

THE CORRELATION BETWEEN STUDENTS LEARNING STRATEGIES  
AND THEIR ACHIEVEMENT IN WRITING SKILL

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**Abstract**

The objective of this study to find out if there is correlation between students learning strategies and their achievement in writing skill. The sample of this study was the students of English Department, especially the second semester students. The participants of this study were 33 students. The data were collected using questionnaire adopted from Raofi, Miri, Gharibi, & Malaki (2017) and writing score. The data analyzed using Stastical Package for Sosial Science (SPSS) 17.00 version. The result of this study show that the null hypotheses is rejected. In other words, this research showed that there is correlation between students learning strategies and their achievement in writing skill. The level sig. (2-tailed) was lower than the level of significant (0.05). It can be said that the alternative hypotheses is accepted.

Keywords: learning strategies, writing achievement

**INTRODUCTION**

In English, there are four skills we must understand. The four skills are reading, speaking, listening and writing. Maung (2014) has argued that the essential four skills are the perceptive skills, listening and reading, and the productive skills, that are writing and speaking skills. Sadiku (2015) states that it includes: listening and speaking: these two skills are extremely intertwined and work in real-life situations at the same time. The integration of the two is therefore intended to foster effective oral communication. This integration will

assure communication that is real-life and purposeful. Reading and writing: as skills, they form a strong relationship with each other.

Writing skill is one of the language skills to communicate with each other by expressing ideas, suggestions, and opinions in a writing paper. Writing is important for students because it can be them to think critically to express something. Raoofi, Binande, and Rahmani (2017) said that writing is an important skill for the development and dispersion of understanding in every discipline discourse. Writing is one of the lessons in university that students must master. Writing is important in learning a language. And writing is a productive skill, which students who do this need to produce language. According to Kellogg and Raulerson (2007:237) writing is very important in education and the working world. Writing is the step in placing down the graphic symbols that provide a language to communicate some meaning so that the reader can understand the information which the writer has attempted to impart (Sapkota, 2012: 70). Defi (2018) explained that writing has an oral language base, but it has a meaning, form, and function in writing.

Most of the students have a problem in learning writing. Abderraouf (2015) said that most people feel writing skill is very difficult because the writing process must require concentration, time and much attention. The problems that are often faced by students are difficult to develop ideas, lack of motivation to read sources and lack of vocabulary. Defazio, Jones, Tennant & Hook (2010) said that the main problem faced by students is that they usually use abbreviations and informal languages. They often forget the use of punctuation, capitalization, spelling, and organization. Another problem with learning writing is grammar, cognitive, and contents problem. The first problem is grammar. That is about how the way uses sentence structure well. the students usually make mistakes in using grammar, such as in using the good tenses in sentences. The second problem is the cognitive problems. Cognitive problems are related to the student's mastery of the form of language, structure, grammar that are useful for effective communication in writing. The last problem is the content. The students usually face difficulties in writing because they are difficult to convey their ideas. For solving the problem,

the students must find the learning strategies that make them more understand in writing.

Learning strategies is the process used by the students in learning the language. In learning a language, learning strategy is important (Gerami & Baighlou, 2011). With a learning strategy, the student will be easier to understand what they learn. Language learning strategies as operations for the collection, processing, retrieval and using the knowledge (Rigney, 1978, as cited in Wasilewska, 2012). Learning strategies also are some of steps or plans used by students to get, save, and use the information well. As explained by Wanden and Rubin (1987, as cited in Wasilewska, 2012) that learning strategy consists of set of activities, measures, plans, routines used to improve, process, collect, and use information. Language learning strategies can be interpreted as the way students used to get knowledge (Hardan, 2013).

Learning strategies are important to learn English. Language learning strategies are the processes and actions done by the learner to help them in learning the language. Learning strategies can make students more easily learn. Golia (2018) cited Najafi, Sadighi, Bagheri, and Yarmohammadi (2017) as finding learning strategies are known as special ways of processing information that can enhance students' understanding, learning, or remembering the information.

