	3.33	3.88	3	3.16
	Overall Average	3.4					

Based on the table above, the highest average each part of P-37 is table D, that is 3.88. Whereas, the overall average is 3.44. It describe that metacognitive strategy of P-37 is sometimes used. The metacognitive's characteristic of P-37 *delaying speech production to focus on listening, and pay attention* to watching and listening the video.

Table 4.26: Metacognitive Strategy of Participant 38

Participant	Part						
		A	B	C	D	E	F
38	Total	22	43	19	29	17	18
	Average each Part	2.44	3.07	3.16	3.22	2.83	3
	Overall Average	2.96					

The P-38 has highest 3.22 average each part and 2.96 overall average. It describes that metacognitive strategy of P-38 is sometimes used. The characteristic metacognitive strategy of P-38 *seating goals and objectives and also organizing.* It proved on the writing that cited goals and also organize the outline of that writing.

Table 4.27: Metacognitive Strategy of Participant 40

Participant	Part						
		A	B	C	D	E	F
40	Total	27	40	23	47	18	22
	Average each Part	3	2.85	3.83	5.22	3	3.66
	Overall Average	3.54					

The highest average each part of P-40 is table D, 5.22. While, the overall average is 3.5. It presents that metacognitive strategy of P-40 is usually used. Related to the metacognitive's characteristic, the P-40 included to *identifying the purpose of a language task.* It cited on that writing by writing the purpose and completing the outline of the writing.

Table 4.28: Metacognitive Strategy of Participant 43

Participant	Part						
		A	B	C	D	E	F
43	Total	29	15	25	24	47	27
	Average each Part	4	2.5	2.77	4	3.35	3
	Overall Average	3.24					

The most highest average each part is shown by 4, that is table D. Whereas, the overall average is 3.24. It means, the metacognitive strategy of P-43 is sometimes used. The metacognitive's characteristic of P-43 *overviewing and linking with already known material.* It show the fact on that writing

Table 4.29: Metacognitive Strategy of Participant 44

Participant	Part						
		A	B	C	D	E	F
44	Total	12	18	26	18	41	24
	Average each Part	2	3	2.88	3	2.92	2.66
	Overall Average	2.78					

The table D is one of the highest average each part of P-44, while the overall average is 2.78. It means, the metacognitive strategy of P-44 is sometimes used. Related to the characteristic of metacognitive strategy, the P-44 uses o*verviewing and linking with already known material* on that writing. That is indicate fact and experience.

Table 4.30: Metacognitive Strategy of Participant 47

Participant	Part						
		A	B	C	D	E	F
47	Total	26	45	14	36	21	20
	Average each Part	2.88	3.21	2.33	4	3.5	3.33
	Overall Average	3.24					

The table D above indicates the highest average each part, that is 4. While, the overall average presents 3.24. It describes that the metacognitive strategy of P-47 is sometimes used. Considering the metacognitive's characteristic, the P-47 uses *overviewing and linking with already known material, delaying speech production to focus on listening, and pay attention* due to it writes based on fact through listening and watching the video.

Table 4.31: Metacognitive Strategy of Participant 48

Participant	Part						
		A	B	C	D	E	F
48	Total	21	18	26	24	42	24
	Average each Part	3.5	3	2.88	4	3	2.66
	Overall Average	3.1					

The highest average each part of P-48 is 4 and the overall average is 3.1. It means, the metacognitive strategy of P-48 is sometimes used. According to the writing of P-48, the writing is included to *overviewing and linking with already known material*. It describes that the writing based on the general information.

