

**STUDENTS' STRATEGIES IN ACADEMIC
WRITING AT FIFTH SEMESTER
OF STKIP PASURUAN**

THESIS

Submitted in partial fulfillment of the requirement for the degree
of Sarjana Pendidikan (S.Pd) in Teaching English



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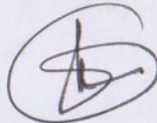
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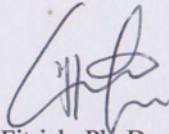
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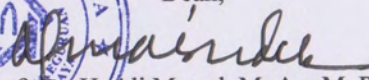
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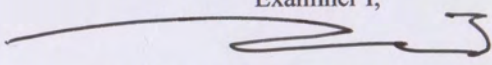


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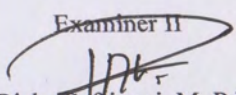

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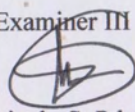
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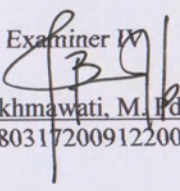
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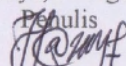
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ABSTRACT

Munadhiro, Haniatul. 2019. *Students' Strategies in Academic Writing at the Fifth Semester of English Teacher Department of STKIP PGRI Pasuruan*. A thesis. English Language Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel. Surabaya. Advisors: Dr. Siti Asmiyah, M. TESOL. and Fitriah, Ph. D.

Key Words: *students' strategies, academic writing, essay writing*

Writing strategy is an important process to lead a writer to be easier in developing ideas, particularly in academic writing. This qualitative research aims to explore the students' strategies in English academic writing. This research involves 24 students who join the academic writing class in the fifth semester of English Teacher Department of STKIP Pasuruan. The data were collected from questionnaire distributed to the findings show that all of the students used strategy to write academic writing. The findings of this result highlight 72% of students that apparently used strategy in writing an essay and 28% did not use any strategies. Strategies used by the students are writing an outline, making a list, doing preliminary research, doing free write, brainstorming, making a map, reviewing, planning research, setting up and following research schedule, immediately recording source information, checking and reviewing, revising structure and content, connecting the last sentence of the previous paragraph, summarizing the findings, showing the significance, ending the academic writing with a strong statement, starting the academic writing paper at least a week before the paper due, reading paper out loud slowly or asking someone to read, using the spell check function in Microsoft Word. The data inform the strategy that frequently used by most of the students are writing an outline. In sum, the finding of this research about what are the strategies used by the students are writing an outline, brainstorming, revising structure and content, reviewing, and ending the academic writing with a strong statement. Here, the findings indicate that students usually work individually.

ABSTRAK

Munadhiro, Haniatul. (2019). *Students' Strategies in Academic Writing at the Fifth Semester of English Teacher Department of STKIP PGRI Pasuruan*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Dr. Siti Asmiyah, M. TESOL. Pembimbing II: Fitriah, Ph. D

Kata kunci: Strategi Siswa, Penulisan Akademik, Penulisan Esai

Strategi menulis adalah proses penting untuk mengarahkan penulis agar lebih mudah dalam mengembangkan ide, khususnya dalam penulisan akademik. Penelitian kualitatif ini bertujuan untuk mengeksplorasi strategi siswa dalam penulisan akademik bahasa Inggris. Penelitian ini melibatkan 24 siswa yang mengikuti kelas penulisan akademik pada semester kelima Jurusan Guru Bahasa Inggris STKIP Pasuruan. Data yang dikumpulkan dari kuesioner yang disebar sampai ke temuan penulisan menunjukkan bahwa semua siswa menggunakan strategi untuk menulis tulisan akademik. Temuan hasil ini menyoroti 72% siswa yang tampaknya menggunakan strategi dalam menulis esai dan 28% tidak menggunakan strategi apa pun. Strategi yang digunakan oleh para siswa adalah menulis garis besar, membuat daftar, melakukan penelitian pendahuluan, melakukan penulisan bebas, curah pendapat, membuat peta, meninjau, merencanakan penelitian, mengatur dan mengikuti jadwal penelitian, segera mencatat informasi sumber, memeriksa dan meninjau, merevisi struktur dan konten, menghubungkan kalimat terakhir dari paragraf sebelumnya, meringkas temuan, menunjukkan signifikansi, mengakhiri penulisan akademik dengan pernyataan yang kuat, memulai makalah penulisan akademik setidaknya satu minggu sebelum waktu penulisan jatuh tempo, membaca kertas dengan keras perlahan atau meminta seseorang untuk membaca, menggunakan fungsi periksa ejaan di Microsoft Word. Data tersebut menginformasikan strategi yang

sering digunakan oleh sebagian besar siswa adalah menulis garis besar. Singkatnya, temuan penelitian ini tentang apa strategi yang digunakan oleh siswa adalah menulis garis besar, curah pendapat, merevisi struktur dan konten, meninjau, dan mengakhiri penulisan akademik dengan pernyataan yang kuat. Di sini, temuan menunjukkan bahwa siswa biasanya bekerja secara individu.

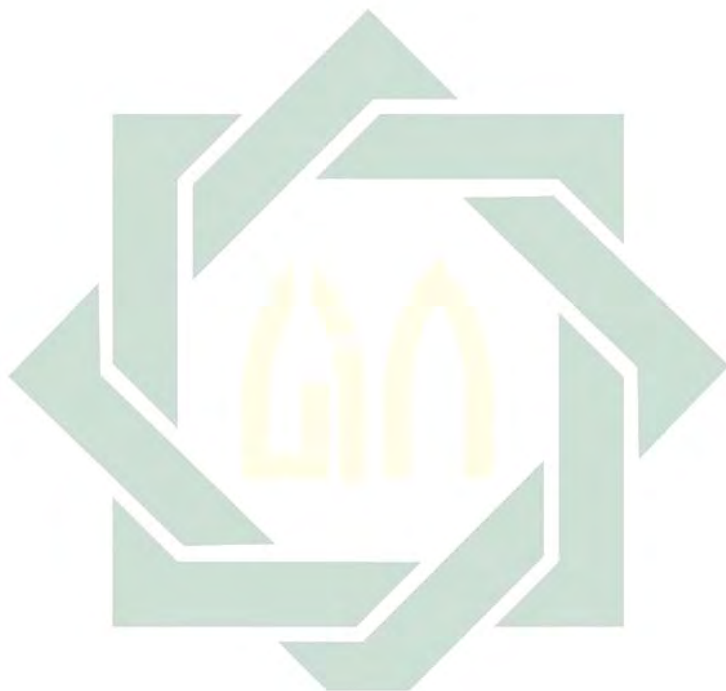
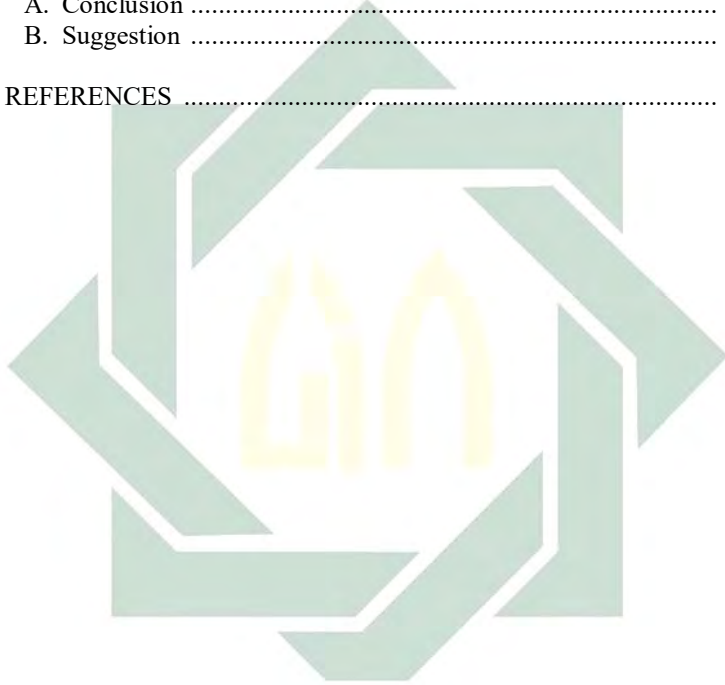


