CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the results of collecting data and the analyzing data through students' essay. It is used to find the result about the strategies preference used by students in Essay writing; the student levels of proficiency in essay writing; the strategies that tends to give high proficiency in essay writing; and the correlation between learning strategies and proficiency level in essay writing then discussion followed based on the data analysis.

A. Research Finding

The researcher have been done the research and have been gotten the complete data from all technique included questionnaire and documentation analyzing. To gain the objectives of the research, the researcher has analyzed the data systematically and accurately. The data has analyzed in order to give meaningful interpretation and draw inference about the object of the evaluation. In reporting the findings of the research, the researcher reported the results based on the topic in this research problems. It has specified as follows: the strategies preference used by students in essay writing, the student levels of proficiency in essay writing, the strategies that tends to give high proficiency in essay writing, and the correlation between learning strategies and proficiency level in essay writing.
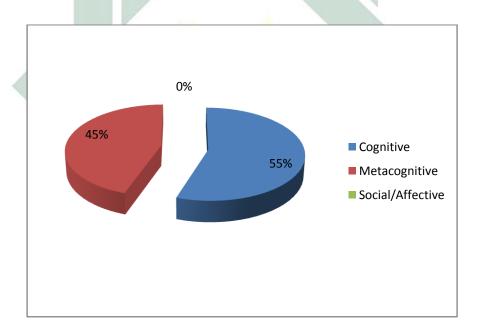
1. **The strategies preference used by students in essay writing**

The finding for the first research problem has gained through questionnaire. In questionnaire technique, the researcher used checklist. The collecting data by questionnaire was holding on May 22 2015. The data was obtained through the questionnaire which taken before mid-test. The object of research was 38 students which taken by randomly. In questionnaire, the students found the statements about writing in English. The student should be read before filled the questionnaire. Then, the students filled the questionnaire by giving mark (√) the appropriate number 1, 2, 3, 4, or 5 that told how true of their statement. After the questionnaire filled, it analyzed by researcher. The researcher analyzed the questionnaire by getting calculated the result each strategies (see in appendix 2). After collected the questionnaire, it be classified based on three components of students' strategies that consists cognitive strategies, metacognitive strategies, and social/affective strategies. Whereas the strategies based on Malley and Chamot was, consist of three strategies. Next, it classified based on the result of each strategies preference (see appendix 3). Every strategy has different result. The high result of students' strategies preference in essay

writing became the student strategies in essay writing. The result of students' preference strategies can be seen in table 4.3.

In each strategy has different result. The high results become the students' preference strategies in essay writing (see in appendix 2). For the result of the students' preference strategies could be seen in figure 4.1.

Figure 4.1

The Result of Students' Strategies Preference Used in Essay Writing

Based on figure 4.1 shown that from 38 students, there was 21 (55 %) students' preference to use cognitive strategies, 17 (45%)

students' preference to use metacognitive strategies, and no one-student (0%) preference to use social/affective strategies.

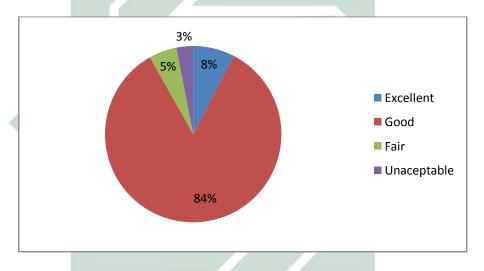## 2. The student levels of proficiency in essay writing

For finding, the second problem has gained from the rubric used to give the students' score. The score analyzing of those research based on Brown and Bailey, composition profile of writing skills with following component; organization, logical development of ideas (content), grammar, punctuation, spelling, and mechanism, style and quality expression (see appendix 5). For example if the score of organization is 20-18. If the score 17-15, it means good. If the score is 14-12, it means fair. If the score is 11-16, it means is unacceptable, if the score is 1-5, it means collage level. The scoring is same in each component (see appendix 6).