Based on the discussion above, it really shows that the most used learning strategy by second semester students of paragraph writing class in English Education Department UIN Sunan Ampel surabaya is metacognitive strategy. Furthermore, it is tagged through the six

characteristics from the total eleven characteristics of metacognitive strategy. The appear six characteristics mentioned are overviewing and linking with already known material, delaying speech production to focus on listening, pay attention, identifying the purpose of a language task, seating goals and objective, and also organizing. Thus, this result also related to theory, the metacognitive strategy provides the learner through centering and arranging.[5]

2. The Writing Ability of The Students of Paragraph Writing Class Used Learning Strategy That Considering The Microskills and Macroskills of Writing

Furthermore, going back to writing ability, there is microskills and macroskills of writing as one of the objective to be achieved in this study. Regarding to the finding result, the microskills and macroskills of second semester students of paragraph writing class in English Education UIN Sunan Ampel Surabaya is partially meet standard.

The used assessment of microskills and macroskills of writing includes topic sentence, supporting sentences, concluding sentence, understand the topic they wrote, spelling, punctuation, capitalization, and grammar. The microskill of writing is used bottom up method in order to learn writing. It means they learn from the tiniest element rather than the larger element in

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[5] Rebecca, *Language Learning Strategies What Every Teacher Should Know,* 135.

learning writing. The included assessment in microskills of writing is the mechanic element such as spelling, punctuation, capitalization, and grammar. It reflects to the theory of microskills that is produce an acceptable core of words and use appropriate word order patterns and use acceptable grammatical system (tenses, agreement, pluralization, patterns, and rules).[6] However, the macroskill of writing is used top down. Differently, the macroskill of writing learn the larger element of writing included topic sentence, supporting sentences, concluding sentence, and understand the topic they wrote. They agree with the theory of macroskills of writing that is appropriately accomplish the communicative function written texts according to forms and purpose; and convey links and connections between events and communicate such relation as main idea, supporting idea, new information, giving information, generalization, and exemplification.[7]

Moreover, the writing document is decided from the most used learning strategy in the first research question. According to the first research question, there are 23 subjects used metacogitive strategy. Therefore, the analysis of students' work in this research explains 23 writing. Furthermore, those following description is the result of paragraph writing class in English Education Department UIN Sunan Ampel Surabaya.

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[6] Brown, *Language Assessment: Principles and Classroom Practices*. New York, 221
[7] Brown, *Language Assessment: Principles and Classroom Practices*. New York, 221

a. Microskills and Macroskills of Participant 1

1) Microskills of Participant 1

There is no error in spelling, grammar, and capitalization of participant 1. While, an error punctuation is found on comma's usage. *"But when you get your future different from your dream…"* it should be added comma after "but". *"But, when you get your future different from your dream…"*

2) Macroskills of Participant 1

The topic sentence is actually interesting and there is no significant error. While it is not supported with good supporting sentence. The supporting sentence is little bit related to the topic sentence. As the consequence, the Participant 1 does not neither give significant information nor understand the topic they wrote.

b. Microskills and Macroskills of Participant 2

1) Microskills of Participant 2

This writing is good. There is no error spelling. While, ungrammatical correct in term of parallelism. The sentence *"The students easier to get and understand the matters…"* should *be "The students easier to get and to understand the matters…"* In the same line, little bit error is also found in punctuation. *"The teachers are very expert, so that they can develop…"* It should be *"The teachers are very expert. So that they can develop…"* Others,

"Education in the city is also supported with the strong intention from the students to study, so it makes education become…." It should be *"Education in the city is also supported with the strong intention from the students to study. So it makes education become…."* In different opinion, there are some incorrect capitalizations. For instance, *"…no projector in the class. moreover, internet is a rare thing…"* it should *be "…no projector in the class. Moreover, internet is a rare thing…"* Another one, in the sentence of *"….education become so essential in their live. otherwise, students in the rural are…"* there is incorrect capitalization. It should be *"…..education become so essential in their live. Otherwise, students in the rural are…"*

2) Macroskills of Participant 2

She writes in a good way: clear topic sentence. Even she can restate their argument appropriately, it seems lack of information due to the writer gives at glance information and lack of communicate with the reader.