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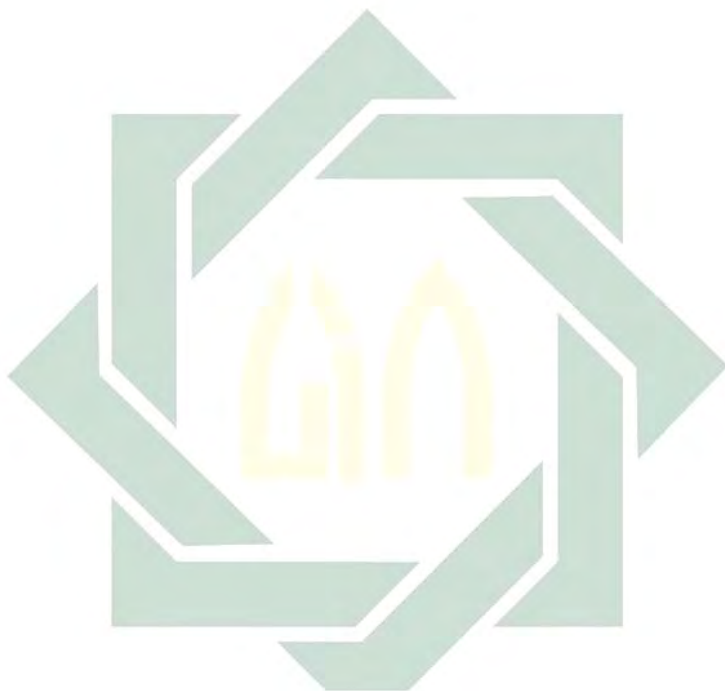
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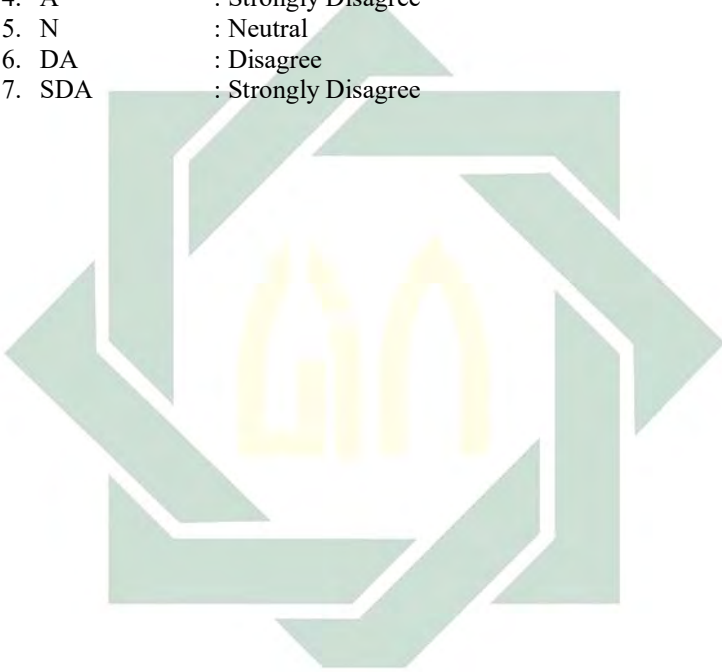
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LIST OF ABBREVIATION

1. SWELL : Social – interactive Writing for English Language Learners
2. STKIP : Sekolah Tinggi Keguruan dan Ilmu Pendidikan
3. SA : Strongly Agree
4. A : Strongly Disagree
5. N : Neutral
6. DA : Disagree
7. SDA : Strongly Disagree



CHAPTER I

INTRODUCTION

This chapter presents background of the study, research questions, objective, significance, scope and limitation, and definition of the key terms in this research.

A. Background of the Study

Writing strategy is an important process to lead a writer to be easier in developing ideas, particularly in an academic writing. This is because writing is not simply written down on a sheet of paper. In an academic context, writing can be more challenging. Deborah Dean exemplifies from her own writing process. She went through the long process at searching the information needed in journals and databases (googling key terms), taking notes in a word document, reviewing them several times to determine key terms and patterns, writing an outline by hand, then drafting it on the computer, reading the writing aloud, making changes, printing a hard copy to continue revision, and asking colleagues to read.¹ Without having strategies all this process can be tiring and stressful, particularly for students learning to write academically in a foreign language such as English in Indonesian EFL context.

English academic writing can be very difficult for students. One of the important things in academic writing is that it must be organized around a formal order or structure to present ideas. To ensure the ideas, the texts must additionally be supported by author citations of the literature². To be a good organizer around a formal structure, the writer will need to use a strategy. They have their own strategy to organize or structuring and present their ideas. As Collins' writing strategies, there are outlining by hand, drafting on a computer,

¹Deborah Dean, “*What Works in Writing Instructions*”(USA: National Council of Teachers of English, 2010), p2

²Stephen Bailey, *Academic Writing: A Handbook for International Students Second Edition*. (New York: Routledge, 2006), p. 7

reading aloud, asking colleagues to review and outlining on a computer. Sometimes students' writing strategies can be tricky to identify because they are invisible even experienced writers may be unaware of many of their own strategies³.

The writing strategy itself is strongly helpful to academic writing. Academic writing is clear, concise, focused, structured and backed up by evidence. In order to aid the readers' understanding, academic writing has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated vocabulary. Each subject discipline will have certain writing conventions, vocabulary and types of discourse that we will familiar with over the course of our degree. However, there are some general characteristics of academic writing that are relevant across all disciplines. As Anne Whitaker said about something essential as like academic writing which has to do for university courses, or called academic writing assignment which has different names, those are essay, and papert (research, argumentative, analysis, and informative paper). All of these assignments have the same idea and fundamental.⁴ Stevi Quate also explains that writing strategy is a step that deliberated in a composition that directed to reach a better result. A process that has a start, middle, and final or a better step to finishing a writing project and divide it to be some steps and the writing strategy here, refer to academic writing. the strategy provides a series of steps students follow that is consistent with the writing process of planning, producing, and then editing and revising one's work. Strategies involve sharing opinions, often in a passionate way, set a contract before this activity.⁵

Students need to be guided and go through writing strategies. Beginning writers should follow the process of academic writing strategy. Even though, the students become more experienced, students may have different work order

³Deborah Dean, *“What Works in Writing Instruction”*,(USA: National Council of Teachers of English, 2010), p2

⁴Anne Whitaker, *Academic Writing Guide*. (Bratislava, Slovakia, 2009), p. 2

⁵Stevi Quate, ed, *Lessons Learned : A report of the DASSC Writing Inquiry Project*, “June 1, 2011, P 5

which are best for them. Students may find that they must do steps and strategies more, for example, students do some research before choosing the topic, do outline, and revise. The revision need to be done several times before conducting final proofreading.⁶

The above issues related to academic writing have raised. Several previous studies which discuss writing strategy, Such as by Joyce J⁷, Mark Torrance⁸, Madoda Cekiso⁹, Novita¹⁰, Ebi Suhebi¹¹. This study has similarity and differences from the subject, research methodology, focuses. The research by Joyce J, the focus on writing a primary level such us the student achievement. The research is quite a difference with this research, Joyce raises the students' achievement. The second research by Mark Torrance, focus on the relationship between writing strategy and the students' writing experiences and success. Third research by Madoda Cekiso focuses on students' problem coherence. Fourth research by Novita Eka Amalia which focus on the use of SWELL (*Social-interactive Writing for English Language Learners*) to improve the Students' Writing Ability of Narrative Text. The fifth research written by Ebi Suhaebi from State Institute for Islamic Studies Hasanuddin Banten, focus on an effective way to help students in writing teaching learning process by using some guides.

The above research have focused on diverse areas of academic writing. The first by Joyce J¹² until the third research by Madoda Cekiso¹³ and also the fifth research by Ebi Suhebi¹⁴

⁶Anne Whitaker, *Academic Writing Guide*. (Bratislava, Slovakia, 2009), p. 4

⁷Joyce J, Nicole G, Ellen W, Don Leech, “*psychology and Education*”

⁸Mark Torrance, “*Undergraduate Education Students*”

⁹Madoda Cekiso, “*Students Problem Coherence*”

¹⁰Novita Eka Amalia, *The Use of SWELL to Improve The Students' Writing Ability of Narrative Text*

¹¹Ebi Suhebi, *Effective Way to Help Students in Writing Teaching Learning Process by Using Guided*

¹²Joyce J, Nicole G, Ellen W, Don Leech, “*Psychology and Education*”

¹³Madoda Cekiso, “*Students Problem Coherence*”

¹⁴Ebi Suhebi, *Effective Way to Help Students in Writing Teaching Learning Process by Using Guided*

and this research itself has had the same subject, such as undergraduate learners. The fourth and fifth grade has a different subject, such as eleventh and seventh grade learners. The focus already differenced each other. The methodology is also different, three of them used an experimental method, and 1 of them using CAR, and the second research and this research using qualitative descriptive.

The aimed of this research is to analyze what are the strategy used by some students of English Teacher Department of STKIP PGRI Pasuruan. Then this research did the document study to know the result of each strategy impact they essay writing project. The research need to find which strategy that can better assist a student to finish the academic writing. The subject of this research is the students in the fifth semester of STKIP PGRI Pasuruan. In this case, this research will analyze the students' writing strategies for making an essay. This research need to the students' responses to fill the questionnaire. Here, this research use a class of academic writing class in fifth semester.

B. Research Question

According to the background of the research previously outlined, the problem of the research previously outlined, the problem of this research is “what are the students' strategies in academic writing at fifth semester of English Teacher Department in STKIP PGRI Pasuruan?”

C. The Objective of the Study

This research will be aimed:

1. to investigate the students' strategies in Academic Writing at fifth semester of English Teacher Department of STKIP PGRI Pasuruan .
2. to investigate strategies that frequently used in academic writing at fifth semester of English Teacher Department of STKIP Pasuruan.

D. The Significance of the Research

The result of this study is expected to give substantiation to the students and also the teacher about the strategies of academic writing for the following purposes theoretically and practically:

a. Theoretically

The findings of this research will highlight various strategies used by Indonesian EFL students in higher education in their academic writing. Such finding will bring more theoretical insights on students' strategies in EFL writing in particular and in English writing in general. Hence, better understanding on varieties of strategies applied by English students across the globe can be achieved.

b. Practically

The findings will inform English writing teachers on varieties of strategies used by the students. Hence, the teacher may align their teaching strategies with what the students commonly practice and/or teach students other strategies that they have not used yet. Hence, the students can have more collection and choices for the strategies in their academic writing. The findings can also be the basis for other research such as those related to the students' reasons for the use of particular strategy and correlation between strategies used by the students and the quality of their English academic writing. Future research may also focus on the students on whether students on different level use different or the same strategies can be achieved.

E. Scope and Limitation

The scopes of the study are limited to the subject investigated. The subject of this study is academic writing class in the fifth semester of STKIP PGRI Pasuruan in the academic

year 2018 – 2019. The object of this study is the strategies that the students' used in English. This research search the students' strategies and what are the strategy that used by them. Therefore, this research investigate the students' process of writing an academic in order to know the strategy.