The score result gave influencing in the students' level. The students' proficiency level in essay writing analyzed based on Jacobs' theory. In Jacobs' theory stated that analytical scoring has categories for giving students' level. The students' level has known based on the Jacobs' theory. Before determined the students' level, the students' score has known. It means that the students' score determined the students' proficiency level in essay writing. For the students who get 83-100, it means the student level is excellent. For

the students who get 63-82, it means the student level is good. For the students who get 52-63, it means the student level is fair. For the students who get 34-52, it means the student level is unacceptable (see appendix 7).

The result of students' proficiency level in essay writing has been figured in figure 4.2.

Figure 4.2
The Result of Students' Proficiency Level in Essay Writing

Based on the figure 4.2 shown that from 38 students, there was 3 (8%) students got excellent, 33 (84%) students got good, 2 (5%) students got fair, and no one-student got unacceptable.

3. **The strategies that tended to give high proficiency in essay writing**

    For finding, the third problem has gained from the result of the first and second problem. For the result of first problem has shown that 21 students' preference to use cognitive strategies, 17 students' preference to use metacognitive strategies, and no-one student preference to use social/affective strategies.

    For the result of the second problem has shown that 3 students got excellent, 33 students got good, 2 students got fair, and no one-student got unacceptable (see appendix 8). After the data classified based on the students strategies preference and the students writing score, it analyzed by SPSS 16.0.It has analyzed by statistical analysis using mean. Mean is the technique used to explain the group that based on average from the groups' frequency.[47]

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[47] Sugiyono, *Statistika untuk Penelitian*, p. 49.

Table 4.1
The Median Result

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Writing Score Learning Strategies	38	100.0%	0	.0%	38	100.0%

Report

Writing Score

Learning Strategies	Mean	N	Std. Deviation
Cognitive	74.67	21	8.499
Metacognitive	73.71	17	5.169
Total	74.24	38	7.130

Dependable of the output above explained that N or the research data was 38. The mean of cognitive was 74.67. The students' total that a preference cognitive strategy was 21 students. The standard derivation of cognitive strategies was 84.99. It means that the mean disperse from sample was 84.99. The mean of metacognitive was 73.7. The students' total that a preference metacognitive strategy was 17 students. The standard derivation of metacognitive strategies was 51.69. It means that the mean disperse

from sample was 51.69. The total of cognitive and metacognitive mean was 74.27. In addition, the total of cognitive and metacognitive standard derivation was 71.30.

From the explained of table 4.1, it has been shown that the cognitive strategies gave high score for the students.

4. The correlation between learning strategies and proficiency level in essay writing

For finding, the last problems has analyzed by SPSS 16.0. It has analyzed by statistical analysis using contingency coefficient correlation. The contingency coefficient correlation to know there was any correlation or not between two variables. Before analyzed the data by using contingency coefficient correlation, it classified based on learning strategies and proficiency level.

To get the correlation between learning strategies and proficiency level in essay writing, the value of correlation coefficient from the output of SPSS is 1. If the value of correlation coefficient was 0, so the null of hypothesis is nil. If the value of correlation coefficient was 0 until 1, so the null of hypothesis is positive. If the value of correlation coefficient was 0 until -1, so the null of hypothesis is negative. It means alternative hypothesis is

accepted. According to Donald Ary, Lucy Cheser J. and Cris Soresen's explain that[48]

> " The sign (+ or -) of the coefficient indicated the direction of the relationship. If the coefficient has a positive sign, this means that as one variable increases, the other also increase… A negative coefficient indicates that as one variable increases, the other decreases… The size of the correlation coefficient indicates the strength of the relationship between the variables. The coefficient can range in value from +1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to -1.00 (indicating a perfect negative relationship)."

In addition the value of significance 0,005 ($\alpha = 0,05$) was compared with the level significance. If the value of significance is higher than the level of significance ($\alpha \geq 0,05$), so the null hypothesis is accepted . Therefore, if the value of sig is lower than the level of significance ($\alpha \leq 0,05$), so the null hypothesis is rejected, it means the alternative hypothesis is accepted. The result of the correlation between learning strategies and proficiency level in essay writing have presented by following the table 4.2.

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[48] Donald Ary et al., *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2006), p. 350.

Table 4.2
The Result of Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Learning strategies * Proficiency Level	38	100.0%	0	.0%	38	100.0%

In case processing summary explained that N or the research data was 38, there were not found missing value. It means that the validity measurement was valid. The validity was 100%. Whereas in cross tabulation showed that the crosswise table filled the correlation between 2 variable.

