

# STUDENTS' LEARNING STRATEGIES IN WRITING AT THE EIGHTH SEMESTER STUDENTS OF MUHAMMADIYAH UNIVERSITY OF KOTABUMI

<sup>1</sup>Fahmi Ardika\*, <sup>2</sup>Nur Isnainiyah, <sup>3</sup>Rulik Setiani

<sup>1</sup>[fahmiardika6@gmail.com](mailto:fahmiardika6@gmail.com), <sup>2</sup>[nisna25@gmail.com](mailto:nisna25@gmail.com), <sup>3</sup>[rulik.setiani@yahoo.com](mailto:rulik.setiani@yahoo.com)

<sup>1,2,3</sup>Universitas Muhammadiyah Kotabumi

**Abstract:** This study focuses on knowing the learning strategies used by students in Writing. Three types of strategy: metacognitive, cognitive and social affective learning strategies. This study aims to determine the learning strategies used by each student in the writing class and the second objective is to determine which learning strategies are dominantly used by them in the writing class. The method used in this study is a quantitative descriptive research method, with the research variable is learning strategies and a population of 48 Eighth Semester Students of English Education Study Program at Muhammadiyah University Kotabumi academic year 2021/2022. Samples were taken from the entire population using saturated sampling techniques. Having collected data by using a closed questionnaire with the Likert scale method, the data then analyzed by using statistical data consisting mean, median, mode and standard deviation. The result of the analysis showed that there are 22 students (45.8%) use metacognitive; 14 students (29.2%) used cognitive; 11 students (22.9%) use social affective. The analysis also showed variations involving two types of strategies, namely metacognitive-cognitive consisting of 1 student (2.1%). Thus, dominant learning strategies used by students in the Writing class in the eighth semester of the English Language Education Study Program at Muhammadiyah University Kotabumi for the academic year 2021/2022 is metacognitive which are used by 22 students with a percentage of reaching (45.8%).

**Keyword:** Learning strategies, Writing, Learning Process

**Abstrak:** Penelitian ini berfokus untuk mengetahui strategi pembelajaran yang digunakan oleh siswa dalam Menulis. Tiga jenis strategi pembelajaran: strategi metakognitif, kognitif dan afektif sosial. Penelitian ini bertujuan untuk mengetahui strategi pembelajaran yang digunakan oleh setiap siswa di kelas menulis dan tujuan kedua adalah untuk menentukan strategi pembelajaran mana yang dominan digunakan oleh mereka di kelas menulis. Metode yang digunakan dalam penelitian ini adalah metode penelitian deskriptif kuantitatif, dengan variabel penelitian adalah strategi pembelajaran dan populasi 48 Mahasiswa Semester VIII Program Studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Kotabumi tahun akademik 2021/2022. Sampel diambil dari seluruh populasi dengan menggunakan teknik sampling jenuh. Setelah data dikumpulkan dengan menggunakan kuesioner tertutup dengan metode skala Likert, data kemudian dianalisis dengan menggunakan data statistik yang terdiri dari mean, median, modus dan standar deviasi. Hasil analisis menunjukkan bahwa terdapat 22 siswa (45,8%) menggunakan metakognitif; 14 siswa (29,2%) menggunakan kognitif; 11 siswa (22,9%) menggunakan afektif sosial. Hasil analisis juga menunjukkan variasi yang

<sup>1</sup>Mahasiswa Universitas Muhammadiyah Kotabumi

<sup>2,3</sup>Dosen Universitas Muhammadiyah Kotabumi

*melibatkan dua jenis strategi yaitu metakognitif-kognitif sebanyak 1 siswa (2,1%). Dengan demikian, strategi pembelajaran yang dominan digunakan mahasiswa pada kelas Writing semester delapan Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Kotabumi tahun pelajaran 2021/2022 adalah metakognitif yang digunakan oleh 22 mahasiswa dengan persentase mencapai (45,8%).*

***Kata Kunci:*** Strategi Pembelajaran, Menulis, Proses Pembelajaran

## **1. INTRODUCTION**

In learning English language, writing is the important skill that should be learnt by the English learners, along with the other three skills namely: reading, speaking, and listening. Writing is one of the communication methods which is the representation of words in a textual medium. Also, writing is a social activity that can be used by learners to express ideas. According to Setiani (2019, p.113) writing is a productive skill that students have to learn in order to communicate thoughts or ideas as a media for communicating with others in different locations and times.

