

**THE CORRELATION BETWEEN STUDENTS LEARNING STRATEGIES AND
WRITING SKILL OF THE ELEVENTH GRADE STUDENTS
OF MA RIYADLUSSALIHIN BUNGAMAYANG
ACADEMIC YEAR 2021/2022**

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Abstrak: Strategi pembelajaran merupakan cara untuk mendapatkan pembelajaran yang terjadi pada siswa dalam proses pembelajaran yang sedang berlangsung. Hal ini digunakan untuk dikelola dengan jelas untuk membuat siswa nyaman Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan antara strategi pembelajaran siswa dengan keterampilan menulis siswa kelas XI MA Riyadlussalihin Bunga Mayang tahun ajaran 2021/2022 Dalam penelitian ini peneliti menggunakan studi korelasional Penelitian ini terdiri dari dua variabel yaitu variabel bebas (strategi pembelajaran) dan variabel terikat (keterampilan menulis) Populasi dalam penelitian ini adalah seluruh siswa kelas XI MA Riyadlussalihin Bunga Maya yang berjumlah 20 siswa. Maka jumlah sampel penelitian ini adalah 20 siswa. Peneliti menggunakan teknik sampling jenuh untuk menentukan sampel penelitian. Instrumen yang digunakan untuk mengumpulkan data strategi pembelajaran dan keterampilan menulis siswa adalah angket dan tes tulis Setelah data terkumpul dianalisis dengan pearson product moment untuk mengetahui hubungan antara dua variabel dan uji t untuk mengetahui hubungan yang signifikan antara dua variabel Berdasarkan analisis diperoleh r_{xy} lebih besar dari r_{tabel} (20) (0,05) atau $0,903 > 0,444$, dan diperoleh lebih besar dari t_{tabel} (20-2) (0,05) atau $8,940 > 1725$ Artinya terdapat signifikan hubungan strategi pembelajaran siswa dengan keterampilan menulis siswa kelas XI MA Riyadlussalihin Bunga Mayang tahun ajaran 2021/2022.

Kata kunci: strategi pembelajaran siswa,, keterampilan menulis, siswa kelas sebelas, korelasi.

Abstract: Learning strategies is a way to get the learning that happens to students in the on going learning process . It is used to be managed clearly to make the students comfortable. The purpose of this research is to investigate whether there is significant correlation between students learning strategies and students writing skill of the eleventh grade of MA Riyadiussalihin Bunga Mayang academic year 2021/2022. In this research, researcher used correlational study which consists of two variables, they were independent variable (learning strategies) and dependent variable (student's writing skill). The population in this research was all of the eleventh grade in MA Riyadlussalihin Bunga Mayan which consist of 20 students. Then, the total sample of this research was 20 students. The researcher used saturated sampling technique to determine the sample of the research. The instrument used to collect the data of learning strategies and students writing skill instruments were a questionnaire and a writing test. After collecting data , it was analyzed by pearson product moment to determine the correlation between two

variables and t - test to determine the significant correlation between two variables Based on the analysis , it was found that r_{xy} , is greater than $t_{table OS}$, or $0.903 > 0.444$, and $t_{observed}$ is greater than $t_{table (20-2) (0.05)}$, or $8.940 > 1.725$. It means that there is a significant correlation between students learning strategies and students writing skills of the eleventh grade of MA Riyadlussalihin Bunga Mayang in academic year 2021/2022.

Keywords: students' learning strategies, writing ability, eleventh grade students, correlation.

I. INTRODUCTION

Writing is one of the skills in learning English that the students should learn. supported by Setiani (2017, p. 43) said that writing can be manifestations of utilization of language as a media of communication. In learning English, especially in formal institutions like schools, English learning becomes one of the students' competence standards that must be mastered. It is because writing is a form of communication in which messages, ideas, and feelings are conveyed in writing.

Therefore, Writing will train the students to be critical and logical in thinking express ideas and feelings. According to Susilowati (2014, p. 15) "writing is beneficial to be learned because it can be used as guidance if they would like to write about different kind of texts, articles, journals, correspondence letters, and so on. Based on the explanation above Writing it is very beneficial to learn that used as guidance students to write about different

kinds of texts, articles, journals, correspondence letters, etc.

In addition, Harmer(as cited in Ningsih, 2018, p. 40) said that writing is a good way to produce language and convey the writer's the idea, feeling and point of view about something. In this process, to have the skill of writing, one should know the steps of arranging letters, words, sentences, and paragraphs by using knowledge of structure. This knowledge is related to one other. It is also important to note that communication will be successful if the reader understands what the message means.

Based on curriculum 2013 that explains that English as one of the subjects that the students must study. One of the purposes of learning English is to develop students' writing skill. Writing purpose, in general, is to give information to others. In other words, the students need to have good skills in writing. Therefore, ideally in learning of English, especially in writing, students in senior high school must master some text types such as narrative text,

recount text, descriptive text, report text, and procedure text.

However, in the facts many students in Senior high school feel difficult in English writing, It happens because Many factors can influence students' writing skills, including their grammar, vocabulary, ideas, and personality, which is motivation. Another factor is that the teacher does not have an effective strategy for supporting the students to be able to write English fluently.