c. Microskills and Macroskills of Participant 6

1) Microskills of Participant 6

The capitalization and the punctuation is written well. Otherwise, there is some error in spelling and grammar. Considering incorrect spelling, the word *"theirself"* should be *"their selves."* Another

one, the word *"Do everything with honesty"* means *"Do everything honestly."* In different case, the word "*the people don't be brave to honestly with the other"* it should be *"the people don't brave to be honest with the other."*

2) Macroskills of Participant 6

The topic sentence of this writing is actually well. However, it is been confusing due to the topic sentence is more than one. As the consequent, She give little bit information in supporting sentence and the idea is not wrapped well as presented in concluding sentence. In additional, the engagement of author' and readers' are lack of harmony.

d. Microskills and Macroskills of Participant 8

1) Microskills of Participant 8

This writing of participant 4 is almost perfect. There is no error on that spelling, grammar. Considering the punctuation and capitalization there is little bit error. The word *"the singers are singing with powerful face, so it can make audience…"* it should be *"the singer are singing with powerful face. So, it can make audience…"*

2) Macroskills of Participant 8

In term of topic sentence, the writers is got interesting theme. She also writes sequencing. As the complement, the writer gives the

example of each sub topic on her supporting sentence. Moreover, it done well by well understanding the topic and restate the writing smoothly.

e. Microskills and Macroskills of Participant 9

1) Microskills of Participant 9

The writer shows good punctuation, capitalization, and spelling. There is no error on that element. While, the writing has little bit ungrammatical correct. The word "*I don't know what has happened"* should be *"I don't know what happen."* Others, the word *"there were an old man"* should be *"there was an old man."*

2) Macroskills of Participant 9

The writer presents well topic sentence, supporting sentence, and concluding sentence. Then, it is proved by the understanding of the topic of the writing is the reading understand the writing itself well.

f. Microskills and Macroskills of Participant 11

1) Microskills of Participant 11

Looking to the spelling and grammar, there is no significant error. Whereas, in term of capitalization and punctuation there are some errors written. Related to the punctuation, the word *"Everyone using english as their language, for example went we want to…"* it should be *"Everyone using english as their language. For*

example, went we want to…". Others, *"in my opinion learning English can make people"* should be *"in my opinion, learning English can make people."* Another one, *"language must be learned so that everyone…"* it should be *"language must be learned. So that everyone…"* Considering capitalization as like *"Everyone using english as their language"* should be *"Everyone using English as their language."*

2) Macroskills of Participant 11

The topic sentence of this writing is more than one. As the beginning the way to write, topic sentence is related with supporting and concluding sentence. Because of the topic sentence is lack of clear, the supporting and the concluding sentence is also lack of clear.

g. **Microskills and Macroskills of Participant 15**

1) Micrskills of Participant 15

The grammar of this participant still needs correction. For example, *"when we failing and falling"* it mean *"when we fail and fall."* Others, *"she will help to finishing it"* it should be *"she will help to finish it."* The other one, *"she is patiently will listening"* should be *"she patiently will listen."* Considering spelling, there is little bit error as like *"eventhoug"* should be *"even tough."* In the same line, capitalization and punctuation is also has little bit error.

The word *"she will help to finishing it. when we get problem in our life"* should be *"she will help to finishing it. When we get problem in our life."*

2) Macroskills of Participant 15

The topic sentence of this writing is good and readable enough. Even the supporting sentences give few information and the concluding sentence copied the word of topic sentence, the writer still gives understandable writing.

h. Microskills and Macroskills of Participant 22

1) Microskills of Participant 22

There is no error in the element of spelling. However, in term of ungrammatical correct there is little bit error, the word *"we can always on time in all of our actifity"* should be *"we can always on time in all of our activities."* In other case, capitalization and punctuation also still needs correction. For instance, *"So, I start study in a college"* should be *"So, I start study in a college."* Another one, *"In my mind I want to study"* should be *"In my mind, I want to study."*

2) Macroskills of Participant 22

The topic sentence, supporting sentence of this writing is good enough. It can be seen from the author's writing. She writes herself

writing full of engagement and originality even at the end of the writing, the author does not restate the topic sentence.

