

THE CORRELATION BETWEEN WRITING STRATEGIES AND WRITING ACHIEVEMENT

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Abstract: *This study is aimed to know the correlation between writing strategies and students' writing achievement. The research design of this study is quantitative research in form of correlational design. The subjects of this study were 54 students from second semester students of English Department in Unisma that took writing class. The questionnaire that consists of 38 items was used to collect data of students' foreign language and the document of students' final test score to know their writing achievement. The result of this study is there is a moderate correlation between writing strategies and students' writing achievement, the more students used strategies the higher they get writing scores.*

Keyword: correlation, writing strategies, writing achievement.

INTRODUCTION

In writing, the problems that are faced by the students are difficulties to develop their ideas, lack of motivation to read sources and lack of vocabulary. Writing something worthy of reading is a difficult task for native and non-native learners because students have to be careful about several things from spelling to organization of text (Rass, 2015). Al-Gharabally (2015) argues that some students have difficulty getting started. Besides, according to Maarof & Murat (2013) showed that writing presents a great challenge whether writing in the mother tongue or the foreign language.

Another problem with learning writing is grammar, cognitive and contents problem. The first problem is grammar. The students usually make mistakes in using

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grammar, such as in using good tenses in sentences. The second problem is the cognitive problem. Cognitive problems are related to the student's mastery of form of language, structure and grammar that is useful for effective communication in writing. The last problem is the content. The students usually find difficulties in writing because they are difficult to convey their ideas. Hence, to be able to write a text, paragraphs, essay and articles, students should know the writing mechanisms such as punctuation, capitalization, spelling, etc.

Writing strategy is defined as that a writer is involved in planning, drafting, revising, and other writing related activities. According to Richards & Renandya (2002), process writing incorporates the four basic writing stages such as planning, drafting, revising and editing. The first is planning. It simulates thoughts for getting started so that it generates tentative ideas and gathering information. The second is drafting. It is focused on the writing and are not preoccupied with grammatical accuracy or the neatness of the draft. The third is revising. At this stage, students review their texts on the basis of the feedback given in the responding stage. The last is editing. At this stage, student engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher.

Furthermore, Brown & Hood (1989), describe that there are three main stages of writing process; preparing to write, drafting and revising. The first is preparing to write. At this stage, students search their brain for ideas and gathering information. The second is drafting. This stage is where students really begin writing, and it is not the time to worry about spelling, grammar, punctuation or the best wording. And the last is revising. This stage is where students check what they have finished draft.

In addition, Raimes (2002) also elaborate that writing course can be organized around skill and process such as generating ideas, organizing ideas, revising, writing fluently, writing effective beginnings and endings, and developing an argument to convince a reader. It means that students should have the beliefs that strategy is a deliberate action that is chosen, implemented, and managed by students to carry out tasks.

Furthermore, there is one of writing strategies or process that students used in learning writing skill. There was research investigating what writing strategies frequently used by students. The research conducted by Aluemalai & Manian (2020) found that the learners frequently use prewriting strategies slightly more than while-

writing and revising strategies. It means that the most students made outlining before they write a text. Besides, the research conducted by Chen (2011) found that the writing strategies positively correlate with students writing achievement, and the strategy that commonly used by students is while-writing strategies with the highest frequencies.

In addition, there is a factor effecting EFL students' writing performance, and that is writing process. Students' writing process can influence their writing performance. It is related with the research that was conducted by Firdaus, Purnomo & Mariana (2018). They found that learning writing process proved to be able to influence the ability of students in narrative essay writing skills. It means that improving students' writing skills through the approach to writing process is far better. So, writing process can be one of factors contributing students' writing performance. In addition, there was research investigating the correlation between writing achievement and writing strategies used. The research conducted by Qusay (2019) found that writing achievement is positively correlates with writing strategy use. It means that the more use of writing strategies, the more students will receive scores in content and language on a test.

So, based on the explanation above the researcher is interested in investigating what writing strategies that are frequently used by students of second semester of EFL students at University of Islam Malang and is there any correlation between writing strategies and students' writing achievement of second semester of EFL students at University of Islam Malang

METHOD

1. Research Design

The researcher used correlational research as research design. In correlational research designs, this research uses the statistical correlation test to describe and measure the variables covering an independent variable and dependent variable. The independent variable of this study is writing strategies, and the dependent variable is students' writing achievement.