F. Definition of Key Term

To avoid any mistake in interpreting the title of this research, the researcher needs to explain the terms relating to it. The terms are as follow:

1. Writing Strategy

Writing strategies are approaches to proving a point, ways to support a thesis, or patterns of communicating or thinking that are also known as patterns of development, patterns of inquiry, rhetorical modes. Writing strategy is a consistent approach to the writing process in all subject areas and explicit instruction on the writing process by the subject teacher help students become better writers.¹⁵ In this study, students do not do any approaches to explore their ideas in English academic writing, because this research aimed to knowing the students strategies in academic writing especially in essay writing.

2. Academic Writing

Academic writing is used in many different forms. A broad definition of academic writing is any writing done to fulfill a requirement of a college or university. Academic writing is also used for publications that are read by teacher and researchers or presented at

¹⁵Kathleen T. McWhorter, "Successful College Writing", (the USA, 2010), p.75

conferences.¹⁶ Therefore, academic writing in this study means essay writing that written by students of STKIP PGRI Pasuruan.



¹⁶“Definition of Academic Writing”. Your Dictionary, n.d. Web. 10 June 2010. <<https://grammar.yourdictionary.com/word-definitions/definition-of-academic-writing.html>>.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explicates several theories by reviewing some literature related to this study. This theoretical construct deals with several strategies used in academic writing. Such as: selecting and narrowing down the topic, brainstorming ideas, doing some research, formulating thesis statement, planning basic outline, planning the detailed outline, connecting the basic and detailed outline, taking notes, summarizing, doing some revisions, editing. In other words, this part of the study deals with research methodology which is design as a technique to collect and analyze the data.

A. Literature Framework

1. Writing Strategy

Writing strategies is indispensable to helping EFL learner develop their writing abilities, as writing strategy research takes on greater breadth and depth, the importance of context in strategy use gains increasing recognition.¹⁷ Writing strategies are deliberate, focused ways of thinking about writing. A writing strategy can take many forms. It can be a formal plan a teacher wants students to follow to write a book report, or it can be something as simple as a trick to remember how a word is spelled¹⁸.

Many benefits result from teaching students to use strategies in writing. First, when we participate in any purposeful and goal-directed activity, especially writing, the employment of strategies can help the students to

¹⁷Xiao lei, exploring to social approach to writing strategy research: mediated actions in writing activities, (china : 2008) P. 218

¹⁸Jim L Collins, the writing strategies, (New York: state university of New York at Buffalo, 2008)

accomplish their goals more effectively. Every teacher wants that for their students. The experience as teachers shows that the use of effective strategies can be a distinguishing characteristic between experienced and novice writers, and the teacher went their students to develop as writers. Additionally, strategy instruction can also “increase knowledge about the characteristics of good writing and form positive attitudes about writing and students’ writing capabilities”¹⁹.

Anne Whitaker said those beginning writers should have a good strategy to work best of them. Here are the strategies from Anne, Choosing a topic, brainstorming, research, discovering thesis, planning (outline), writing, revising, editing, proofreading.²⁰

Selecting the topic here, students should consider about things related to the course which interest them by checking out the textbook, recommended resources, handouts, and current journal.

The second strategy is brainstorming. The students can start brainstorming when they have the topic, write all of the possible answer to answer the students’ research questions, and write all of the informations related to their topic.

The third strategy is doing some research, students should plan their research before starting, or it can immediately record source information. In doing research, Anne also explain that the writer should remember that doing some research takes their time. Do not expect to do research once and then find everything the writer need for their paper. To make the research taking less time, the writer can do these three things, those are; Planning the research before starting the research, setting up and follow a research schedule, immediately record source information.

¹⁹Deborah Dean, “*What Works in Writing Instruction*”,(USA: National Council of Teachers of English, 2010), p4

²⁰ Anne Whitaker, “*Academic Writing Guide*”, (City University : Bratislava, Slovakia, 2010) p. 4

The fourth strategy is planning the basic outline. After preparing the thesis statement, the writer can make a basic outline. The basic outline is first try in organizing the ideas of the research. How to make one; selecting and arranging points, breaking sections into smaller parts, and taking notes. Taking notes is the important part of this planning process is taking notes the ideas that the writer have. Writing down the important things that the writer read may help to understand better.

The next strategy which should be done is planning the detailed outline. Here, planning the detailed outline can be done by adding some detailed points to the basic outline that the writer found. The detailed outline designs each paragraph of the paper, from the main points to supporting details.

Connecting to the last sentence of the previous paragraph is the sixth strategy. The writer should try to be more sophisticated by repeating or connecting some ideas or information using advanced style.

Summarizing the findings of the paper is the seventh strategy, the main ideas of the paper should be reminded to the reader by the writer. Then showing the significance of the findings. In the other word, the writer should describe the reasons why the research paper is important, what does the paper imply?, what does it determine?, what does it describe about the topic?, what does it define about the future of the topic?, what should the readers get from reading the paper?.

Next is ending the paper with memorable statement, the last statement of the paper should make the readers say, “wow! I’m glad I read this paper.” Because academic papers should have clear organization, the writer needs to describe the readers about how the ideas are connected between paragraphs and sentences.

Then editing, will make the writing of the paper easier and clearer to understand. In doing editing, the writer check out every sentence whether it has goals, it’s comprehensive, easy to understand, and brief in English or not. Reading the paper slowly or ask someone to read is a

kind of editing strategy. The writer will hear some mistakes or lack of clarity, which the writer can revise. Using the spelling and grammar check in Microsoft Word is also kind of editing strategy. The writer will find wrong spelling or grammar. more exact and easier to understand (not necessarily shorter, but clearer). When doing editing, the writer examine every sentence and ask the writer self if has a purpose and if it's complete, clear, and concise in English. Experiment with the following strategies until the writer find the works best of their selves. Reading the paper out loud slowly or ask someone to read is the kind of editing strategy. The writer will hear mistakes, wordiness, repetition and lack of clarity, which the writer can correct. Use the spell check and grammar check functions in Microsoft Word is also the kind of editing strategy. The writer will find some things, but not everything. This should not be the writer only strategy.

Hazel Smith said that, to write better an academic writing writer need 2 types of strategies. Such as, introductory strategies and advanced strategies. Introductory here, there are : 1. playing with language, running with referents, 2. Genre as a moveable feast, 3. working out with structures, 4. Writing as recycling, 5. Narrative, narratology, power, 6. Dialoguing. Advanced strategies are : 1. Postmodern fictions, 2. Postmodern poetry, 3. To invert, the cross-dresser, the fictocritic, 4. Tongues, talk and technologies, 5. New media travels, 5. Mapping worlds, moving cities.²¹

Introductory strategies here playing with language is language-based strategies encourage students to think in ways which are non-linear, and to make unconscious connections. Genre as a moveable feast is here, the first step of this strategy is focused on prose, the second on poetry. Firstly the writer builds up a short realist prose passage, secondly the writer again moves, this time from prose to poetry. Working out with structures is allows the

²¹Hazel Smith, "The writing Experiment: Strategies for innovative creative writing", (Australian: Allen&Unwin, 2005) P.3

writer to organize the material in suggestive ways, and create complexity by combining principles. Writing as recycling is recycling texts is a way of milking this relationship between the text that the writer creating and those that other people have written. Narrative, narratology, power is strategy will help the writer not only to understand narrative structure, but also to stretch and experiment. Dialoguing is extremely important in all cultural and political contexts, and is fundamental to communication. The writer can build their dialogue as they go: write down an initial statement and take it in a number of different directions

Advanced strategies here means postmodern fiction has been the focus of many conflicting and complementary definitions, but the term is usually applied to certain social and cultural trends since 1945. Postmodernist fictional strategies question our comfortable assumptions about past and contemporary society. They employ fictional techniques to suggest alternative narratives about the world and its histories. The invert, the cross-dresser, the fictocritic is the invert, assumes the identity of the opposite sex, and the cross-dresser enjoys dressing up in the clothes of, and identifying with, the opposite sex. Tongues, talk and technologies is in these strategies, the writer will be suggesting, however, that the importance of performance extends far beyond this kind of utility. New media travels is the new media presents unique opportunities for intermedia work, as it gives the opportunity for image, sound and language to be interwoven in the same environment. Mapping worlds, moving cities is in this session, the writer will take a topic/theme which is central to cultural studies. It will focus primarily on ideas about place and space. The fictional strategies will be good that the students be able to apply it in essay writing.

Dorothy E Zemach also said in her book *Academic Writing from paragraph to essay*, when the writer writes, the writer does more than just put words together to make sentences. Good writers go through several strategies to

produce a piece of writing. The strategies are; 1. brainstorming, 2. making a list, 3. free writing, 4. mapping, 5. editing.²²Brainstorming here means a way of gathering ideas about a topic. Then making a list is write single words, phrases, or sentence that are connected to the topic. Free writing is write whatever comes into the head about the topic, without stopping. Mapping is use a whole sheet of paper, and write the topic in the middle, with a circle around. Editing is the time to choose which ideas, that will need to go back and edit them.

2. Definition of Academic Writing

Writing is documenting what we already know as teachers: students are frustrated by seeing compositions marked up, and they rarely incorporate all our suggestions or corrections even when we ask them to rewrite (or is it recopy) their papers²³. In this case, the discussion will be aiming at academic writing. Academic Writing in English may be different not only from academic writing in the students own language, but even from other writing in English. Academic writing is a formally paper that aimed to academically. And it has definite regulation that should not reluctant.