i. Microskills and Macroskills of Participant 24

1) Microskills of Participant 24

Considering ungrammatical correct, there are some error from that writing. For example, the word *"it is make English language easier"* should be *"it makes English language easier."* Another one, *"They said that, if you don't know something.."* should be *"They say that, if you don't know something.."* Related to spelling and capitalization, there is no both of incorrect spelling and incorrect capitalization. Otherwise, the punctuation there are some correction. For instance, the *word "Meanwhile Arabic letter is quite difficult"* should be *"Meanwhile, Arabic letter is quite difficult."* The other one, the word *"In the meantime the learning media...."* should be *"In the meantime, the learning media…."*

2) Macroskills of Participant 24

Even though the microskills of this writing still need revision, the Macroskills element is good. The writing writes clear topic sentence and support with detail information on that supporting sentence. Then, it restate on concluding sentence. In other word, the writer understand the topic they wrote and the communication between reader and author of that writing is good enough.

j. Microskills and Macroskills of Participant 25

1) Microskiclls of Participant 25

The elements of microskills from this writing are good enough. There is no significant error in term of grammar, spelling, punctuation, and capitalization.

2) Macroskills of Participant 25

The topic sentence of this writing is good and readable. Even the supporting sentences give little bit information, the concluding sentences restate the topic sentence and the writer still gives understandable writing.

k. Microskills and Macroskills of Participant 27

1) Microskills of Participant 27

There is some error in term of grammar, punctuation, and capitalization. The example of incorrect grammar as like *"the air around us are fresh"* should be *"the air around us is fresh."* Related to the punctuation and capitalization are *"...of course they can life as well as they hope. but if we keep…"* should *be "...of course they can life as well as they hope. But if we keep…"*

2) Macroskills of Participant 27

The topic sentence is clear enough. It also supports by some example in term the supporting sentence. Moreover, considering the concluding sentence, the writer not only restates the position,

but also persuades the reader. Therefore, it proves that among readers and author has an engagement.

l. Microskills and Macroskills of Participant 29

1) Microskills of Participant 29

Considering spelling and capitalization of that writing, there is no significant error. However, the grammar and punctuation is need revision. The word *"...many source such as internet, book, magazine, newspaper etc"* should be *"...many sources such as internet, book, magazine, newspaper, etc."* Another one, *"I usually read novel or comics. Its make my mood be happy"* should be *"I usually read novel or comics. It makes my mood booster happy."*

2) Macroskills of Participant 29

The topic sentence is stated clear. That topic then successfully explains the supporting sentence by giving example for every sub topic. Furthermore, the writer explains the thing she writes by expressing more in concluding sentence. Those all then influence the writers' successfully to invite reader into the story.

m. Microskills and Macroskills of Participant 31

1) Microskills of Participant 31

There some error in term of spelling, grammar, capitalization, and punctuation. For example, the word *"I like reading for several reason"* it should be *"I like reading for several reasons."* Another

one, the word *"I can more information"* is still need verb to be called a sentence. The other example, the word "*that reading is very important to studient"* means *"that reading is very important to be studied."* Those example included to the ungrammatical correct. Moreover, related to the incorrect spelling as like *"to be studient"* should be *"to be studied"* and *"college"* should be *"collage."* Furthermore, the capitalization is also need a revision as like the word *"we know it as a collage. so we have more…"* should be *"we know it as a collage. So we have more…"* While, incorrect punctuation is cited on the word *"...book resources, and for now to like reading."* It actually should be *"...book resources and for now to like reading."*

2) Macroskills of Participant 31

The topic of this writing is too short. Yet it still does not appropriately enough. Furthermore, the topic sentence is actually good enough. Otherwise, it does not support with appropriate supporting sentence. In addition, there is no concluding sentence related to that writing. As the consequence the lack of topic, supporting, and concluding sentence, it makes impression that the writer does not understand what she writes.