There are six categories of learning strategies classified into two groups they are direct and indirect strategies. Golia (2018) cited Oxford (1990) said that direct strategies explain memory strategies, cognitive strategies, and compensation strategies. And indirect strategies include metacognitive strategies, effective strategies, and social strategies. Memory strategies are the ability of students to remember the language, cognitive strategies focus on how the students practice the language material that has been learned, compensation strategies focus on how they solve the problems faced in learning. Metacognitive strategies focus on how the students organize their learning process, effective strategies

focus on how the students' feel for learning and social strategies focus on how students can interact with others during learning.

Because this study explains the relationship between learning strategies and achievement in writing, the researcher found the previous study explaining about learning strategies and achievement in writing. The first previous study analyzed by Nasihah and Cahyono (2017). This study uses a questionnaire and writing score as an instrument. The result of the study showed that there is a significant correlation between language learning strategies and writing achievement. The second previous study by Chan (2014) examined the effect of learning strategies on students' writing achievement. The finding showed that there is a weak positive correlation between learning strategies and academic writing.

The researcher formulates the research questions for the study as follows: "Is there any correlation between students' learning strategies and their achievement in writing skill in second semester English Department students of Unisma?" and the objective of the study is to find out if there is any correlation between students' learning strategies and their achievement in writing skill in second semester English Department students of Unisma. In this study, there are two hypotheses, the null hypothesis and alternative hypothesis. The null hypothesis is there is no correlation between students' learning strategies and their achievement in writing skills in second semester English Department students of Unisma. And alternative hypothesis is there is a correlation between students' learning strategies and their achievement in writing skill in second semester English Department students of Unisma.

## **METHOD**

This study used correlational research designs. The design was implemented because two different variables were investigated in this research. The correlational research is one of the research designs that is used to know the correlation between two or more variables (Latief, 2017). In this research, there are two variables, variable X (learning strategies) and variable Y (writing

achievement). The researcher used this research design to solve the students' problem in the writing course. The population of this study is the second year students in English Department at University of Islam Malang. There are 6 classes and each class consist of 22 to 25 students. There are 127 students in second year students in UNISMA. The researcher just used 33 students because the researcher just want to know whether learning strategies use by the students can influence their writing achievement.

The instrument in this study, the researcher used questionnaire and writing score. The questionnaire consist of 26 items are grouped into five categories for assessment, that are metacognitive strategies, cognitive strategies, effort regulation, social strategies, and affective strategies. The items used 5-point Likert scale ranging from 1 (never), 2 (rarely), 3 (sometimes), 4 (often), and 5 (always). The participants write their own response to language learning. The questionnaire was translated into Indonesian to prevent confusion of certain things The questionnaire was adopted from Raoofi, Miri, Gharibi, & Malaki (2017). In this study, the researcher used the midterm test score of the second year students in English Department at University of Islam Malang. The score is used to ensure that the data from the question suitable the student's learning strategy. The score received by the researcher to know student achievement in writing.

The researchers used a questionnaire to know student learning strategies. The students had different learning strategies, so the researcher given questionnaire to know the students learning strategy. The result of the questionnaire can analyze the dominate the students' learning strategies. The next was the score of the writing test that the researcher used to collect the data. The researcher asked the score from the lecturer. The score will be used by the researcher to validate or confirm the data. In this study, the researcher just used the midterm test score from the students. After collecting the data, the researcher analyzes the data using Statistical Package for the Social Science (SPSS).

## FINDING AND DISCUSSIONS

### Finding

After the data analysis was done, the researcher described the result of the data analysis about the students learning strategies that were often used. The results of data analysis will be explained in the table below.

**Table 4.1 Mean and Standard Deviation**

Descriptive Statistics			
	Mean	Std. Deviation	N
Learning_Strategies	107.36	17.630	33
Writing_Achievement	83.18	12.534	33

Based on the table above, it can be seen that the number of data is 33. The mean of learning strategies is 107.36 and the standard deviation is 17.630. Moreover, the mean of writing achievement is 83.18 and the standard deviation is 12.534.