Table 4.3
The Result of Learning strategies * Proficiency Level Cross tabulation

Count

		Proficiency Level																			Total
		60	65	66	68	69	70	72	73	74	75	76	77	78	79	81	82	85	87	94	
Learning strategies	7	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	8	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	10	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	11	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2
	12	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2
	13	0	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	4
	14	1	2	0	0	0	1	2	0	0	5	1	4	1	1	0	1	0	1	0	20
	15	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	3
	16	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	2
	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Total		2	3	2	1	1	3	2	1	1	6	1	4	4	1	1	2	1	1	1	38

Based on output above could be seen that the proficiency level who got:

a. 60 included 2 strategy was 8 and 14

b. 65 included 2 strategy was 11 and 14

c. 66 included 2 strategy was 10 and 13

d. 68 included 1 strategies was 7

e. 69 included 1 strategies was 12

f. 70 included 3 strategy was13, 14, and 15

g. 72 included 1 strategies was 14

h. 73 included 1 strategies was 13

i. 74 included 1 strategies was 11

j. 75 included 2 strategy was 14 and 16

k. 76 included 1 strategies was 14

l. 77 included 1 strategies was 14

m. 78 included 4 strategy was 12, 13, 14, and 15

n. 79 included 1 strategies was 14

o. 81 included 1 strategies was 15

p. 82 included 1 strategies was 14

q. 85 included 1 strategies was 18

r. 87 included 1 strategies was 14

s. 94 included 1 strategies was 16

Table 4.4
The Result of Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.920	.008
N of Valid Cases		38	

In symmetric measures shown that the contingency coefficient was 0,920 by approx. Sig. were 0,008. It described that variables are positively associated and there were any correlation between learning strategies and proficiency level in essay writing because the significant 0,009 < 0, 05. The correlation coefficient has positive marks, it means that the learning strategies followed by proficiency level.

B. Discussion

Learning strategies is the key good producing in essay writing. Chamot states that learning strategy are the conscious thoughts and actions that learners take in order to achieve a learning goal. One of the learning objectives is high score so that the student should practice and use language-learning strategy. The election of learning strategy is important because it influences in students' score and level in essay writing.

The purpose of this research was to know the student preference strategy in essay; to know the student proficiency level in essay writing; to know the

best strategy that suit in essay writing. The research also aimed to determine whether there was any correlation between learning strategies and proficiency level in essay writing. In addition, it hoped that the study would gather helpful information to assist students to be aware of the strategies they use to develop their writing skills and to improve overall writing performance. The data from the study will also be beneficial for teachers to recognize the role of individual differences i.e. different levels of English proficiency in learners' strategy use.

1. The present research found that the writing strategies used by students and the findings were consistent with the result of discovered in Ridhuan and Abdullah. They states that the cognitive strategies commonly used by students. In addition, the result of the students' preference strategies in essay writing was 38 students; there was 21 students used cognitive strategies as their preference, seventeen students used metacognitive strategies as their preference, and no one-student used social/affective strategies as their preference.

2. The research found that the result of students' levels of proficiency in essay writing was 3 students got excellent, 33 students got good, 2 students got fair, and no one-student got unacceptable.

3. The research found that cognitive strategies gave high score for the students.

4. Dependable Parks' research and Oxford & Burry Stock, there were any significant relation between learning strategies and English proficiency. It

means that there were any correlation between learning strategies and essay writing. Even though, the students' difference proficiency level did use some strategies in their writing process. Specifically, the students used more strategies in essay writing but they just common one strategies.

The previous research mentioned that there are any correlation between learning strategies and English proficiency of Chinese University Students. The result of correlation is strength. Because the strategies that used in those research varied, memory, cognitive, compensation, metacognitive, affective, and social, than learning strategies on my research.

This research revealed that one important result, which is proficiency level, affected the type of strategy use, rather than frequency of strategy use. In addition, Behnaz Ashraf Ganjooei and Ali Rahimi stated that the election of learning strategy is important because it influences in students' score and level in essay writing.