n. Microskills and Macroskills of Participant 32

1) Microskills of Participant 32

There is some error from the elements of microskills in this writing. The ungrammatical correct can be found in the word *"theirself"* should be *"their selves."* Another example, *"they looks so funny"* should be *"they look so funny."* The other one, the word *"that's make me scare so I running faster as possible"* should be *"that's make me scared. So I run as faster as possible"* Furthermore, considering the capitalization, the word *"In the first day of Orientation I go to campus"* should *be "In the first day of orientation I go to campus."* Another one, *"I take away there with wearing a lot of Funny's Accessories"* should be *"I take away there with wearing a lot of funny's accessories."* Moreover, in term of punctuation, the word *"In the second day I go to campus"* should be *"In the second day, I go to campus."* However, there is no incorrect spelling related to her writing.

2) Macroskills of Participant 32

The contain of this writing is actually a story. She writes smoothly beginning from topic sentence, and supporting sentences inside. However, it seems lack of interesting because of there is no concluding sentence on that story. Nevertheless, the writer is able to make the reader understand and follow the story.

o. Microskills and Macroskills of Participant 33

1) Microskills of Participant 33

There is no error in term of grammar, punctuation, and capitalization. Otherwise, there is little bit revision on spelling. The *word "I will always strugle to reach everything"* should *be "I will always struggle to reach everything."* Another one, *"Everything will be allright eventough my destination is not good"* should be *"Everything will be alright even though my destination is not good."*

2) Macroskills of Paragraph 33

The overall element of Macroskills in this writing is good. The writer successfully easier the reader to understand the contain of the writing. It seems on the topic and supporting sentences is not having error. Moreover, the writer restates the concluding sentence well.

p. Microskills and Macroskills of Participant 34

1) Microskills of Participant 34

There are some little bit revision on that writing related to the grammar, punctuation, and capitalization. However, the spelling is good enough. Looking to the grammar's revision, the word *"they killed theirself"* should be *"they killed their selves."* Considering capitalization and punctuation, the word *"pray to god"* should be

"pray to God." The other example, *"All of people have a dream because in life people have to have an aim"* means *"All of people have a dream. Because, in real life people have to have an aim."*

2) Macroskills of Participant 34

The choice of word in topic sentence is lack of appropriately with supporting sentence. It makes mismatch between topic sentences and supporting sentence. Furthermore, there is no concluding sentence inside. In addition, the writer seems little bit undertand about his writing.

q. **Microskills and Macroskills of Participant 37**

1) Microskills of Participant 37

There is no error in spelling. Nonetheless, there are some errors in term of grammar, punctuation, and capitalization. Related to the ungrammatical error, the word *"I think "the dream" in this song it's meant an ambition"* means *"I think "the dream" in this song means an ambition."* Another one, *"we can realize that our choosen" means ""*we can realize that our choices." While, the incorrect punctuation and capitalization as like the word *"our life is not easy, may be we can fail"* should be *"our life is not easy. May be we can fail."* The other one, *"we have to believe that we can do it because we success…"* should be *"we have to believe that we can do it. Because we success…"*

2) Macroskills of Participant 37

The topic sentence of this writing is actually good. Otherwise, it does not support with appropriate supporting sentence. The supporting sentence is lack of information and detail. In addition, the concluding sentence is as same as the supporting sentence. As the consequence, the writer makes the reader little bit enjoy with that writing

r. **Microskills and Macroskills of Participant 38**

1) Microskills of Participant 38

The little bit error are shown in this writing. Considering the capitalization, the word *"indeed university like english education department"* should be *"indeed university like English Education Department."* Another one, *"indeed university like English education department. so because of department…"* should be *"indeed university like English education department. So because of department…"* Related to incorrect spelling, the word *"knowladge"* should be *"knowledge."* Looking to the punctuation, the word *"it begins from A letter. Then they continue…"* should *be "it begins from A letter. Then, they continue…."* While, ungrammatical correct the word *"the effect of education is can make children smart"* should be *"the effect of education can make children smart."*

