

# Language Learning Strategy in Writing Process Among English Department Students

Ukhti Sirli Rosa <sup>1</sup>, Erma Rahayu Lestari <sup>2</sup>

<sup>12</sup> Universitas PGRI Jombang,

Jl. Pattimura III No. 20, Sengon, Jombang Regency, East Java – Indonesia

Pos-el: ukhtisirlirosa@gmail.com<sup>1</sup>, erma.rahayu.lestari@gmail.com<sup>2</sup>

---

**INFORMASI ARTIKEL****Riwayat Artikel:**

Diterima : .....

Direvisi : .....

Disetujui : .....

**Keywords:**

*Language Learning Strategy,  
Writing Process, Planning,  
Drafting.*

---

**ABSTRACT:**

*This research aims to find out what writing strategies are most widely used in English major classes. This research uses a quantitative approach carried out using a survey method. This research was conducted at Universitas PGRI Jombang by selecting the English classes of fourth semester with a total sample of 58. The respondents were examined through the Language Learning Strategy Questionnaire (LLSQ) as the measurement instrument to check the learning strategy preference. The research results obtained were then calculated using Microsoft Excel and interpreted in quantitative descriptive form. The research results show that the writing method or strategy most often used by students in English classes is the planning method. This is obtained from the mean test on planning which produces a value of 3.57, which is greater than drafting which produces a mean value of 3.51. The most frequently used by the respondents' is a metacognitive strategy with a mean value of 3.61. Whereas, the least frequently used by the respondents is the social strategy with a mean value of 3.53.*

---

**INTRODUCTION**

Writing has an important position in the second language learning process (Chastain, 1988). Writing “provides students with a tool for visibly

and permanently recording, connecting, analyzing, personalizing, and manipulating key ideas in the text” (Graham & Hebert, 2011: 712). Writing draws on knowledge gained through language development, writing requires the development of specialized knowledge too (Graham, 2018b). It is important to know how writing and language are connected, because oral language serves as a foundation for writing, as writers draw on their knowledge of phonological awareness, vocabulary, syntactic structures, discourse organizations and structures, and pragmatics (Shanahan, 2006).

In learning how to be a good writer, many EFL students face the weaknesses such as grammar, punctuation, spelling concerns, linguistic, cognitive, and psychological problems. Writing is a productive course that need a strategy for text composing and make a product in written text. In studying, we need to apply an appropriate strategy from both teachers and students.

The strategy used in teaching writing such as the product-oriented approach, the product approach, and the process-oriented approach (Akinwamide, 2012). Language learning strategy as processes that are consciously selected by learners and which may result in action to take enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language (Cohen, 1998). Many factors influence students' language learning strategies and a number of language learning strategy studies have resulted in successful language learners, so it is imperative that if learners can map out effective learning strategies then it will enhance the learning process and improve students' language level. As a teacher, it is important to be able to understand, practice, and master learning strategies. Educational

institutions and teachers need to pay attention to the importance of learning strategies.

Several previous studies related to language learning strategy. Kartikasari (2015) and Lestari & Wicaksono(2022), the purpose of their research is to find out the language learning strategies used by the students and determine the most language learning strategies used by the students. Other research supports Kartikasari's findings stated the use of language learning strategy is affected by good and poor achievement of language learners, the research was proposed by Hou (2018). The result showed, good language learners used more strategies, and differences in strategy use existed among learners of FL, ESL, and EFL. Research from Sartika (2019) showed that metacognitive became the most frequently learning strategy used by successful students on a scale of high use, while the unsuccessful students were medium users of cognitive strategy. Lestari (2015) also support the results of previous studies which show that language learners use all learning strategy such as memory, cognitive, compensation, metacognitive, affective, and social.

The previous studies above discussed many language learning strategies with various instruments and different researchers have labeled learning strategies with different terms but still refer to a similar process. The researcher found gap that in this research only focus about learning strategies used in writing process by the students on pre-writing course. This study only focuses on learning strategies used by students for the writing process in writing courses, namely IC writing and essay writing.