2. Participants

The researcher conducted this study at English Department of faculty of teacher training and education, University of Islam Malang, specifically at second semester students. The participants of this study were 54 students who took writing 2 class and joined final test.

3. Instruments

In this study, the researcher used two instruments to collect the data. The first instrument was questionnaire as the instrument of this study. The questionnaire used in this study is adapted from Petric & Czarl, 2003. This version is designed to assess the frequency of use of writing strategies used by students. The questionnaire consisted of 38 items which were writing strategies. This questionnaire is divided into three stages of writing strategies. They were pre-writing, while writing and revising. Prewriting is categorized from 1-8 item numbers, while-writing is classified from 9-22 item numbers and revising strategies is classified from 23-38 item numbers.

The second instrument was document. The document used students' final exam scores in writing subject where students should write a paragraph with some topics that shared by lecturer. The Document included a writing score from the lecturer that taught writing in second semester. Students writing scores were used to determine the correlation between writing strategies and writing achievement. A writing score tube conducted in class was designed to measure writing ability.

4. Data Analysis

The data of this study was analysed by using SPSS (Statistical Package for Social Science) computer program version 20 – specifically by Pearson Product Moment Correlation to find out the relationship between two variables and in order testing the hypothesis.

FINDINGS

The results of this research were obtained by using Foreign Language Classroom Anxiety Scale (FLCAS) and document of students' speaking midterm test score with the aim of the research to find out the correlation between students' foreign language anxiety and their speaking performance at speaking class.

Through descriptive analysis, the researcher tries to describe the result of writing strategies questionnaire that has been given to the University of Islam Malang's second semester of English Education using descriptive analysis. First, the author discusses the outcomes of writing methods based on the prewriting, writing, and revision phases of the writing process. Statements 1 to 8 make up prewriting strategies, statements 9 to 22 make up while-writing strategies, and statements 23 to 38 make up revision strategies. The second semester counts the frequency and proportion of writing strategies used by 54 students. The table below shows the results of the writing strategies questionnaire. **Table 5**

Table 5 Descriptive Statistic of Writing Strategies and Students' Writing Achievement

Statistics		Prewriting	While_Writing	Revising
N	Valid	54	54	54
	Missing	0	0	0
Mean		28,24	49,22	52,67
Median		29,50	49,00	51,00
Mode		31	47	49
Std. Deviation		6,556	11,631	12,410
Range		25	45	51
Minimum		13	21	27
Maximum		38	66	78
Sum		1525	2658	2844

Table 5 shows that the mean scores of prewriting strategies are 28.24, and its standard deviation scores is 6.55. On the other hand, the mean scores of while-writing are 49.22, and its standard deviation scores are 11.63. And the mean scores of revising strategies are 52.67, and its standard deviation scores are 12.41. The data shows that students frequently use revising strategies more than prewriting and while-writing strategies.

Through descriptive analysis, the author tries to describe the result of writing test of the second semester student of English Education Program at the University of Islam Malang that was obtained from the lecturer. First, the writer describes the

result of writing test based criteria of writing score of paragraph. The complete calculation can be seen in the table 6.

Table 6 Distribution of Students' Achievement

Interval score	Categories	Students	Percentage
80-100 (A)	Excellent	18	33%
75-<80 (B+)	Very good	17	31,5%
69-<75 (B)	Good	6	11%
60-<69 (C+)	Average	5	9%
55-<60 (C)	Enough	4	7,5%
44-<55 (D)	Poor	2	4%
0-<44 (E)	Very poor	2	4%
TOTAL		54	100%

Based on the data, the writer shows that there were 18 students (33%) who get the score between 80-100, and they were categorized as excellent, there were 17 students (31,5 %) who get the score 75<80, and they were categorized as very good, there were 6 students (11%) who get the score 69<75, and there were categorized as good, there were 5 students (9%) who get the score 60<69, and they were categorized as average, there were 4 students (7,5 %) who get the score 55<60, and they were categorized as enough and they were 2 students (4%) who get the score 44<55, and they were categorized as poor, they were 2 students (4%) who get the score 0<44, and they were categorized as very poor.

The findings indicated the correlation between writing strategies and wwriting achivement by using Pearson Product Moment Correlation Coefficient was described below.