Academic Writing is something essential, the writing that has to do for university courses, and lecturer may have another name for academic writing assignments (essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, informative essay, position paper), but all of these assignments have the same goal and principles. In academic writing assignment is supposed to be an opportunity to explore something that interest ideas, and an audience that is interested in reading something in mind. In academic writing assignments, we

²²Dhoroty E Zemach, *Academic Writing from paragraph to Essay*. (Macmillan : 2009), p.3

²³Dvorak; Osterholm; 7-amel1985; Raimes 1983

will start by asking a good question, then find and analyze answers to it, and choose our own best answer to discuss in our paper. So, the goal of academic writing is not to show off everything that known about the topic. The principles of academic writing are, clear purpose, audience engagement, clear point of view, single focus, logical organization, strong support, clear and complete explanations, effective use of research, correct APA style, writing style, always follow the directions of instructor.

The process of writing such us, choosing a topic, thinking (brainstorm), researching, discovering thesis, planning (outline), writing, revising, editing, proofreading.²⁴

Academic Writing uses authentic texts and examples taken from a wide range of disciplines. The extensive reference is provided by both the teacher and student in finding relevant support.

B. Review of the Previous Study

Research related to this issue conducted by some researcher, there are some researches that have been conducted by some researcher. The first study is a journal article entitled Individual differences in undergraduate essay-writing strategies: A longitudinal study, by Mark Torrance, Glyn V Thomas, Elizabeth J from institute behavioral sciences, University of Derby, UK: School of Psychology. This research analysis questionnaire responses describing the writing process associated with a total of 715 essays produce by undergraduate psychology students. The method that used in this research is a kind of qualitative descriptive and the researcher using a writing strategy questionnaire to find the result. The researcher explores the relationship between Writing strategy and the students' writing experiences and success. With 71% of essays in this cluster reported as having been written using one draft with only minor error correction. The focus of this research is

²⁴Anne Whitaker, *Academic Writing Guide*. (City University of Seattle, Slovakia, 2010), p. 2

about individual differences. And the difference of this research is the focus, and the subject, location but this research has the same method that can be my research reference.²⁵

The next is journal article by Madoda Cekiso', Baba Tsoisho and Michael Somaniso from Tshwane University of technology, South Africa, University of Fort Hare, South Africa in titled Exploring First-Year University Students' Challenges with Coherence Writing Strategies in Essay Writing in a South African University. The researcher's Research method used a qualitative research design. The sample is 244-year students who registered at a university in South Africa for their Bachelor of Education Degree in 2013. The result of his research, here the students' essays revealed that they were experiencing coherence problems with writing their introduction. Some introductions were not attractive to the reader in that they were not preparing the reader about what is going to follow. The focus of this research is the coherence of writing strategies in academic writing. The research absolutely different from this research, for the focus, context and the location of doing research and the subject.²⁶

Then is a journal article by Joyce J, Nicole G. Ellen W, Don Leech, Lars L, Herbert F, Daesangkim from the Valdosta University of Georgia USA. The focus of this research is student Achievement. The method is experimental and control groups. The purpose of this study was to determine teachers' perceptions about writing and the instruction of writing, to determine students' attitudes about writing, and to implement and evaluate strategies for improving student achievement in the area of writing among fifth-grade learners. The research is different from this research for about the method and the focus. The subject is related by using students but the location of this research is in Georgia and absolutely the ability of students are different.

²⁵Mark Torrance, *Individual differences in Undergraduate Essay-writing Strategies* (UK: School of Psychology)

²⁶MadodaCekiso, *Exploring First-Year University Students' Challenges with Coherence Writing Strategies in Essay Writing*(South African: 2013)

Then thesis entitled Using Guided Writing Strategy on Students' Writing Descriptive Text by Ebi Suhaebi from State Institute for Islamic studies Sultan Hasanuddin Banten. Here, the researcher does this research aimed to find out some effective way to help students in writing teaching learning process by using guided. This research kind of experimental research. The differentiate between this research with my research is about the research methodology. This research aimed to try a guided writing strategy for helping the students in the learning process. Second is by Nur Hasanah from Bengkulu University, by the title Improving Students' Ability in Writing a Narrative Text by Using Round Table Strategy at Grade VII C of SMP Negeri 11 Kota Bengkulu. Roundtable Strategy is a cooperative learning strategy for writing. Roundtable is a useful activity for brainstorming, writing, reviewing concepts and vocabulary learning. To use roundtable strategy, the students worked in group of four. This research aimed to help the students to develop their idea become more interesting by using Roundtable Strategy. This strategy especially helps the students in brainstorming their ideas. The design of this research was a classroom action research. The difference, between this research with my research is about the research method, and the focus of this research is to improve the students' ability in writing narrative text.

Next is by Novita EkaAmalia from State Islamic University of Sunan Ampel Surabaya, entitled The Use of Swell To Improve the students Writing Ability of Narrative Text At Eleven Grade of SMA GIKI 2 Surabaya. This research aimed to know the result of the used of SWELL to improve the students Writing Ability of Narrative Text. SWELL (*Social-interactive Writing for English Language Learners*) is the one of the strategy in teaching writing of the narrative text. This research found that the students who joined at XI IPA 3 write a well in narrative text and the researcher concluded that SWELL technique could be used to improve Writing Narrative Text Ability. The research was different from this research About the aimed and method. This research also kind of experiment research.

From the several previous studies that researcher discussed, the researcher concludes that the first research by Joyce J, the second research by Mark Torrance, and the third by Madoda Cekiso and also the fifth research by Ebi Suhebi has the similarity in the subject of the research there are undergraduate learners. The fourth research by Novi has a different subject, there is an eleventh grade learner. Three of the research used experimental method, and one of them using classroom Action Research, and the second research by Madoda Cekiso using qualitative descriptive same as this research.

Those previous studies were about writing strategy or academic writing in different aspects. The finding of these previous studies informs that the strategies that students used in academic writing influence the students' ability and the students' interest in writing. There was some previous study explain the effective way to help the students in writing process, some of the previous studies also explain that using strategies become more interesting and helpful to brainstorming their ideas or helpful to improve the students' writing ability. Based on the study of Madoda Cekiso', Baba Tsoiso and Michael Somaniso explain that the coherence problem of academic writing, need to keep attention to the introduction.²⁷This research also supported by the study of Novita Eka Amalia, explain that to improve the students' ability in writing, the strategy is needed, and one of the strategies by Novita is SWELL (*Social-interactive Writing for English Language Learners*).²⁸Although these research support each other but, these previous studies exactly different from this research. The difference obtained from the method, the focus and the subject as well.

²⁷MadodaCekiso, *Exploring First-Year University Students' Challenges with Coherence Writing Strategies in Essay Writing*(South African: 2013)

²⁸²⁸Novita Eka Amalia, *the use of SWELL to improve the Students' Writing Ability of Narrative Text*

CHAPTER III

RESEARCH METHOD

This chapter describes the method of the research including research design, the data, and source of data, data collection technique, research procedure, research instrument, and data analysis technique.

A. Research Design

This research aimed to analyze the students' strategies for writing an academic writing. For this purpose the research used a qualitative method. As Creswell defined qualitative research as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem²⁹. The approach of descriptive study research is trying to describe reality according to a systematic approach rigorously followed, it based on the objective of the study as well³⁰. A qualitative approach has three major categories of data, such as in-depth interviews, direct observation and written documents in conducting a qualitative research³¹. But, in this research used questionnaire to collect the data. As this research aim to explore strategies through the use of qualitative design fits the purpose. This research aim to knowing the students strategy and knowing the strategy that familiar among the students. This aim fits with the design theory as Creswell defined before because this research constitute of inquiry process of understanding the students' responses of their each strategy.

²⁹J.W. Creswell, "Qualitative Inquiry and Research Design Choosing Among Five Traditions", *ELT Journal*, Vol. 1, 1988.

³⁰Wendelien Lans, Theo Van Der Voordt. "Descriptive Research". Delft: DUP Science. 2002, 53-60

³¹Torchim and Donnelly, *The research Knowledge Base Part*, (Cornell University: Custom聽 Publishing, 1999), 8

B. Research Location

This research taken place in STKIP Pasuruan. Located in Jl. Ki Hajar Dewantara No.27, Tembokrejo, Pasuruan. All of the students are required to use English in the teaching and learning process. Because the faculty emphasize the English Language in habitual activities. And in this university researcher found what the researcher has research. The research is willing to know the students' learning strategies in academic writing.

C. Data and Source of Data

1. Data

The data that used in this study is the questionnaire result from the students' response.

2. Source of Data

This study conduct in STKIP Pasuruan with a class of fifth semester of academic writing class as the research subject. After responded a questionnaire to analyze strategies that they used.

D. Data Collection Technique

In this study, the data were collected through online survey technique. The researcher check and make sure that the students have fill the online form based on the instruction. Then, the researcher analyzes the questionnaire that form as diagram and chart to know what are the students strategies in academic writing. Thus, the process of collecting data can be specified in table 3.1.

Table 3.1 Technique for collecting data based on research question

Resear ch Questio ns	Source of Data	Data Collection	Research instrumen t	Data collecti on techniq ue
RQ	Students'	Questionn	Researche	Analyzi

	responses to the questionnaire	naire	rs' table of the questionnaire	ng students strategies in writing an academic writing
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The table inform the research question will be answered by the source of data which is by the students' responses to the questionnaire. The data collection obtained from the questionnaire. The research instrument obtained from the questionnaires table and the data collection technique obtained from analyzing the students' strategies in writing an academic.

E. Research Instruments

The research instrument in this research is questionnaire by adapting from strategies in academic writing or essay writing theories. The theories adapting from the theories by Anne Whitaker, Hazel Smith, Dorothy E Zemach. The questionnaire consists of 20 close-ended questions and 2 open-ended questions. The first open-ended question, asks whether the students used any strategies in writing an essay. The second close-ended questions consist of 20 questions which asked about what are the strategies that students used in academic writing. The last open-ended question asked about which strategy that frequently use in academic writing (*see appendix I*).