## **METHOD**

This research used quantitative research which focused on the

survey study. The purpose this research which used survey design, is to know the language learning strategies tend to be used by students on their writing class, especially in planning and drafting process. The population in this research is English department students at Universitas PGRI Jombang who is on first and third semester. The sample in this research was English Department students of 2023A (13 students), 2023B (15 students), 2022A (23 students), and 2022B (19 students) at Universitas PGRI Jombang. The targeted sample was 70 students. However, only 58 students responded to the questionnaire.

The instrument used in this research was a questionnaire adapted by Setiyadi (2016), which is LLSQ. From the questionnaire, some appropriate questions sorted into some questions that only focus on the writing process, especially in planning and drafting. The accumulation of the item started from 20 questions that discussed writing in general into 15 questions that only focused on writing process especially on planning and drafting, namely; freewriting, questioning, brainstorming, clustering, scratching outline, and drafting. In adapted questionnaires, cognitive strategies are measured with item nos. 1-6, metacognitive strategies with item nos. 7-12 and social strategies with item nos. 13-15.

The questionnaire was distributed to respondents directly in the form through printed files. After collecting the data, a statistical test was conducted to analyze the data. The analysis was done by calculating the frequency and percentage of each items in every learning strategy to see the tendency of students in using the language learning strategy in their writing process (Mertler, 2016). The respondents respond the questionnaire by determining them as follow

1: Never or almost never true of me

2: Usually not true of me

3: Somewhat true of me

4: Usually true of me

5: Always or almost true of me

## RESULT

Based on the result of the data analysis, to answer the research question: what kind of language learning strategy that used in the writing class within planning and drafting writing process of English Department students? The findings are presented as follows:

### 1. Cognitive Strategy

Table 1 The Result of Cognitive Strategy

No	Item	1	2	3	4	5	Total
1	If I do not know how to express my ideas in English while writing, I keep writing and figure out what I want to write about and put my ideas into writing.	1 (1,72%)	7 (12,07%)	23 (39,66%)	24 (41,38%)	3 (5,17%)	100%
2	I write what I think using WH question words to explore ideas and details about my subject.	0 (0,00%)	4 (6,90%)	10 (17,24%)	26 (44,83%)	18 (31,03%)	100%
3	I making sentence list in order to collect the idea and details that related with the subject.	1 (1,72%)	8 (13,79%)	24 (41,38%)	15 (25,86%)	10 (17,24%)	100%
4	I write the outline to help me to write down the supporting details and arrange each points appropriately.	0 (0,00%)	10 (17,24%)	19 (32,76%)	17 (29,31%)	12 (20,69%)	100%
5	I using clustering to help me in generating material, idea, and details that make sense and related each	3 (5,17%)	18 (31,03%)	12 (20,69%)	15 (25,86%)	10 (17,24%)	100%

	other.						
6	I consult a dictionary to find out the meanings of words.	1 (1,72%)	9 (15,52%)	23 (39,66%)	16 (27,59%)	9 (15,52%)	100%

## 2. Metacognitive Strategy

Table 2 The Result of Metacognitive Strategy

No	Item	1	2	3	4	5	Total
7	I write out and develop the outline from idea based on paragraph development rules.	2 (3,45%)	13 (22,41%)	12 (20,69%)	21 (36,21%)	10 (17,24%)	100%
8	I write out supporting details into paragraph relates to my own experiences.	4 (6,90%)	12 (20,69%)	17 (29,31%)	18 (31,03%)	7 (12,07%)	100%
9	I try to developing the words and sentences without worry about grammatical error.	2 (3,45%)	6 (10,34%)	19 (32,76%)	19 (32,76%)	12 (20,69%)	100%
10	I use planning to plan ideas and find suitable topics before writing.	1 (1,72%)	6 (10,34%)	22 (37,93%)	18 (31,03%)	11 (18,97%)	100%
11	I read my planning and correct the mistakes.	1 (1,72%)	7 (12,07%)	13 (22,41%)	13 (22,41%)	24 (41,38%)	100%
12	I try to be aware of which words or grammar rules give the greatest trouble, this way I can pay special attention to them while I write and practice.	0 (0,00%)	6 (10,34%)	10 (17,24%)	18 (31,03%)	24 (41,38%)	100%