In writing activities, there are many skills need to be applied by the writer in order to produce a good written text. The need of linguistic mastery can be seen, for example, when writer want to tell past event. When writing about past event, it is needed the mastery of simple past tense, past continuous tense, past perfect tense and other related tenses. The failure in using the correct tenses may cause

confusion to readers. The fact that many skills are needed to create a good writing text, show that writing is a very important skill need to by mastered by any language learners. The perspective of writing from Sharples as cited in Hermansyah & Sadapotto (2019, p.237) stated that writing is looping process. Written text is the outcome of thoughts that are developed and arranged into draft in order to commence modifications in meaning and substance, which is a process that cannot be completed without learning. As a looping or circling process, it is important that every writer has different things to look for their level of experiences in writing. Learning strategies connect students' comprehension of subject matter, thinking activities, and controlled by them Glogger-Frey et al. (2018, p.42).

O'Malley et al. in Nugues (2014, p.136) classified language learning strategies into three primary categories, namely: Metacognitive Strategies, Cognitive Strategies, and Social Affective Strategies. The first category, metacognitive. According to Wahdah et al.

(2018, p.9) metacognitive strategies are defined as all student behaviors associated with tactics or methods of learning to confront and control teaching and learning materials. The classification of metacognitive learning is about Advanced Organizer, Directed Attention, Selective Attention, Self-management, Functional Planning, Self-monitoring, delayed production, Self-evaluation. The second category is called cognitive strategies which is categorized as more specific learning strategies. The definition is coming from Benson in Saks & Leijen (2018, p. 490) stated that cognitive learning are used for several material in the meantime metacognitive learning use the operation of cognitive learning to operate the learning. Repetition, Resourcing, Translation, Grouping, Note Taking, Deduction, Recombination, Imagery, Audiotory, Representation Key, Word Contextualization, Elaboration, Transfer, Inferencing are all aspects of cognitive learning are the elements in the cognitive learning strategy. The last category is social affective learning strategies. It includes students' social activities to control the learning. Students need peer cooperation to get more information, evaluate assignments to teachers and interact with others to get more achievement. The key of social affective

startegies include cooperation and clarification with question.

Cohen in Gorgoz & Tican (2020, p.26) stated that Language learning strategies are procedures that the learner chooses purposefully that may result in activities taken to increase target language acquisition and usage through the storage, retention, retrieval, and use of knowledge about a second or foreign language. without the informationo offered by the teacher, not all students realize their learning strategies eventhough they have behaviors that are part of the learning strategies. Therefore, in order to attain the optimum outcomes, students must be taught to comprehend the characteristics of each learning strategies they choose. According to Wong & Nunan (2011, p. 154) students are urged to be aware of every process that aids them in learning, so that the final product can be accounted for.

In fact, writing is a process which is not as easy as it is imagined. Many language learners often face difficulties when writing a text. This problem is also faced by some of Muhammadiyah University of Kotabumi eighth-semester students of the English education study program. it was discovered that some of the students already knew their learning strategies, but did not care how important learning strategies were when it was maximized to help students improve their

writing abilities. Then, practically every student experiences difficulties when writing, and the issues encountered are rather various, the most common challenges that students have is that they do not know what to write. Sometimes they have started to write based on the given topic but they stuck in the middle of the writing activity without knowing how to continue their writing. Some of these problems happen because of lack ideas about the topic as a result of unfamiliarity with the given topic or insufficient number of vocabulary mastered.

As for the formulation of the problem in this research, the researcher formulated “What are the learning strategies used by students in writing at the eighth semester English education program in Muhammadiyah University of Kotabumi academic year 2021/2022 and What are the learning strategies dominantly used by students in writing at the eighth semester English education program in Muhammadiyah University of Kotabumi academic year 2021/2022”. The purpose of this research was to find out the learning strategies that are used by students in writing at the eighth semester English education program in Muhammadiyah University of Kotabumi academic year 2021/2022 and to find out tyhe learning strategy which are dominantly used by in writing students at the eighth semester

English education program in Muhammadiyah University of Kotabumi academic year 2021/2022.

As well as the benefits of this research for lecturer, as information for lectures about various learning strategy used by students in writing, so that lectures can motivate, and accommodate the students to apply their learning strategies more effectively, for students, as information about their learning strategies in writing and make them more aware on the learning strategies which are best used in developing their writing skill. and for next researchers With this research, As information and references about various learning strategies and the most dominantly used by students in writing.