According to the instrument (the questionnaire), the research does not focus on analyzing the students' strategy in academic writing. Therefore, the research also investigate are the students used any strategy in writing an essay and what are the students' strategies that frequently used.

F. Data Analysis Technique

As the questionnaire was distribute online, automatically collected the number of response for each question. The response were also presented in form of diagram and chart. This become the data display of the response. For responses to the open ended questions were categorized through the following steps. The data take and downloaded in the google drive, then analyze the data which in the form of diagram and chart. Categorize each response from the student to know students used any strategies or no in essay writing, what are the students strategies in academic writing and what are the strategies that frequently used in academic writing. Then describe the result in descriptive form based on the result of the data.

G. Research Procedure

There were some procedures in other to find out the valid data to answer the research question. The procedures are presented below.

1. Prepared the instrument to collect the data
2. Validation of the instrument
3. Asked permission and asked the students willing to fill the data
4. Share the questionnaire online link to the students
5. Categorizing and analyzing form from each student
6. Summarizing result of the data

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents and analyzes the data which have been researched and collected. The data were taken from students' response of questionnaire during the study of academic writing class in the fifth semester at English teacher education departments of STKIP PGRI Pasuruan. The researcher obtained the data through the document.

A. Research Finding

This research aims to investigate the students' strategies in academic writing at fifth semester of STKIP PGRI Pasuruan. This research explores what the students' strategies in academic writing, and the result refers to essay writing type. The data got from questionnaire that found from the students' responses.

To find the result, the researcher analyzes the data of twenty students' by using a questionnaire. There are several strategies mentioned such as use a note to find an ideas, write an outline, make a list, preliminary research, free write, brainstorming, mapping, follow the research schedule, record some information, check and review, revise, summarizing, use the spell check function in Microsoft Word. Most of the finding of this research deals with Anne Whitaker, Dorothy E Zemach, and Stephen Bailey's theories that the researcher used in this research. The following result presents findings about students' strategies in academic writing.

1. Students' Strategies in Academic Writing

This data where collected on 15th of December 2018 in fifth semester of English Teacher Department STKIP PGRI Pasuruan. The questionnaire used in this research is academic writing strategy questionnaire adapted from Anne

Whitaker,³² Dhoroty E Zemach,³³ and Hazel Smith.³⁴ The Academic Writing Strategies are given to 22 students of Academic Writing class. The result of the questionnaire show 28% students do not use any strategies in writing an essay, and 72% students used strategies.

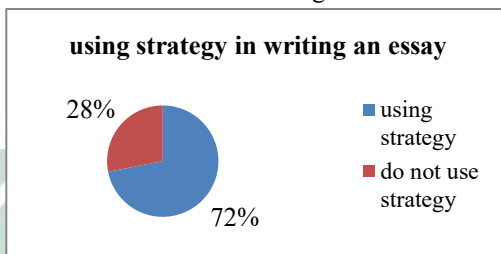


Chart 4.1 Using Strategy in Writing an Essay

The diagram 4.1 shows that 72% of students used strategies in writing an essay and 28% of them do not use any strategy while writing an essay. Students who answer that they used strategy in writing an essay, 4 students used making an outline. The 2 students used brainstorming, 1 of them choosing the content, 1 of them used time management, 1 of them do some preliminary research, one of them used an Instagram for writing an academic essay, one of them write something from the framework, then continue the explanation.

a. Strategies Used in Academic Writing

Before discussing the strategy used by students in academic writing, the data was express as the chart below. From the chart we know what are the students' strategies in academic writing.

³² Anne Whitaker, *Academic Writing Guide*. (City University of Seattle, Slovakia, 2010), p. 2

³³ Dhoroty E Zemach, *Academic Writing from paragraph to Essay*. (Macmillan : 2009), p.3

³⁴ Hazel Smith, "The writing Experiment: Strategies for innovative creative writing", (Australian: Allen&Unwin, 2005) P.3

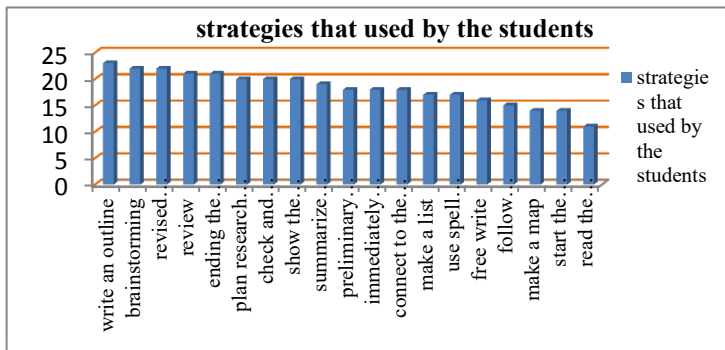


Chart 4.2 Strategies Used by the Students

In the first position that strategy that frequently used by the students is writing an outline. In the second position there were write down all the possible answer to the question, and write down all the information, opinions, and questions about the topic. Strategy in second position here revising the structure and content after the paper checked. In the third position there were need to go back and editing them after the students finished write the academic writing paper. Another strategy in the third position is ending the academic writing with the concluding statement. Next is in the fourth position, were planning the research before start with the total 20 students that used that strategy. Another strategy in the fourth position was checking and reviewing the structure and content what has written. Showing the significance of the findings, in the fifth position was summarize the findings of the paper with the total 19 students that used this strategy. The sixth were doing some research before writing an academic writing paper with the number of 18 students that used the strategy. Another strategy in the sixth position was immediately recording the source information. Then connect to the last sentence of the previous paragraph.

Next is the strategy in the seventh position such as: making a list of single words, phrases, or sentences that are connected to the topic with the total 17 students that used that strategy. Another one was using the spell

check function in Microsoft word. In the eighth position was free writing, write whatever comes into head about the topic with the total 16 students that used this strategy.

Then in the ninth position was setting up and following research schedule with the total 15 students that used the strategy. In the tenth position there were making a map, with using a whole sheet of paper and write the topic in the middle, with a circle around with the total 14 students that used that strategy.

Another strategy in this position was starting all of this at least a week before due. In the last position was reading the paper out loud slowly or ask someone to read with the total only 11 students used this strategy. That is it the strategies that used in academic writing by the students.

1) Writing an outline

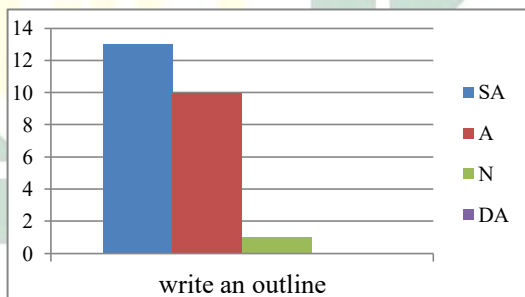


Chart 4.3 Writing an Outline

Chart 4.3 the data found that most students of English Teacher Education Department of fifth semester at STKIP Pasuruan especially students in Academic Writing class writing an outline before they write their academic writing paper. The chart inform that 13 students of 22 students used an outline to write their academic writing paper. Then, 10 students usually used an outline in several

times, because they answered “agree” in the questionnaire. It means that they often write an outline before start to write. The data also show only a student answer “neutral”, It means the student sometimes write an outline before write, sometimes the student do not write an outline before write the academic writing paper. Thus, the students used the first strategy that is writing an outline before writing an academic paper.

The data collected from close ended question on the frequent use of writing an outline as the strategy that mostly interested is confirmed by students’ response in open ended question. Students A wrote “I usually used outline before start to write an essay”, similar response is also give by students D, F, G, H, I, J, K, L, M, W.

- 2) Making a list of single words, phrases, or sentences that are connected to the topic

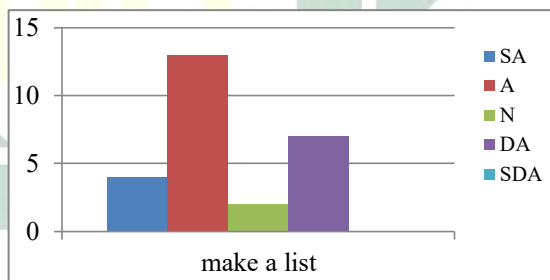


Chart 4.4 Making a List

In the second discussion about strategies that students used in academic writing, from the chart 4.4 the data found that the second strategy is very often used by the students of STKIP Pasuruan. It proved by the chart that shown 13 students answer “agree”. The chart also inform that the second strategy, different than the first strategy that most students answer “strongly disagree”, means that strategy definitely used by the students. On the

contrary, this strategy not definitely used, but usually and often. The chart also informs that 2 of the 24 students answer “neutral” means that they have been used the strategy in several times. Then 7 of the students, do not used that strategy. Thus the students often used this strategy and some of them do not use this strategy to write their academic paper.

3) Doing some research before writing the academic writing paper

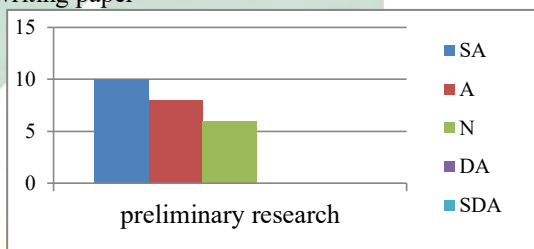


Chart 4.5 Preliminary Research

From the chart 4.5, shows that 10 of 24 students always do some research before start to write their academic writing paper. The chart also inform that 8 students of them often do some research before they write their academic paper and 6 of them do this strategy in several times. But, this chart show that no one do not used this strategy. All of the students used this strategy but some of them used preliminary research only in several times. Thus, it can be conclude that this strategy popular even needed by the students especially students of English teacher education department of STKIP Pasuruan.