**Table 4.2 The Correlation between Learning Strategies and Achievement in**

### Writing

Correlations			
		Learning_Strategie s	Writing_Achievem ent
Learning_Strategies	Pearson Correlation	1	.355*
	Sig. (2-tailed)		.042
	N	33	33
Writing_Achievement	Pearson Correlation	.355*	1
	Sig. (2-tailed)	.042	

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## Discussions

Based on Stastical Package for Sosial Science (SPSS) version 17 software, the p-value (Sig.2-tailed) is .042 that is lower than .05. So, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted. As a result, there is significant correlation between students learning strategies and their achievement in writing skill.

The students who have good writing strategies can improve their writing achievement. In learning writing skill, language learning strategies are important for the students. As explained by Oxford (1990), language learning strategies are important in learning language, because it is the way to the students to improve their performance in language. Based on the finding above, most of the second semester English Department students of Unisma who get high score usually use strategy in learning writing.

This study has the same findings with Nasihah and Cahyono (2017) that there is significant correlation between students learning strategies and their writing achievement. The more frequently the students use learning strategies, their achievement in writing will increase. The current study and previous study used EFL students as participants. Because EFL students consider English as a foreign language, they need various strategies to learn writing. As Nasihah and Cahyono (2017) said that in learning languages, the students try to achieve certain goals, and writing is one of the important goals in language learning. Therefore, the students need learning strategies to get better results.

This study was also in line with Chand (2014) stating that there is positive correlation between learning strategies and academic writing proficiency. However, the correlation was weak. It means the strategy used has a low impact on writing proficiency. Same as the previous study above, the similarities with the current study are in the participants. The researcher used university students as

participants. The college students are aware of the importance of learning strategies. They have used many learning strategies so that their writing achievements are good. The students who learn writing using strategies, techniques and abilities will have good achievement in writing (Chand, 2014).

Based on previous studies above, the alternative hypothesis of this research is accepted that the findings of this study indicate that there is a correlation between learning strategies and writing achievement. Learning strategy is very important in improving students writing achievement.

## **CONCLUSION AND SUGGESTION**

The result of this study was found by analyzing data collection using SPSS 17.00 version. This study aims to determine whether there is a correlation between students learning strategies and their achievement in writing skill at second semester of English Department students of Unisma.

Based on the result and computation in the previous chapter, it can be deduced that the mean of the students learning strategies is 107.36. Afterward, the mean of the students writing achievement is 83.13. Furthermore, the researcher found out that the correlation coefficient is .355 as well as the sig. (2-tailed) is .042, it means that the significant 2-tailed value is lower than the critical value (0.05). It can be concluded that there is a significant correlation between students learning strategies and their writing achievement. Then, the result is the null hypothesis is rejected and the alternative hypothesis is accepted. Learning strategies are important in learning writing. The students who used learning strategies in learning writing tend to have a good score in writing.

The suggestion for the English lecturer, the result of this study can help them improve their teaching performance and learning activity. The first, to find out their students ' methods for improving their writing skills. The questionnaire can be a useful tool for achieving this purpose, as suggested by the results of this study. By using the questionnaire used in this report, the lecturer will help their



students recognize their own learning strategies. Second, the lecturer should reinforce strategies that students already use for English-writing activities, specifically identify new strategies, model how they can be used in learning, explain why and when they can be used, and provide students with ample opportunities to practice these strategies. The last, the lecturer can teach based on the students learning strategies that often they use.

For the future researcher, The results of this study are expected to call for more research into language learning strategies. The current study was descriptive; it explores the learner's practical use of strategy in writing. Throughout this article, the researcher has attempted to highlight some of the main issues discussed in the literature in relation to the two variables dealt with, those are learning strategies and writing achievement. And the last for the students, the researcher hopes that this research can help the students to know the various learning strategies. They can use suitable strategies and make it easier for them to learn writing.

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