## **II. RESEARCH METHODS**

This research uses descriptive quantitative research, Sudjana and Ibrahim in Jayusman & Shavab (2020, p. 15) stated that research that aims to describe a current symptom, incident, or event is known as descriptive research. The approach used in this research is a quantitative approach. According to According to Arikunto in Jayusman & Shavab (2020, p. 15) that the approach was quantitative since it depends on numbers throughout, including during

data collection, data interpretation, and result data.

The sample from this study is based on the population number of eighth semester students of English Education Study Program at Muhammadiyah University of Kotabumi, totally of 48 students. In this research, the instrument that will be used is a questionnaire. Sukardi (2011, p.76) explained that the questionnaire contains several questions related to the research topic, which are created and given to respondents in order to obtain data that can be analyzed. This research uses Likert Scale. Sugiyono (2013, p.93) described that likert scale is used to measure a person's attitudes, opinions, and perceptions on a social phenomenon. Based on the table above, the question number of questionnaire to measure the students' learning strategies in writing.

The data analysis technique in this research used descriptive statistical analysis techniques. It is a way to solve the formulation of the problem or the hypothesis that has been formulated. In this research, the descriptive analysis that was used is to find out

1. mean (M)

$$\bar{x} = \frac{\sum(t_i f_i)}{\sum f_i},$$

2. median (Me)

$$Me = Bb + \frac{(\frac{1}{2})n - Jf}{f} \times P,$$

3. mode (Mo)

$$Mo = Bb + P \left[ \frac{F_i}{F_i + F_2} \right]$$

and

4. standard deviation (Sd).

$$\sqrt{\frac{\sum(x_i - x)^2}{(n - 1)}}$$

The group data formulas by (Nuryadi et al. (2017, p. 43-46). Used distribution of relative frequency students' learning strategies, is the formula that will be used to determine the dominant types of learning strategies in writing. It is adopt from Malik & Chusni (2018, p.129) as follows;

**The distribution of relative frequency formula**

$$k^i = \frac{f_i}{\sum f} \times 100\%$$

### III. RESULTS AND DISCUSSION

#### Results

The researcher conducted the trial with the goal of getting validity and reliability values from the research instrument on Wednesday, August 31<sup>st</sup> 2022 at the sixth semester of the English education study program at Muhammadiyah University of Kotabumi academic year 2021/2022. It was followed

by 26 students completing a written questionnaire on Learning Strategies consisting of 34 statements, by sending five alternative answers for each of the statements. Validity and reliability were found from the calculation of the data, with the questionnaire statements used totally 28 statements. Then, the researcher conducted the research to eighth semester students of English education study program at Muhammadiyah University of Kotabumi academic year 2021/2022.

The research was conducted on Saturday, September 10<sup>th</sup> 2022. 48 students were taken from two classes and the instrument given from google form application of online questionnaire consisted of 28 statements refer to the situation of eighth semester students have not the class anymore and together in the same place. The students used as sample of the research filled through the online questionnaire from the link which delivered through WhatsApp group. After the students filled the questionnaire, the data was collected and calculated by using the descriptive data analysis with statistic to categorize the type of students' learning strategies in writing and to find the dominant type of learning strategies used by eighth semester students of english education study program at Muhammadiyah University of Kotabumi academic year 2021/2022.

**Data tabulation of students' score questionnaire**

No	Score Interval		Fi	%	xi	Tb	Fk	Fi*xi
1	52	58	4	8%	55,0	54,5	4	220
2	59	65	7	15%	62,0	61,5	11	434
3	66	72	11	23%	69,0	68,5	22	759
4	73	79	14	29%	76,0	75,5	36	1064
5	80	86	9	19%	83,0	82,5	45	747
6	87	93	2	4%	90,0	89,5	47	180
7	94	100	1	2%	97,0	96,5	48	97
<b>Jumlah</b>			48	100%				3501
<b>Mean</b>					72,9			
<b>Median</b>					73,4			
<b>Modus</b>					75			
<b>SD</b>					3,5			

In the data table above, there are the number of mean, median and mode which are calculated by using the Microsoft Office Excel 2010 program. Based on the graph above, that variety results were found from all 48 respondents who participated in answering the questionnaire of research on student learning strategies in writing consist in the minimum, middle, and maximum scores. The students with the highest score on the interval score 94-100 is the student with a percentage of 2% amounting 1 student. While students with the lowest score on the interval score 52-58 have the percentage of 8%, there are 4 students. There are 7 students with a second class interval score of 59-65 and a percentage of 15%. There are 11 students with a percentage of 23% on the third interval score of 66-72. There are 9 students in it who have an interval score of 80-86 and a percentage of 19%. Then, a total of 2 students in the interval score 87-93 in the percentage of 4% and the largest percentage was obtained with a

score range of 73-79, with 14 students totalling 29%.