4) Free writing

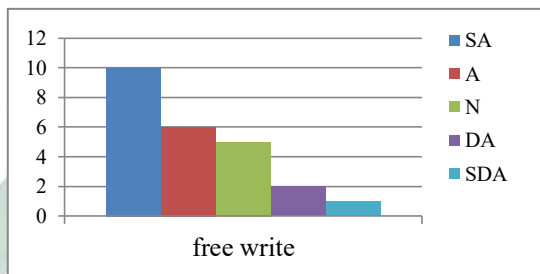


Chart 4.6 Free writing

Chart 4.2.5 inform that this strategy has any differentiate with another chart before. Same as the third strategy before, 10 of the students answer “strongly agree”. It means that 10 students here always do this strategy. They do free write every start to write their academic paper. The chart also inform 6 students answer “agree”, means that they often used this strategy. The chart shows 5 students sometimes used this strategy, and 2 of them do not used free writing in any times when they start to write. The data also found that one of them sure that he or she never used that strategy. Thus, it can conclude that this strategy do not used by all of the students of English teacher education department of STKIP Pasuruan. This strategy used by some of them.

- 5) Write down all the possible answer or brainstorming

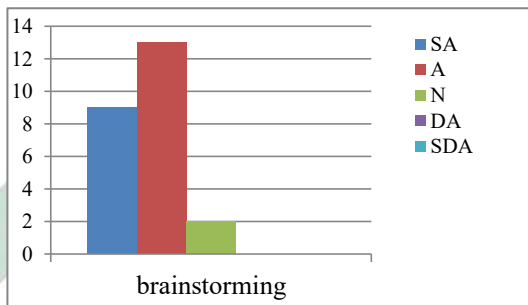


Chart 4.7 Brainstorming

This chart shows that all of the students need brainstorming before they start to write their academic paper. The chart inform that students need brainstorming before start to write. Different than strategies that mentioned before, this strategy also popular, but 13 of the students write that they do not every write need to brainstorming. They used this strategy very often. From the data found, 9 students sure that they always did brainstorming before start to write, and 2 of them do brainstorming only in several times. Thus, from the data found that this strategy popular and needed enough by the students of STKIP Pasuruan.

This data collected from close ended question on what are the students' strategies in academic writing, as the one of the strategies that used by the students, brainstorming is also frequently used by the students. It confirmed by the students' response in open ended question. Student B wrote that she used brainstorming strategy while she wrote her

academic writing paper. Similar response is also give by student D.

6) Making a map

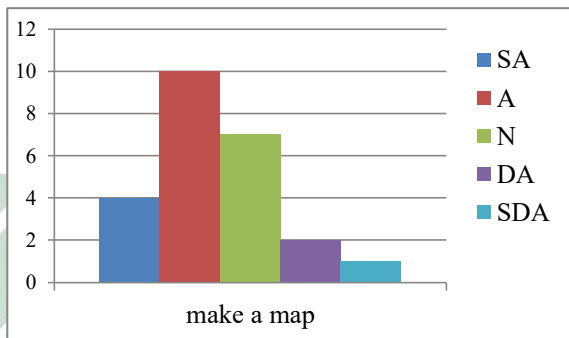


Chart 4.8 Making a Map

Chart 4.8 shows 4 students of them answer “strongly agree”, means that 4 students here sure that they always used this strategy every write their academic paper. They need to make a map with use a whole sheet of paper, and write their topic in the middle, with a circle around. The data inform 10 of them answer “agree”, means that 10 students here often used a map when they start to write their academic paper. The data also inform 7 students answer “neutral”, means that 7 students here used this strategy in several times. The data shows 2 of them answer “Disagree”, this answer shows that 2 students do not used this strategy in the process of beginning their academic paper. The data shows, 1 of the answer “strongly disagree”, means that a student of them sure that he or she never used a map to help their academic paper. Thus, make a map is do not popular enough, because some students wrote that they do not used this strategy.

- 7) Need to go back and edit after have finished write academic paper

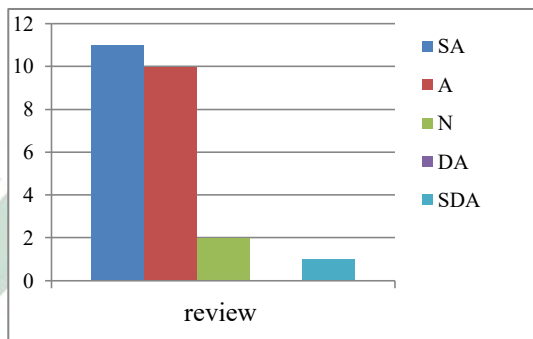


Chart 4.9 Reviewing

From the chart 4.2.8, the data found that most of students need to go back and edit their paper after they have finished write their academic writing paper. From the chart above, the data inform that 11 students sure that they used this strategy every they have finished their academic writing paper. The data shows 10 students said that they often used the strategy, means that they often need to go back and edit their academic writing paper after they have finished their paper. But, here the data found a student wrote that he or she never used the strategy. Thus, it can conclude that students like this strategy and most of them used this strategy.

This data collected from close ended question on what are the students' strategies in academic writing, as the one of the strategies that used by the students, review is also frequently used by the students. It confirmed by the students' response in open ended question. Student F wrote that he

review his academic writing paper, after she wrote her academic writing paper. Similar response is also give by student D.

8) Plan research before start

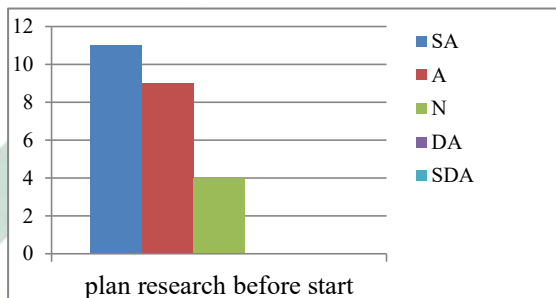


Chart 4.10 Planning Research Before Starting

Chart 4.10 above shows, that all of the students used this strategy. Eleven students sure that they always used the strategy. They need to plan the research before start to do some preliminary research or writing. The data also shows 9 students often used this strategy, means that they do not really sure that they always plan their research before start or not. And 4 of them said that they used that strategy in several times. Means that sometimes and somehow when they need, they plan the research before start and just the opposite. Thus the data found that students need and all of them plan the research before start.

This data collected from close ended question on what are the students' strategies in academic writing, as the one of the strategies that used by the students, plan research before start is also frequently used by the students. It confirmed by the students' response in open ended question. Student P wrote that she plan research before start to write

her paper. Similar response is also give by student D.

9) Setting up and follow research schedule

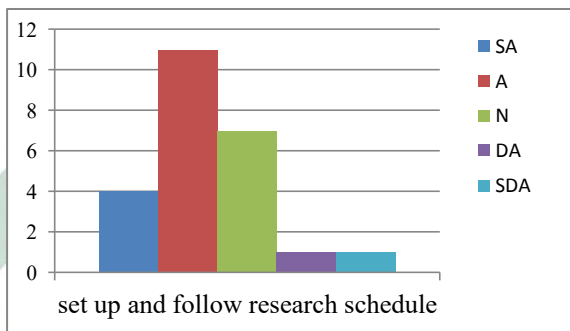


Chart 4.11 Setting Up and Follow Research Schedule

From Chart 4.11, the data found that some students didn't used this strategy. All of them do not follow and set up the research schedule. The chart shown that only 4 students sure that they always set up and follow research schedule. Eleven students not sure that they always set up and follow research schedule or not. Probably they often used this strategy. The data also inform 7 students said that they were set up and follow research schedule in several times. Sometimes when they need this strategy they used. But researcher found 2 of them wrote that they do not use this strategy. The data shows a student of them really sure that he or she never set up and follow research schedule. Thus from the chart above, the data found that most of students used this strategy and some of them do not use this strategy.

This data collected from close ended question on what are the students' strategies in academic

writing, as the one of the strategies that used by the students, follow research schedule is also frequently used by the students. It also confirmed by the students' response in open ended question. Student C wrote that he always follow the research schedule. Similar response is also give by student D.

10) Immediately record source information

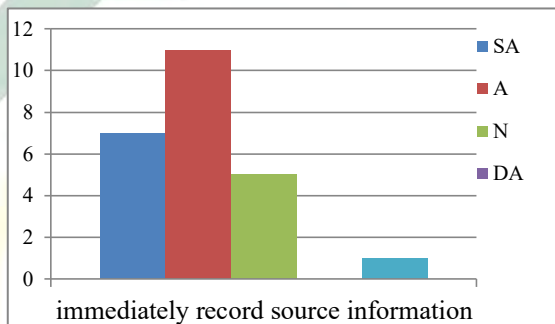


Chart 4.12 Immediately Record Source Information

Chart 4.12 shows that most of the students used this strategy. From the data found 7 of the 24 students sure that they always immediately record source information. The data shows 11 students said that they often immediately record source information. The data found 5 students in the chart above, only used this strategy in several times. Same as discussion in the previous strategy, the students with the answer “neutral” means that they used the strategy only in the time when they need to used this strategy. The data found 1 of the students never used this strategy. It can conclude that most of the students used this strategy and only a student never used this strategy.

11) Checking and reviewing the structure and content

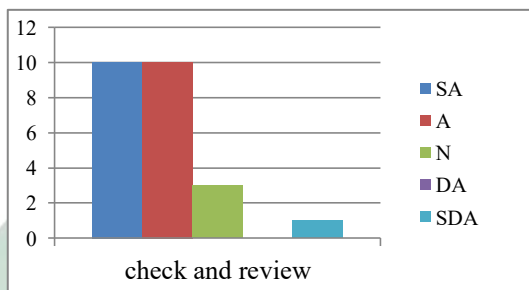


Chart 4.13 Checking and Reviewing

From Chart 4.13 from the data found that students used this strategy. Most of them wrote that always and often check and review the structure and content what students have written. Three of them used this strategy only in several times, but a student said that he or she never used this strategy. Same as the data that found in the previous discussion, most of the students used this strategy except one of the students that give her or him answer that he or she never used that strategy.