Table 7 Correlation between Prewriting Strategies and Writing Achivement

Correlations		Prewriting	Students_Achievement
Prewriting	Pearson Correlation	1	,589**
	Sig. (2-tailed)		,000
	N	54	54
Students_Achievement	Pearson Correlation	,589**	1
	Sig. (2-tailed)	,000	
	N	54	54

** . Correlation is significant at the 0.01 level (2-tailed).

The table 8 in descriptive statistics, the correlations between prewriting strategies use and writing achievement, the coefficient of the correlation between prewriting strategies and writing achievement are 0.589. Its significance value is 0.00, and it is lower than 0.01. It means that prewriting strategies and writing achievement are correlated, and based on the interpretation of r value, 0,589 showed that is moderate.

Table 8 Correlation between While-writing Strategies and Writing Achievement

Correlations		While_Writing	Students_Achievement
While_Writing	Pearson Correlation	1	,470**
	Sig. (2-tailed)		,000
	N	54	54
Students_Achievement	Pearson Correlation	,470**	1
	Sig. (2-tailed)	,000	
	N	54	54

** . Correlation is significant at the 0.01 level (2-tailed).

The table 8, the correlations between prewriting strategies use and writing achievement, and the coefficient of the correlation between prewriting strategies and writing achievement is 0.470. Its significance value is .000, and it is lower than 0.00. It means that while-writing strategies and writing achievement are correlated, and based on the interpretation of r value, 0,470 showed that is moderate.

Table 9 Correlation between Revising Strategies and Writing Achievement

Correlations			
		Revising	Students_Achievement
Revising	Pearson Correlation	1	,455**
	Sig. (2-tailed)		,001
	N	54	54
Students_Achievement	Pearson Correlation	,455**	1
	Sig. (2-tailed)	,001	
	N	54	54

** . Correlation is significant at the 0.01 level (2-tailed).

The table 9, the correlations between prewriting strategies use and writing achievement, and the coefficient of the correlation between prewriting strategies and writing achievement is 0.445. Its significance value is 0.00, and it is lower than 0.01. It means that revising strategies and writing achievement are correlated, and based on the interpretation of r value, 0,455 showed that is moderate.

DISCUSSIONS

This finding is consistent with Qusay (2019) which is found that writing achievement is positively correlates with writing strategy use ($r=365$). It means that the more use of writing strategies, the more students will receive scores in content and language on a test. In line with that, Firdaus, Purnomo & Mariana (2018)) showed that learning writing process proved to be able to influence the ability of students in narrative essay writing skills at Cicabe State Elementary School, Mandalajati District Bandung city. It means that learning to write narrative essays using the writing process approach has increased. Furthermore, Chen (2011) found that writing strategies correlate with writing achievement. Where prewriting strategies 0.254 and revising strategies 0.397 positively correlate with students' writing achievement, the correlation is positive because the more often students use writing strategies, the higher scores they would get the writing achievement.

In addition, from the descriptive data showed that there are several strategies most frequently used in each stage. The findings were consistent with Aluemalai & Manian (2020), who described that prewriting 4.22 are used more frequently than while-writing 3.84 and revising 3.52. It means that students generally have a high level of strategic planning for writing process. The students frequently

use prewriting strategies slightly more than while-writing and revising strategies. It indicates that before students write, they mostly prepare their planning what they want to write in their mind and then write their plan in outline form on paper. Involves planning can develop their ideas and find appropriate rhetorical and linguistic means (Mu & Carrington, 2007). Indra (2004) argues that good students in their writing are planning their ideas by using outlines. So, it indicates that students are good at generating ideas, planning or outlining before they start writing. Furthermore, this study found out that revising 52.67 are more frequently used than prewriting 28.24 and while writing 49.22. It means that students always checks their mistakes after their lecturer gives the feedback, and they use dictionary when they revise their writing.

CONCLUSION

Based on finding and discussion, it can be concluded that students' writing strategies of second semester students of English Education program at University of Islam Malang generally use strategies when they write paragraph. Overall, writing strategies are considered as important ways in writing achievement .because the fact can be proved that writing achievement of second semester students of English Education Program of University of Islam Malang is still high. It can be seen from the result of writing scores of students that revealed 33% students have excellent criteria, and 31,5% of students have very good criteria. Furthermore, many factors influence the students' writing achievement and one of the factors is writing strategies.

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