

**LEARNING STRATEGIES EMPLOYED BY
STUDENTS IN INTERNATIONAL CLASS OF UMS TO
DEVELOP THEIR WRITING SKILL**

THESIS



**Submitted to the Department of English
Education, Faculty of Teacher Training and
Education, Universitas Muhammadiyah Surakarta in
Partial Fulfillment of the Requirements for the
Degree of Magister of Education
by**

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2023**

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Official note on Lala Devi Ovita's Thesis

Dear

The Director of Magister of Graduate Program of Magister of English Education of Graduate Program Muhammadiyah University of Surakarta.

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Having read, examined, corrected, necessarily revised of

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NIM : S400200012

Program : Magister of English Education

Focus on : Writing

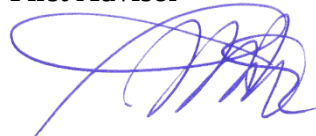
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Wassalamualaikum, Wr. Wb.

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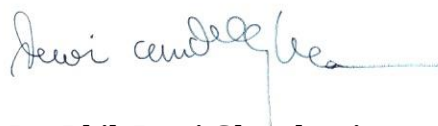
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Supervisor's Approval:

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I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is therefore eligible to proceed to an examination by the board of examiners of the Department of English Education, Faculty of Teacher Training and Education-Muhammadiyah University of Surakarta.

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APPROVAL OF THESIS FOR SUBMISSION

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to Develop their Writing Skill

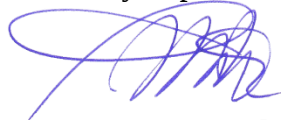
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has been examined by the board of examiners on June 2023. All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by student.

The board of examiners certify that the thesis is eligible for submission.

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Drs. M. Farid Wajdi, M. M., Ph.D.

STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled “**Learning Strategies Employed by Students in International Class of UMS to Develop their Writing Skill**” is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I also confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia and abroad.

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The Researcher



Lala Devi Ovita

MOTTO

There is no easy process for a beautiful goal. So stay grateful and keep going to reach your dream in life.

Tidak ada proses yang mudah untuk tujuan yang indah. Tetaplah bersyukur dan terus maju untuk meraih mimpi dikehidupan.

-Lala Devi Ovita

ACKNOWLEDGEMENT

Assalamualaikum Wr. Wb.

First of all, thank to Allah SWT because of his blessing, guidance and love, the researcher completed this research paper entitled **LEARNING STRATEGIES EMPLOYED BY STUDENTS IN INTERNATIONAL CLASS TO DEVELOP THEIR WRITING SKILL.**

In conducting this research, the researcher realized that it is impossible to finish without others people help. Therefore, the researcher would like to thank to all people who have supported and accompanied over the years and during the arrangement of this research paper. The researcher would like to express her deepest gratitude and appreciation to:

1. Drs. M. Farid Wajdi, M. M., Ph.D., as the Director of Graduate School of Muhammadiyah University of Surakarta.
2. Agus Wijayanto, Ph.D., as the Head of English Education of Muhammadiyah University of Surakarta.
3. Agus Wijayanto, Ph.D., as the Primary Supervisor. Thanks a bunch for your valuable guidance, advices, suggestions, and critics from beginning until finishing this research paper.
4. Dr. Phil. Dewi Chandraningrum, S.Pd., M.Ed., as the Co-Supervisor. Thank you very much for your correction, advices, and critics in finishing this research paper.
5. Yeny Prastiwi, S.Pd., M.Hum., Ph.D., as the examiner. Thank you for your correction and advice.
6. All lecturers of English Language Study of Post Graduate in Muhammadiyah University of Surakarta who have given their knowledge and experience to the researcher.
7. Her family especially her parents who always give pray and support unconditionally to complete this research.
8. Her lovely friends, Harry Fernando, Rinda Agustina, Khalisa Salsya, Aulia Shabrina, and Sanidya Ashari who always support, help, and care to her.

9. All friends in Post Graduate School who have been kindly to her.
10. For those who cannot be mentioned one by one toward their support to the researcher in finishing this research.

In the deep heart, the researcher realized that there are still many mistakes and still far from being perfect. Therefore, the researcher hopes there are criticisms and advices from the readers to improve this research better than before. It will be accepted happily. Hopefully this paper can contribute to other researchers who are interested in the writing skill. Thank you and that's all.