Then referring to the second formulation of the problem, namely looking for learning strategies that are dominantly used by students in writing using the relative frequency distribution, the results show that.

#### **A. Metacognitive Learning Strategies**

The metacognitive learning strategies data has been calculated and the result is described based on a questionnaire that has been distributed to 48 students at eighth semester of English education study program, the statement items on the metacognitive learning strategies as many as 8 items, in every item has a value of 5 points. it can be seen that the metacognitive strategies in students at eighth semester of English education study program are totally 22 students with highest score that fall into the metacognitive learning strategies category, since the number or value above is the largest variable's value to assess dominant type of learning strategies used by students, It can be shown by computing the percentage results of the questionnaire analysis findings.

$$P = \frac{22}{48} \times 100\% \\ = 45.8 \%$$

#### **B. Cognitive Learning Strategies**

The cognitive learning strategies data has been calculated and the result is described based on a questionnaire that has been distributed to 48 students at eighth semester of English education study program, the statement items on the cognitive learning strategies as many as 17 items, in every item has a value of 5 points. it can be seen that the cognitive strategies in students at eighth semester of English education study program are totally 14 students with highest score that fall into the cognitive learning strategies category, since the number or value above is the largest variable's value To assess dominant type of learning strategies used by students, It can be shown by computing the percentage results of the questionnaire analysis findings.

$$P = \frac{14}{48} \times 100\% \\ = 29.2 \%$$

#### **C. Social Affective Learning Strategies**

The social affective learning strategies data has been calculated and the result is described based on a questionnaire that has been distributed to 48 students at eighth semester of English education study program, the statement items on the social affective learning strategies as many as 3 items, in every item has a value of 5 points. , it can be

seen that the social affective strategies in students at eighth semester of English education study program are totally 11 students with highest score that fall into the social affective learning strategies category, since the number or value above is the largest variable's value To assess dominant type of learning strategies used by students, It can be shown by computing the percentage results of the questionnaire analysis findings.

$$P = \frac{11}{48} \times 100\% = 22.9 \%$$

**D. Metacognitive - Cognitive Learning Strategies**

The Metacognitive - Cognitive learning strategies category is a variation of two learning strategies, namely metacognitive and cognitive. two categories have the same total score variables, it can be said to have a dominant both of learning strategies. Data has been calculated and the result is described based on a questionnaire that has been distributed to 48 students at eighth semester of English education study program, the statement items on the metacognitive – cognitive learning strategies as many as 25 items, in every item has a value of 5 points. it can be seen that the metacognitive – cognitive strategies in students at eighth semester of

English education study program are totally 1 students with highest score that fall into the metacognitive – cognitive learning strategies category, since the number or value above is the largest variable's value To assess dominant type of learning strategies used by students, It can be shown by computing the percentage results of the questionnaire analysis findings.

$$P = \frac{1}{48} \times 100\% = 2.1 \%$$

To make conclusions from the results of each students' learning strategies, type of students' learning strategies in writing used at eighth semester English education study program is Metacognitive Learning Strategies. That totally 22 students or 45.8% used Metacognitive learning strategies in writing.

**The result of students' dominant type learning strategies percentages**

Category	F	N	(%)
Metacognitive	22	48	45.8%
Cognitive	14		29.2%
Social Affective	11		22.9%
Metacognitive – Cognitive	1		2.1%
Total	48		100%

**Discussion**

Many students do not get optimal results when learning to write English texts. There are many reasons affecting



why the learning activity that is carried out does not achieve the desired result. Students' learning strategies are frequently the main factor in whether students' learning is heading in the right direction or not. On Saturday, September 10<sup>th</sup> 2022, the researcher conducted a study on Students' Learning Strategies in Writing at the eighth semester students of Muhammadiyah University of Kotabumi academic year 2021/2022, with a total sample of 48 students. The research was conducted by using a questionnaire as a research instrument that contained 28 questions of three type of studnets' learning strategies, namely meta cognitive learning strategies, cognitive learning strategies, and social affective learning strategies.