2) Macroskills of Participant 38

That writing is good. The topic sentence chooses is enough. Unsuccessfully, the supporting sentences show lack of perfect information considering in the beginning of supporting sentence, she present sequencing inside even the application is not to be equally same. Moreover, the concluding sentence is mismatch with topic sentence. In addition, due to the writer write the sequencing in the beginning of her writing and it does not work at the same time, the reader feels wonder and the impression of the story is hanging up.

s. Microskills and Macroskills of Participant 40

1) Microskills of Participant 40

According to this writing, there is no revision in capitalization and grammar. Yet it still needs revision in part of spelling and punctuation. Related to punctuation, the word "*So we can improve our knowledge"* should be *"So, we can improve our knowledge."* Considering incorrect spelling, the word *"programme"* should be *"program".*

2) Macroskills of Participant 40

The topic sentence of this writing is pretty. It then supports with the good supporting sentence included example and fact factually.

The writer also restate the topic sentence of this writing. as the consequence, this writing is readable and understandable.

t. **Microskills and Macroskills of Paragraph 43**

1) Microskills of Participant 43

The revision of this writing is not found considering spelling and punctuation. Otherwise, there is little bit revision on spelling and capitalization. In term of capitalization the word *"luluk can speak english Eventually…"* should be *"luluk can speak English eventually…"* Moreover, related to grammar the word *"Fifth, she does more practice. She not only practice her speak in college, but in boarding house"* means *"Fifth, she more practices it. She not only practice her speaking in college, but also in boarding house."*

2) Macroskills of Participant 43

This writing is quiet simple but meaningful. It can be seen from the clear topic sentence. It is also supported with sequencing in supporting sentence. Furthermore, the concluding sentence adds that the writer understand well about something she wrote.

u. **Microskills and Macroskills of Participant 44**

1) Microskills o of Participant 44

There is ungrammatical correct and incorrect punctuation. The error just find in spelling and capitalization. Considering incorrect spelling, the word *"hoby"* become *"hobby."* Another word, *"such*

us" become *"such as."* In other example, *"dont"* should be *"don't."* While, the incorrect capitalization, the word *"I like reading for several Reasons"* should be *"I like reading for several reasons."* The other example, *"....all about reading. third reading make me know"* should be *"....all about reading. Third reading make me know"*

2) Macroskills of Participant 44

The overall contain of this writing is well. Topic sentence is clearly stated. It then shows on sequencing in supporting sentence smoothly. Moreover, this writing is understandable even though the concluding sentence is not stated.

v. Microskills and Macroskills of Paragraph 47

1) Microskills of Participant 47

The element of microskills in this writing: grammar, spelling, punctuation, and capitalization are not found error. That's all are written well.

3) Macroskills of Participant 47

This kind of topic sentence in this writing is good. However, it still lack of supporting sample. As the consequent, the concluding sentence in this writing is not appearing. In addition, the understandable of this writing is just little bit understandable.

w. Microskills and Macroskills of Participant 48

1) Microskills of Participant 48

There is little bit error on capitalization and punctuation. Considering capitalization, the word "*…spends time together. we can go to…*" should be *"...spend time together. We can go to…"* While, in term of punctuation, the word *"in the edge of those jars. Thirdly we can take…"* should be *"in the edge of those jars. Thirdly, we can take…"* However, there is no either grammatical or spelling on that writing

2) Macroskills of Participant 48

The element of Macroskills included topic, supporting, and concluding sentence in this writing writes sequencing. It also does not have revision. Eventually, this writing is readable and understandable.

According to the discussion, the microskills and macroskills of second semester students of paragraph writing class in English Education Department UIN Sunan Ampel surabaya is partially meet standard. There are several students having poor in writing. It describes that there are several students having pretty good microskills, poor macroskills. In contrary, there are several students having good macroskills, poor microskills. Moreover, it marked through the average point obtained is 3.66 from the total point of 5.00 as cited on the finding result above.