## 3. Social Strategy

Table 3 The Result of Social Strategy

No	Item	1	2	3	4	5	Total
13	I discuss with friends when planning ideas and topics.	6 (10,34%)	4 (6,90%)	17 (29,31%)	19 (32,76%)	12 (20,69%)	100%
14	I ask my friends for their opinions on my ideas.	3 (5,17%)	6 (10,34%)	16 (27,59%)	19 (32,76%)	14 (24,14%)	100%
15	I ask my friends to correct my writing.	2 (3,45%)	12 (20,69%)	14 (24,14%)	14 (24,14%)	16 (27,59%)	100%

After calculating all the statistics per question, the researchers then

grouped the questions into three major categories that are cognitive, metacognitive and social strategy, which can be seen in the table:

**Tabel 4 Strategy Summary**

<b>STRATEGY</b>	<b>COGNITIVE</b>	<b>META COGNITIVE</b>	<b>SOCIAL</b>
AVG	3,49	3,61	3,53

From the table above, the strategy that is widely used by students during the writing process is metacognitive strategy. This is known from the high mean or average value among the other strategies, namely 3.61, beating other strategies such as the cognitive strategy which was 3.49 and the social strategy which was 3.53.

## **DISCUSSION**

Metacognitive or planning strategies have many positive impacts and are the most frequently used strategies. (Lestari, 2016) revealed that metacognitive strategies are the most widely used strategies in higher education, beating memory and social strategies. Research by (Rosdiana, Damaianti, Mulyati, & Sastromiharjo, 2023) revealed that metacognitive strategies make a significant contribution to academic writing abilities. Metacognitive strategies make a major contribution to declarative knowledge, thorough planning, design management, and evaluation processes. Thus, metacognition plays a large role in the procedural writing process, adequate planning and evaluation. (Teng & Yue, 2022) expressed an opinion regarding the results of their research in China, which stated that students with sufficient metacognitive knowledge tend to produce higher quality academic writing results than students with less

metacognitive knowledge. Apart from providing good writing, metacognitive abilities also provide a significant correlation with critical thinking abilities.

This research shows that metacognitive learning strategies are more widely used by respondents. The strategy of metacognitive is the strategy most widely used by respondents because this strategy provides careful and neat planning. Apart from good planning, this strategy also provides opportunities for corrections to texts that have been created and plans that will be executed. Metacognitive strategies make a major contribution to declarative knowledge, thorough planning, design management, and evaluation processes. Thus, metacognition plays a large role in the procedural writing process, adequate planning and evaluation. Thus, it can be concluded that metacognitive strategies provide quite a good impact and promise a higher quality form of writing. The use of planning and metacognitive strategies provides students with the opportunity to prepare careful plans and make good corrections. This makes things easier for them and at the same time, provides optimal work results.

## **CONCLUSION**

This research is to measure what kind of language learning strategy that used in the writing class of English Department students. In this research, there are two main processes embedded in the instrument. The two processes are planning and drafting. The kind of language learning strategy that used, divided into three categories: cognitive strategy, metacognitive strategy, and social strategy. The strategy that is widely used is metacognitive learning strategy. This is known based on statistical results

which show mean (AVG) which has a value of 3.61. This value is greater than the mean obtained for other strategies such as cognitive strategy which was 3.49 and social strategy which was 3.53. Metacognitive strategies enable students to have a mature planning system and an adequate correction system, enabling them to provide quality and capable writing products.

## SUGGESTION

This research does not cover all existing writing process. This research only covers two writing process, namely planning process and drafting process. This research found that students on both processes mostly on metacognitive strategy, the researchers hope that the future research is expected to be able to uncover the other writing processes, such as editing or final version. The researchers also expect the next research may uncover certain strategy used within the other processes, do metacognitive strategy remains to be mainly used in the other strategies, in the order to fill in the gaps to the research and make a better contribution.