12) Revising structure and content after the paper checked

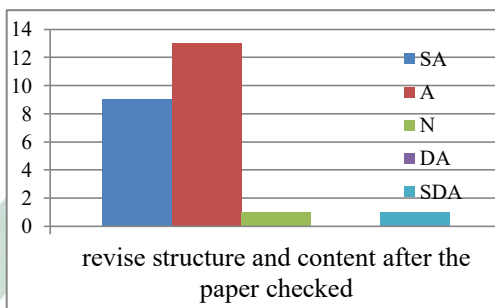


Chart 4.14 Revising Structure and Content

From the chart 4.14 above, the data found that this strategy also used by most of the students. From the chart, there were 9 students said that they always revise the structure and content after their paper checked. The data also inform 13 students often used this strategy and a student used this strategy only in several times, but there were a student wrote that he or she never revise the structure and content after her or him paper checked. Thus, the data found that the students used this strategy but only a student never used this strategy.

- 13) Connecting to the last sentence of the previous paragraph

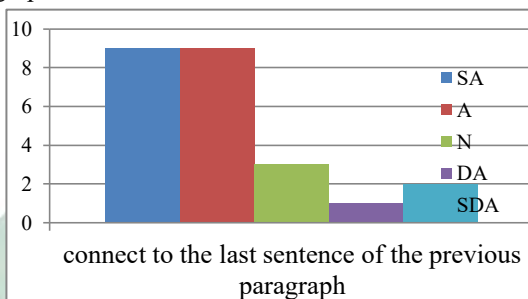


Chart 4.15 Connecting to the Last Sentence of the Previous Paragraph

Then chart 4.15 from the data known that total of the students that used the strategy are 21 students, and 3 of them sure never connect to the last sentence of the previous paragraph. The data shows 9 students wrote that they always connect their last sentence of the previous paragraph, and also 9 of them often used this strategy. Three of them used this strategy only when they need. A student of them do not used this strategy and 2 of them never used this strategy. Thus, this strategy also used by the students but 3 of the students do not used this strategy.

14) Summarizing the findings of the paper

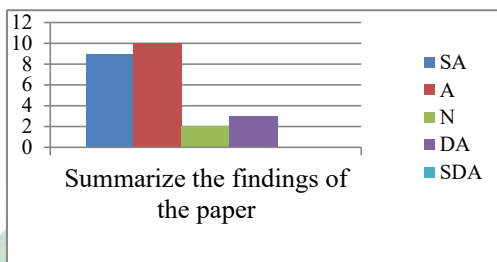


Chart 4.16 Summarizing the Findings of the Paper

Chart 4.16 shows that 9 students wrote that they were always summarizing the finding of their paper every they were finished their academic paper. The data also shows 10 students said that they were often used this strategy and 2 students said that they were summarize the findings of their paper in several times in the other way, they summarize the findings of their paper in the time when they need to used this strategy. In writing essay paper, researcher belief, impossible that writer do not summarize the findings of their paper in the concluding paragraph. Even the data found 3 students said that they do not summarize the findings of their paper here. Thus, from the data found that this strategy also used by the students except 3 students that were said not.

This data collected from close ended question on what are the students' strategies in academic writing, as the one of the strategies that used by the students, summarize the finding of the paper is also frequently used by the students. It confirmed by the students' response in open ended question. Student E wrote that she always summarize the finding of the research or paper. Similar response is also give by student D.

15) Showing the significance of the findings

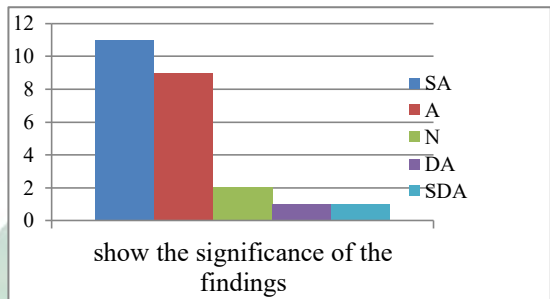


Chart 4.17 Showing the Significance of the Findings

The chart 4.17 above, inform that 22 students show the significance of their findings. The data shows 2 students do not show the significance of their findings and never used that strategy. From the data knows 11 students always show the significance of their findings while they were finished their academic paper and 9 students often show the significance of their findings. The data also inform 2 students probably sometimes used this strategy when they felt need this strategy. A student do not used this strategy and a student sure that he or she never shown the significance of the findings of their research while they were finished their academic paper.

- 16) Ending the academic writing with strong, memorable concluding statement

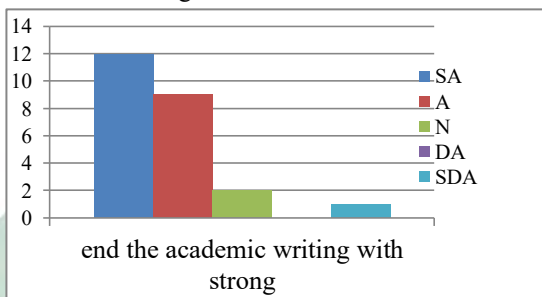


Chart 4.18 Ending the Academic Writing with Strong Statement

The chart 4.18 above shows that 23 of 24 students ending their academic writing with strong or concluding statement. The data found something strange here, that a student wrote that he or she never used this strategy. Probably that student has his or her own step or strategy to write better. Chart 4.18 shown, that 12 students sure that always end their academic writing with strong or concluding statement. The data found 9 students of then used this strategy and 2 students used this strategy at the time when they need this strategy, and a student sure that she or he never used this strategy. Thus, from the data found that this strategy also used by most of the students of English Teacher Education Department of STKIP Pasuruan.

- 17) Starting the academic writing paper at least a week before the paper due

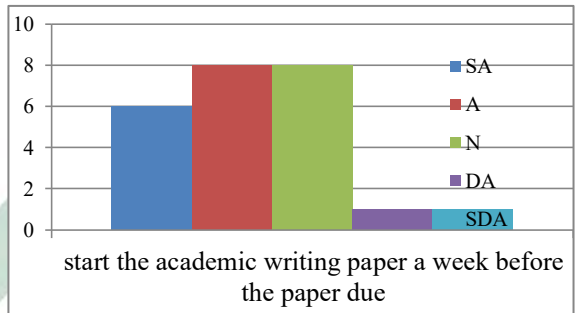


Chart 4.19 Starting the Academic Writing Paper a Week Before the Paper Due

The chart 4.19 show that most of students also used this strategy. This founding similar with the finding in the previous discussion, 22 students start their academic writing paper a week before the paper due. The data shows 6 students always start to write their academic writing paper a week before the paper due. The data also inform 8 students used this strategy very often and 8 more, used this strategy only at the time they need this strategy means that they start the academic writing paper a week before the paper due in under the duty or the order of the lecturer.

- 18) Reading the paper out loud slowly or ask someone to read it to the writer

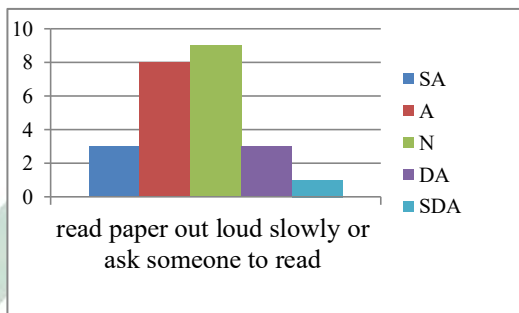


Chart 4.20 Reading Paper Slowly or Ask Someone to Read

From the chart 4.20 above, found 11 students definitely used this strategy and there were 9 students just probably used this strategy. The data found, 4 students do not use this strategy. The chart inform that only 3 students sure that always read the paper out loud slowly or ask someone to read. The data shows 8 students often read their paper out loud slowly or ask someone to read. The data also inform 9 students sometimes used this strategy and sometimes they were not. The data shows 3 students do not used this strategy and one of them sure that never used this strategy. Thus, the data found that this strategy do not used by all of the students of STKIP Pasuruan.

19) Using the spell check function in Microsoft word

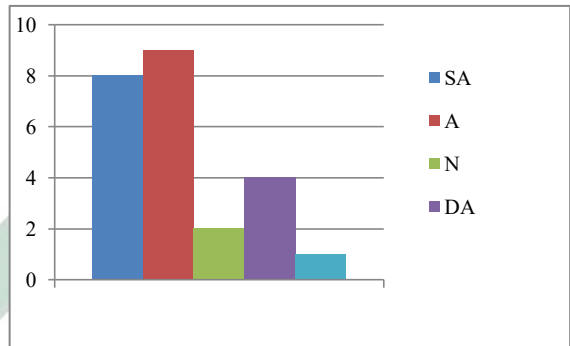


Chart 4.21 Using the Spell Check Function in Microsoft Word

From the chart 4.21, found 17 students used this strategy and 2 students do not sure they used this strategy or not, probably they used only in several times or only when they need that strategy. The data also found 5 students do not used this strategy, the data expected that not all of the students expert in operation office. From the chart 4.21, we know that 8 students sure that they always use the spell check function in Microsoft word. The data inform, 9 of the students often use the spell check function in Microsoft word and 2 of the students probably sometimes used this strategy and sometimes they were not. The data also inform 4 students do not used spell check function in Microsoft word, probably they used another tools or do not used any spell checker, and one of them sure that never used the spell check function in Microsoft word. Thus, the data found that many students used this strategy and 7 of them still hesitated.