Based on interviewed with English teacher in MA Riyadlussalihin Bunga Mayang on Saturday March 13th 2021, English teacher said that, first, students' writing skill is still low, they have not achieved what the teacher wants in this subject. Second, students lack vocabulary. Students have limited vocabulary to express the ideas in their writing, so that students find it difficult to writing text that given by the teacher. The students often misunderstandings about what students written.

Third, the students lack practice writing. This happens because students lack practice in writing to increase their knowledge of the English language, Last, the students are not aware of learning strategies they are using. Learning strategies has an important role in creating an effective learning process

Furthermore, many students have a low ability to write sentence in English. It

is because many students who feel not interesting to learning English especially writing. Furthermore, teacher have to be selective when choosing appropriate strategies because it affects the succes so the learning goal. It is because. One of the factors influencing student achievement is a learning strategies.

Fatkhurrohman, et al (2018, p. 164) said that the learning strategies is a systematic way for students to achieve learning goals. Learning strategies can be defined as the actions used by the students to maximize the obtaining and storing information process. It is supported by Ellis (as cited in Shi, 2017, p. 25) stated that learning strategies consist of activities or behaviors related to the process of acquiring language use. The ultimate goal of these strategies is that students are able to extract this information from memory in order to apply it.

Yulianti (2018, p. 21) stated that in a lesson, teachers also have involvement to find out the learning strategies used by students. This means that not only students must know the learning strategies but teachers must also know the learning strategies used by students. It is supported by Shi (2017, p. 24) said that a learning strategies is a way that students choose to improve their learning. Therefore, both students and teachers have their respective roles in the learning process. students must

understand the learning provided by the teacher by knowing the appropriate strategies for students, as well as the teacher must know the learning strategies used by students so that the learning process can run well and in accordance with what the teacher and students want

On the other hand, learning strategies also mean skills that students use to understand different tasks. This way, they can choose and effectively employ the appropriate technique to accomplish tasks or meet specific learning goals. These strategies range from techniques for improved memory to better studying or test-taking strategies.

Furthermore, the researcher interested to choose learning strategies. It is because learning strategies is a way to get the learning that happens to students in the ongoing learning process especially writing. Each student has the right to choose a learning strategy that suits him/herself in order to facilitate and assist students in accepting the learning provided by the teacher. If each student can choose a learning strategy that suits him, it will make it easier for students to accept the learning provided by the teacher.

Based on the explanation above, the researcher is interested in conducting the research entitled, " The Correlation between Students' Learning Strategies and Students' Writing Skills of the Eleventh

Grade in MA Riyadlussalihin Bunga Mayang Academic Year 2021/2022.

II. METHODS

The type in this research is descriptive correlational study. Arikunto (2010, p. 4) states that correlation research is research conducted by researcher to find out the level of relations between two or more variables, without making changes, additional, or manipulation of the data that already exists. Meanwhile, in this research the independent variable is students' learning strategies and dependent variable is writing ability.

Purwanto (2016, p. 100) said that population is a research group that is looking for research results that will be generalized. It means that the population is all the number of students taken by the researcher for the subject in the study. Population of this research is the eleventh grade students of MA Riyadlussalihin Bunga Mayang academic year 2021/2022. Which consists of 20 students.

The sample is part or representative of the population to be studied (Arikunto, 2010: 109). This means that the sample is part of the population and is an important factor that must be considered in the study. The total number of sample is 20 students from the one class of the population, it is

because in this research the researcher used proportional random sampling technique.

Futhermore. the instruments used for writing is write test. This instrument is a tool which is used to measure the writing ability. The topic of the test is about descriptive text. The second instrument is questionnaire. Questionnaire is used to measure students' learning strategies The researcher used *Pearson Product Moment* to technique of analysis of the research.

III. RESULTS AND DISCUSSION

Results

In starting this research, the researcher conducted tryout to find the validity and reliability of the instrument used in the research. The tryout both of instruments was conducted on Mei, 20th 2022 at MA Al Hikmah Sunan Kudus. The total students who followed the try out were 20 students. Then, the research was conducted on Mei 24th 2022 at MA Riyadlussalihin Bunga Mayang. Students who followed the test are 20 students

To know validity the researcher made an instrument of students' learning strategies and writing skills, and then it was consulted with the expert; in this research the experts are Mrs. Dwi Sri Sartipa, M.Pd. and Mrs. Rulik Setiani, M.Pd.. In this research to measure the reliability of the test

instrument from students' learning strategies and students' writing skills the researcher was calculated by using inter-rater reliability. The coefficient reliability gotten from the calculation was 0.962 of learning strategies and 0,931 of writing skills. It means there is consistency between two ratters and can be said that the result of measurement is reliable.

Secondly, after conducting the try out and analyzing the validity and reliability of the instruments, the researcher began to conduct the research in the real sample. They were 20 students. It is all of students in elevent grade at MA Riyadlussalihin.