Wassalamualaikum, Wr.Wb

Surakarta, 27 June 2023

The Researcher



Lala Devi Ovita

ABSTRACT

Lala Devi Ovita. S400200012. “Learning strategies employed by students in International class of UMS to develop their writing skill”. Thesis. Master of English Education. Graduate School of Muhammadiyah University of Surakarta. 2023.

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This study focuses on (1) the types of learning strategies employed by students in International class of UMS to develop their writing skill, and (2) the difficulties faced by students in International class of UMS in developing their writing skill. This study is qualitative research especially case study. The data of this study were the results of questionnaire and interview. In collecting the data, the researcher used questionnaire and interview. In analyzing the data, the researcher used Oxford's theory (1990) to find out the types of learning strategies and used Likert's 5 scales to identify the difficulties faced by students in International class of UMS in developing their writing skill. The result of the study showed that there are six types of learning strategies employed by students in International class of UMS. Those types are Memory strategies 13 (87%) students, Social strategies 12 (80%) students, Cognitive strategies 11 (74%) students, Compensation strategies 11 (73%) students, Affective strategies 9 (60%) students, and Metacognitive strategies 8 (53%) students. The most dominant strategies that used by fifteen Students in International class is Memory strategies.

Besides that, the result of the study also showed that there are five difficulties faced by students in International class in developing their writing skill, they are 7 (47%) students felt Usually difficult in Grammar and 7 (47%) students felt Usually difficult in Language Use, 6 (40%) students felt Rarely difficult in Spelling, 5 (33%) students felt Sometimes difficult in Punctuation and 5 (33%) students felt Never difficult in Capitalization. The most dominant difficulties that students faced in developing their writing skill are Grammar and Language Use.

Keywords: learning strategies, writing skill, difficulties in writing

ABSTRAK

Lala Devi Ovita. S400200012. “Strategi Pembelajaran yang Digunakan Mahasiswa Internasional UMS untuk Mengembangkan Keterampilan Menulisnya”. Tesis. Magister Pendidikan Bahasa Inggris. Sekolah Pascasarjana Universitas Muhammadiyah Surakarta. 2023.

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Penelitian ini berfokus pada (1) jenis strategi pembelajaran yang digunakan oleh mahasiswa kelas Internasional UMS untuk mengembangkan keterampilan menulis mereka, dan (2) kesulitan yang dihadapi oleh mahasiswa kelas Internasional UMS dalam mengembangkan keterampilan menulis mereka. Penelitian ini merupakan penelitian kualitatif khususnya studi kasus. Data penelitian ini adalah hasil kuesioner dan wawancara. Dalam mengumpulkan data, peneliti menggunakan kuesioner dan wawancara. Dalam menganalisis data, peneliti menggunakan teori Oxford (1990) untuk mengetahui jenis-jenis strategi pembelajaran dan menggunakan 5 skala Likert untuk mengidentifikasi kesulitan yang dihadapi mahasiswa kelas Internasional UMS dalam mengembangkan keterampilan menulis mereka. Hasil penelitian menunjukkan bahwa terdapat enam jenis strategi pembelajaran yang digunakan oleh mahasiswa kelas Internasional UMS. Jenis tersebut adalah strategi Memori 13 (87%) siswa, strategi Sosial 12 (80%), strategi Kognitif 11 (74%) siswa, strategi Kompensasi 11 (73%) siswa, strategi Afektif 9 (60%) siswa, dan strategi Metakognitif. 8 (53%) siswa. Strategi yang paling dominan digunakan oleh lima belas mahasiswa di kelas Internasional adalah strategi Memori.

Selain itu, hasil penelitian juga menunjukkan bahwa ada lima kesulitan yang dihadapi oleh siswa internasional dalam mengembangkan keterampilan menulis mereka, yaitu 7 (47%) siswa merasa Biasanya mengalami kesulitan dalam Grammar dan 7 (47%) siswa merasa Biasanya mengalami kesulitan dalam Penggunaan Bahasa, 6 (40%) siswa merasa Jarang merasa kesulitan dalam Ejaan, 5 (33%) siswa merasa Kadang-kadang merasa kesulitan dalam Tanda Baca dan 5 (33%) siswa merasa Tidak pernah mengalami kesulitan dalam Penggunaan Huruf Besar. Kesulitan paling dominan yang dihadapi siswa di dalam mengembangkan keterampilan menulis mereka adalah Tata Bahasa dan Penggunaan Bahasa.

Kata kunci: strategi pembelajaran, keterampilan menulis, kesulitan menulis

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