The data of the research findings also show that were several students choose more than one strategies. There were a student used 17 strategies such as writing an outline, making a list, preliminary research, free writing, brainstorming, reviewing, planning research before start to write, setting up and follow research schedule, immediately record source information, checking and reviewing the structure and content, revising structure and content, connect to the last sentence of the previous paragraph, summarize the finding of the paper, showing the significance of the findings, ending the academic writing with strong statement, start the academic writing paper at least a week before the paper due, use spell check function in Microsoft Word.

There also were a student used 6 strategies such as knowing the purpose of writing, making an outline, developing the essay writing according to the structure, determines the topic, choosing the formal vocabulary, use the correct evidence and examples. Some students used 5 such as following research schedule, choosing the language that easier to understand, choosing the interesting title, following the reviewer suggestion, and revising on time. Another student that used 5 strategies, the strategies are research, outlining the topic, writing, reviewing, edit and submit. The 2 strategies that used by a student such as analysis of the data and facts to make an academic writing material. The other 2 strategies that used are start from studies about reading and make a simple free writing and etc. The following paragraph present the description.

The D student used the 17 strategies in academic writing. She used write an outline, make a list, preliminary research, free write, brainstorming, review, plan research before start to write, set up and follow research schedule,

immediately record source information, check and review the structure and content, revise structure and content, connect to the last sentence of the previous paragraph, summarize the findings of the paper, show the significance of the findings, ending the academic writing with strong statement, start the academic writing paper at least a week before the paper due, use spell check function in Microsoft Word.

The U student used 6 strategies in writing academic paper. The strategies are; know the purpose of writing, make an outline, develop the essay writing according to the structure, determines the topic, chooses the formal vocabulary, use the correct evidence and examples.

Then the C student used 5 strategies in writing an academic writing paper. The strategies are; follow research schedule, choose the language that easier to understand, choose the interesting title, follow the reviewer suggestion, revise on time.

Next is the F student also used 5 strategies. The strategies are; research, outlined the topic, write, review, edit, and submit. The T student also used 2 strategies. There were analysis of the data and facts to make an academic writing material. The data also found The O student used 2 strategies. Such as start from studies about reading and make a simple free writing. The R student also used 2 strategies such as; processing and data analyze. The B student also used 2 strategies. There were brainstorming and questionnaire. The S student here also used 2 strategies the strategies are; interview and literature data.

B. Discussion

Every student has their own strategies to finish their academic writing paper. Most of the students used the same strategies that supported by some theories that discuss about the students' strategy in academic writing. This session discuss about the result of the finding about the students' strategies in academic writing in STKIP Pasuruan. The result connected with some theories that discuss about the students' strategy in writing an academic and comparing the result with the previous studies.

The first result will be discussed the students' strategies in English. Students have their own strategies in academic writing especially writing an essay. They have their own choices which strategies that help them easier to finish their essay writing paper. Some students used the strategies that supported by some theories and some students used their own strategies. According to Anne Whitaker, beginning writers should have a good strategy to work best of them.³⁵ Dorothy E Zemach also explain in her book *Academic Writing from paragraph to essay*, when the writer start to write, the writer do more than just put words together to make sentences. Good writers go through several strategies to produce a piece of writing.³⁶ In the other hand, the data found that 28% students do not used any strategies in writing an essay. Students that do not used any strategies, possible that they used a strategy but they were not mentioned in the questionnaire or it can be that they just done the questionnaire perfunctorily. It means that some students just write freely as what they interest of.

According to Anne Whitaker statement that the goal of academic writing is not to show of everything that the students know about their topic, but rather to show that the students understanding and critical thinking about the students' topic (and this is what earns you a good

³⁵ Anne Whitaker, "*Academic Writing Guide*", (City University : Bratislava, Slovakia, 2010) p. 4

³⁶ Dhoroty E Zemach, *Academic Writing from paragraph to Essay*. (Macmillan : 2009), p.3

grade)³⁷. This statement supported the result of the finding that some students used their own strategy and steps to finish their academic writing paper. The students used their own strategy means that the students understand and be able to think critically in writing academic. Anne Whitaker also suggests the students to used the step or strategy that she write in her book such as choosing a topic, brainstorming, doing research, discovering thesis, planning (outline), connecting to the last sentence of the previous paragraph, summarizing the findings of the paper, showing the significance of the findings, ending the paper with strong, memorable concluding statement, connecting between ideas, revising, editing and proofreading. When the students have trouble choosing what to write about they can use one of the strategy that easier to help them. The result of the finding shows that most of the students used strategies especially writing an outline to help them finished their academic writing paper.

Based on the result of the research, three main strategies that most popular that students used are making an outline, brainstorming, and revising structure and content. The data also found the less popular strategy is reading the paper out loud slowly or asking someone to read. Here are the number of ten main popular strategy that used by the students writing an outline for 85% students, brainstorming for 80% students, revising structure and content 80%, reviewing 70%, ending the academic writing with strong statement 75% students, planning research 70% students, checking a reviewing structure 70% students, showing the significance of the research 70% students, summarizing the finding of the research 65%, doing preliminary research 60% students. The less three popular strategies are reading the paper out loud slowly or asking someone to read, starting the academic paper a week before the paper due, and making a map.

Finding show that students mainly use outline as a pre-writing strategy, this indicate that student prefer to write individually. This is somewhat different from the research

³⁷Anne Whitaker, *Academic Writing Guide*. (City University of Seattle, Slovakia, 2010), p. 2

finding by Joyce J, Nicole G Ellen, Don Leech, Lars L, and Herbert F, that social-interactive writing which is social-interactive strategy is good for improving the students' achievement in the area of writing. Meanwhile, the finding different with this research finding that show most of the students mainly use outline as a pre-writing strategy.

According to Nur Hasanah in her research finding, to help the students easier to find ideas and get more creative ideas, the students recommended to use roundtable strategy. To use roundtable strategy, students should work in group. It means that this finding also leads to the social interactive strategy. this finding support that writing, especially in academic writing, to be more better and good that write or discuss in group. But, when the writing strategy called good or suitable can be influenced by the students' condition and ability. Because every student in the different education has the different need. The differentiate between this research and Nur Hasanahs' research, the focus of roundtable strategy here is this strategy kind of the strategy of writing the core of academic writing. This strategy, focus do not focus on only the core strategy, but also in pre-writing, writing conclusions and editing strategies.

In sum, the finding of this research, most of the students use individual strategy to writing an academic. The mind strategy that students used is writing an outline. The most better and good strategy is only depend on the students need and ability. The strategy that frequently they used, is the best strategy for them. The strategy that frequently used by them is writing an outline and it kind of individual strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. In the conclusion, the researcher wants to conclude the result including the students' strategies in academic writing. Besides the conclusion, the researcher wants to recommend several matters which need to do by the students, lecturer, and also the further researchers.

A. Conclusion

Based on the findings and discussions indicate the students' strategy in academic writing. The data found the result of the research and discussion from the previous chapter, about what are the students' strategies in academic writing at fifth semester of English Teacher Department of STKIP Pasuruan. From the findings and the discussion in the previous chapter, shown that most of the students used the strategy that fitted with the theories.

The first finding is the most popular strategy that used by the students is writing an outline, the second popular is brainstorming, then revising structure and content, the forth strategy is reviewing, and the fifth strategy is ending the academic writing with strong statement.

From the result of the pie chart in the previous chapter, There were 72% students used strategy in writing academic essay. And 28% students do not used any strategy in writing academic essay. Some students give an example of the strategy that used such as; writing an outline and make a map.

From the discussion in the previous chapter, the data found that most of the students used the strategies that researcher mentioned in this research. By the level around 23 students at least 11 students that used each strategies.

From the data also found that the number of 11 students of 24 students used outline as their strategy that frequently used in academic writing.

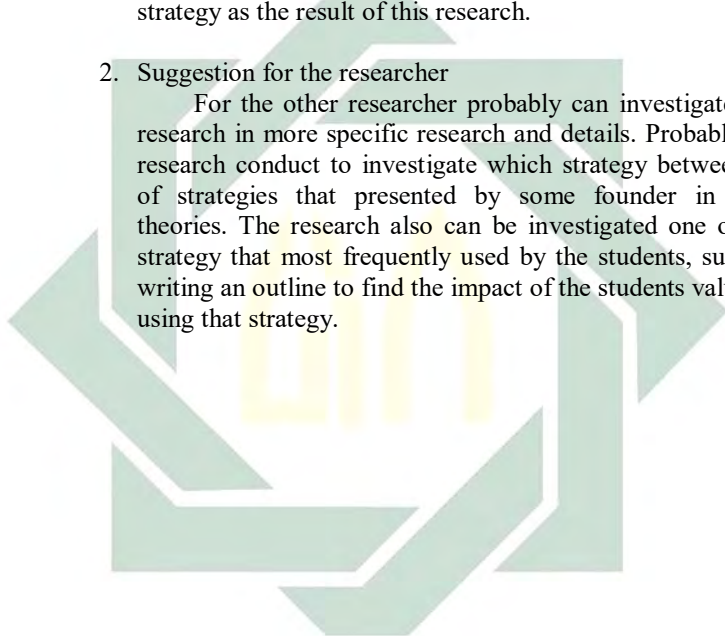
B. Suggestion

1. Suggestion for the lecturers

The researcher suggestion for the lecturer as well as the research, lecturer should introduce and teach all of the possibility strategies that probably help the students to write an academic writing easier. Researcher also suggested to the lectures to suggest writing an outline as the students strategy as the result of this research.

2. Suggestion for the researcher

For the other researcher probably can investigate this research in more specific research and details. Probably the research conduct to investigate which strategy between all of strategies that presented by some founder in their theories. The research also can be investigated one of the strategy that most frequently used by the students, such as writing an outline to find the impact of the students value by using that strategy.



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