This research identified two groups that could be classified based on the learning strategies used by students in writing, namely the tendency group that used one learning strategies variable and the tendency group that used two types of learning strategies variables. Students that have a tendency for one learning strategy variable are 97.9% or 47 students out 48 eighth semester students of English education study program. For each variable of learning strategies, the tendency of students' learning strategies is metacognitive that have a total 45.8% percentage, there are 22 students with the total questionnaire score is 1715. The

second category is cognitive learning strategies that have a total 29.2% percentage, there are 14 students with the total questionnaire score is 1068. The last category of learning strategies in this reseach is social affective learning strategies with a percentage of 22.9%, there are 11 students with a total questionnaire score obtained of 947. For the students that have two types variable of learning strategies that obtained same score between combination of two learning strategies there is metacognitive – cognitive learning strategies with a total percentage of 2,1%, there is 1 student with total questionnaire score is 80. After a result of research findings it can be determinated that there are various of students' learning strategies in writing used by eighth semester students of english education study program, and also there is students have combination more that one type of learning strategies.

This research finding is also relevant with previous research conducted by Etika Dewi Kusumaningtyas (2014). The title of the research is 'Learning Strategies Used By Students Of Senior High School Batik 2 Surakarta In Developing Reading Skill'. The research tried to find out the learning strategies used by students using Learning strategies by O'malley. This research used questionnaire and document for data

source. The research finding showed students used three type of learning strategies namely metacognitive learning strategies, cognitive learning strategies, and social affective learning strategies. The result of this research showed that students used cognitive learning strategies as a dominant variable concluded that average percentage of 55%, meta-cognitive in second place for dominant used percentage of 22.22% totally 30 students, social affective in third place have a total point average percentage is 8.33%. The results shows that the students' who know their learning strategies will significant to influence on students' learning strategies on their english learning achievement especially in writing activity.

Based on the description above, the results of this research is relevant with previous research, This has been described since the purpose of it and previous research was to determine the students' learning strategies used in the learning process and learning strategies that dominantly used by students in writing. Also there is a similarity between the previous research and current research in terms of having three variable by O'Malley in common, which is learning strategies. Meanwhile, the differences are based on the population, sample, and location of the research.

This study discovered that eighth semester English Language Education students at Muhammadiyah University of Kotabumi for the 2021/2022 academic year have a proclivity for such a type of metacognitive learning strategies, as evidenced by data showing that 45.8% of students use metacognitive learning strategies. Referring back to the theory given in Chapter 2, a review of that theory is in order. According to (Wahdah et al. (2018, p. 9) Metacognitive strategies are defined as all student behaviors associated with tactics or methods of learning to confront and control teaching and learning materials. Metacognitive is in the way they function learning planning, preparations that may be needed, what to do while learning to reduce errors that can occur to fit the planning, observing to comprehend the delivery, then self-evaluation of learning after the task had been completed to minimize and fix some of the errors. Metacognitive learning strategy focusses on planning and evaluation in which these two aspects are the important steps in learning writing. by having appropriate planning and evaluaton, the students procces in handling writing task will be more effective. Consequently, their writing product also will be better.

#### **IV. CONCLUSION**

Based on the findings and discussion in the preceding chapter, it is concluded that the eighth semester students of the English education study program at Muhammadiyah Kotabumi University academic year 2021/2022, with a total sample of 48 students used three learning strategies, namely metacognitive learning strategies, cognitive learning strategies, or social affective learning strategies. From the 48 samples, there are as many as 22 students used metacognitive learning strategies (45.8%), 14 students used cognitive learning strategies (29.2%), and 11 students used social affective learning strategies (22.9%). In addition, it was also found that 1 student, or 2.1%, used a mixture of two learning strategies, namely metacognitive-cognitive learning strategies. Furthermore, the dominant learning strategies used is metacognitive learning strategies that are used by 45.8% of 22 students out of 48 students at the eighth semester of the English education study program of Muhammadiyah Kotabumi University academic year 2021/2022.

This Research suggests to lectures that are recommended to identify students' learning strategies in writing through observing students during handling tasks or by giving questionnaire or by doing

interview. By doing so, lecturers are expected to determining the proper teaching strategies and teaching materials in order to implement them in the proper way for comprehension best can be acquired in writing learning. So, lecturers can use practical methods in teaching process to improve the effectiveness of the students' learning. For Students, The researcher encourages students to identify their own learning strategies since learning strategies are important for their academic achievement especially in writing, which calls for students to think critically and creatively. Students may need to evaluate their learning, make changes, and inform friends and lecturers of the qualities that might facilitate the development of their writing learning. Students are recommended to identify their learning features and be able to categorize them into what learning strategies are appropriate for usage in order to determine their learning strategies. And for the next Researchers, There are still a lot of scopes in learning strategies that next researchers may look into. This study might serve as a reference for other researchers. Other researchers might be able to apply different research methods, tie them to a larger subject, and reach to students at various grade levels.

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