## References

- Andrew D. Cohen. (1998). *Strategies in Learning and Using A Second Language*. London: Longman.
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Intruduction to Research in Education*. USA: Printed in Canada
- Basaffar, F. M., & Bukhari, S. S. (2023). Saudi University Learners' Metacognitive Abilities and Writing Performance. *Scholars International Journal of Linguistics and Literature*. doi:10.36348/sijll.2023.v06i02.004
- Creswell, J.W. and Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage, Los Angeles.

- Graham, S., Harris, K., and Hebert, M. A. (2011). Informing writing: The benefits of formative assessment. A Carnegie Corporation Time to Act report. *Washington, DC: Alliance for Excellent Education.*
- Habók, A., & Magyar, A. (2018). Validation of a Self-regulated Foreign Language Learning Strategy Questionnaire through multidimensional modelling. *Frontiers in Psychology, 9*, Article 1388.
- Harmer, J. (2001). *The Practice of English Language Teaching (3rd ed.)*. Harlow: Longman.
- Hou, Y. A. (2018). A study of the role of strategy in foreign language learning. *Open Journal of Modern Linguistics, 8(5)*, 151-175.
- Kartikasari, D., Salam, U., & Novita, D. (2015). Language learning strategies in learning English. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK), 4(11)*.
- Lestari, E. R., & Wicaksono B. (2022) Revealing Direct And Indirect Strategies In Students' Paraphrasing Completed By Verbal Report Protocol. In *Surabaya Teaching and Researching in The Post Pandemic Era: Challenges and New Ways in Language Education. The 3<sup>rd</sup> ICONELT*. <https://doi.org/10.15642/iconelt.2022.3.24-33>
- Lestari, N. O. (2015). Language learning strategies of English education department of FITK (A comparison descriptive study at the fourth and the sixth students).
- O'Malley, M.J. & Chamot, A.U. (1990) *Learning Strategies in Second Language Acquisition*. Cambridge-London: Cambridge University Press.
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers.
- Razkane, H., Sayeh, A. Y., Diouny, S., & Yeou, M. (2023). The Impact of Explicit Metacognitive Writing Strategy Training in English (L3) on Arabic-French-English Trilingual Learners' Writing Outcomes. *English Teaching & Learning*. doi:10.1007/s42321-023-00156-7.
- Rosdiana, L. A., Damaianti, V. S., Mulyati, Y., & Sastromiharjo, A. (2023, June). The Role of Metacognitive Strategies in Academic Writing Skills in Higher Education. *International Journal of Learning, Teaching and Educational Research, 328-344*. doi:10.26803/ijlter.22.6.18.

- Santihastuti, A., & Wahjuningsih, E. (2019). The learning strategies used by EFL students in learning English. *IJEE (Indonesian Journal of English Education)*, 6(1), 10-20.
- Setiyadi, A. B. (2016). *Language Learning Strategy Questionnaire (LLSQ) A Measurement to Identify Students' Learning Strategies and Prepare the Success of Learning English in the Indonesian Context (Empirical Evidence)*.
- Tarigan, H.G. (1985). *Menulis Sebagai Suatu Keterampilan Berbahasa*, Bandung: Angkasa
- Teng, M. F., & Yue, M. (2022, November 24). Metacognitive writing strategies, critical thinking skills, and academic writing performance: A structural equation modeling approach. (M. V. Veenman, Ed.) *Metacognition and Learning*, 237-260. doi:10.1007/s11409-022-09328-5.
- Younes, Z. & Albalawi, F. (2015). Exploring the Most Common Types of Writing Problems Among English Language and Translation Major Sophomore Female Students at Tabuk University. *Asian Journal of Basic and Applied Sciences*, 3(2), 7-26.

**ARGOPURO**

Argopuro: Jurnal Multidisiplin Ilmu Bahasa  
Vol 1 No 1 Tahun 2023.  
Online ISSN: XXXX-XXXX