WRITING STRATEGIES USED BY THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT

(A Descriptive Study on the Fourth Semester Students of University of Muhammadiyah Purwokerto in Academic Year 2014/2015)

A THESIS

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2. My beloved mothers and father – Puji Haryani and Sutarmo – who have given glorious guidance, advices, and everything for me.
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In the name of Allah, The Most Gracious The Most Merciful

(Al – Fatihah: 1)

To believe in yourself and work hard to always stay positive

Man Jadda Wa Jadda

Man Shobaro Zafiro

Man Saaro ‘Alaa Darbi Washola

Don’t complain, be strong
WRITING STRATEGIES USED BY THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT

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ABSTRACT

This study attempted to find out writing strategies used by the fourth semester students of English Department in University of Muhammadiyah Purwokerto. The subjects of research were 32 fourth semester students of English Department. The method of the research was descriptive method. The way to collect the data was close questionnaire to discover the writing strategies employed by the students as well as the dominant strategy used by all students. The result analysis revealed that all of the students utilized writing strategies within their writing. Overall, all of the students used the six strategies served in this research. The results were 87.5% students used cognitive category as dominant strategy because it assisted the students to produce writing, 15.62% students utilized metacognitive category as dominant strategy because it helped the students in managing the writing process, 6.25% students employed social category as the dominant strategy because the student tended to cooperate with others while writing, and 3.12% students used compensation category as the dominant strategy because it could overcome the students' limitation in language using several alternatives. The other two categories: memory and affective strategies were also used by the students, however those two were not the dominant strategies employed by the students in writing. It could be concluded that, all of the students utilized writing strategies in their writing and the dominant strategy used by fourth semester students was cognitive strategy.
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