In this research, the researcher analyzed the data to find whether the data came from normal distribution or not. Therefore, the researcher used normality test, by using Lilliefors formula. The summary is presented in the table below:

**TABLE.3
THE SUMMARY OF
NORMALITY TEST**

N o.	Variable s	L_o max	L_{tabl} e	Descrip tion
1	Students' Learning Strategies	0.08 13	0.19 05	Normal ly Distribu ted
2	Writing Skills	0.12 56	0.19 05	Normal ly

				Distributed
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Based on the table above, it can be seen that the data for variable students' learning strategies was found $L_{observed} = 0.0813$. The value of $L_{table} = 0.1905$. Furthermore, the result normality test for variable writing ability was found that $L_{observed} = 0.1256$ and $L_{table} = 0.1905$. It can be concluded that the data of variable students' learning strategies and the data of variable writing skills came from the sample which had normal distribution.

In homogeneity test, the researcher calculated the homogeneity test which done using F-test Formula. It aims to know whether the sample is taken to have the same variant (homogen). The result of homogeneity test can be shown in the calculation of F-test:

$$F_{observed} = \frac{\text{The Highest Variance}}{\text{The Lowest Variance}}$$

$$F_{observed} = \frac{35.50}{31.43}$$

$$F_{observed} = 1.13$$

Based on the result of homogeneity test, it was found that $F_{observed} = 1.13$ with $F_{table} (0.05, 20) = 2.17$. The calculation inferred that H_0 is rejected; therefore it can be said that the data from two variables are homogenous.

This research hypothesis was tested by using Pearson's Product Moment

formula. The following is the summary of hypothesis test.

TABLE.4
THE SUMMARY OF
HYPOTHESES TEST

Observed	Result
$r_{observed}$	0.903
r_{table}	0.444
Conclusion	There is correlation

Based on the calculation by using Product Moment Formula, it was found that the correlation between two variables (X) and (Y) or r_{xy} or $r_{observed} = 0.903$ and $r_{table} (20)(0.05) = 0.444$ with $n = 20$. Therefore, because of $r_{observed}$ is greater than r_{table} or $0.903 > 0.444$, it means that H_0 was rejected, and H_a was accepted. It means that there is correlation between students' learning strategies and students' writing skills

After the correlation was calculated by using Pearson Product Moment formula, the researcher used t-test to know the significant of the correlation. The following is the summary of significant test.

TABLE.5
THE SUMMARY OF
SIGNIFICANT TEST

Observed	Description
$t_{observed}$	8.940
t_{table}	1.725

Conclusion	There is Significant Correlation
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From the result above it is found the $t_{observed}$ was 8.940 and t_{table} , with $n=20$ by using significant level 0,05 is 1.725. As the result, so H_0 was rejected, and H_a was accepted, which means that the correlation was significant. This showed that there is significant correlation between students' learning strategies and students writing skills of the eleventh grade in MA Riyadlussalihin Bunga Mayang Academic Year 2021/2022.

Discussion

The research was conducted in on Mei 24th 2022 at MA Riyadlussalihin. From the result of hypothesis testing using Pearson Product Moment correlation and t-test, it was found that there was a significant correlation between students' learning strategies and students writing skills of the eleventh grade in MA Riyadlussalihin Bunga Mayang Academic Year 2021/2022. It is categorized into high correlation.

The result of this research agrees with theory According to Ellis (as cited in Shi, 2017, p. 25) stated that learning strategies consist of activities or behaviors related to the process of acquiring language use. It is mean with a strategy in learning,

every student can get the use of language that suits them, such as gaining knowledge related to the learning they are studying. students must understand the learning provided by the teacher by knowing the appropriate strategies for students, as well as the teacher must know the learning strategies used by students so that the learning process can run well and in accordance with what the teacher and students want.

In addition, this research result is also in line with the research conducted previously by Monika (2016) entitled "The Correlation Between Students Language Learning Strategies and Writing Achievement. which is took the Eight Grade Student of SMP 5 Lahat". Therefore, found that positive correlation between students' learning strategies and students' writing skills with a coefficient correlation of 0.2404 Thus, it can be concluded that students' learning strategies and students' writing skills.

In conclusion, from the research finding, and previous theories, it has been proved that students' learning strategies gives positive and significant correlation to students' writing skills. It means, if the students' learning strategies is good the students' writing skill also good. Based on the previous research, students' learning strategies in learning process on English

very influenced toward other students' writing skills.

IV. CONCLUSION

Based on the result hypothesis and the significant test, it can be concluded that there is significant correlation between Students' Learning Strategies and Students' Writing Skills of the Eleventh Grade in MA Riyadlussalihin Bunga Mayang Academic Year 2021/2022.

For the next project, it is suggested to English teacher, they are should have to be more selective when choosing appropriate

strategies because it can affect the success of the learning goal. Then, English teacher should make teaching that is more interesting and more comfortable for students with giving lesson, especially in teaching writing. In addition teacher should be aware on appropriate learning strategies should be used by students in handling writing tasks. Also, teacher should motivate students to use the learning strategies well. Then, for other researchers, can be used as reference and for other researchers in investigating the relationship between students learning strategies and writing skill.

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