

**LANGUAGE LEARNING STRATEGIES EMPLOYED BY HIGH ACHIEVER
STUDENTS FOR DEVELOPING WRITING SKILLS**



A THESIS

Submitted to English Education Study Program as a Partial Fulfillment of the
Requirements for the S.Pd. Degree

by:

Mayzita Dwi Amandha

1901050075

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH PURWOKERTO

2023

APPROVAL

Title : LANGUAGE LEARNING STRATEGIES EMPLOYED
BY HIGH ACHIEVER STUDENTS FOR
DEVELOPING WRITING SKILLS

Name : Mayzita Dwi Amandha

Student Number : 1901050075

Study Program : English Language Education

Faculty : Teacher Training and Education

Email : Mayzitadwiamandha@gmail.com

Supervisor : Miftahul Furqon, M.Pd.

Approved by:
Thesis Supervisor



Miftahul Furqon, M.Pd.

NIK. 2161008

Skripsi Berjudul

**LANGUAGE LEARNING STRATEGIES EMPLOYED BY HIGH
ACHIEVER STUDENTS FOR DEVELOPING WRITING SKILLS**

Dipersiapkan dan disusun oleh:

Mayzita Dwi Amandha

(1901050075)

Telah dipertahankan di depan Dewan Penguji pada 09 Agustus 2023 dan dinyatakan telah memenuhi syarat untuk diterima sebagai kelengkapan persyaratan untuk mendapatkan gelar Sarjana Pendidikan Program Studi Bahasa Inggris.

Pembimbing

1. **Miftahul Furqon, M.Pd.**
NIK. 2161008

(.....)

Penguji

2. **Feisal Aziz, Ph.D.**
NIK. 2160643

(.....)

3. **Dodi Sirai Muamar Zain, Ph.D.**
NIK. 2160510

(.....)

Purwokerto, 18 Agustus 2023

Universitas Muhammadiyah Purwokerto

Fakultas Keguruan dan Ilmu Pendidikan



Dekan,

Drs. Eko Suroso, M.Pd.
NIK. 2160103

iii

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini,

Nama : Mayzita Dwi Amandha
Tempat/Tanggal Lahir : Purbalingga, 10 Mei 2001
NIM : 1901050075
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Menyatakan bahwa skripsi yang berjudul,

LANGUAGE LEARNING STRATEGIES EMPLOYED BY HIGH ACHIEVERSTUDENTS FOR DEVELOPING WRITING SKILLS

merupakan hasil karya ilmiah sendiri, bukan merupakan hasil karya tulis orang lain baik sebagian maupun keseluruhan, kecuali dalam bentuk kutipan dan referensi yang telah ditulis sesuai ketentuan yang berlaku.

Demikian surat pernyataan ini dibuat dengan sebenar-benarnya dan apabila terdapat ketidaksesuaian pada pernyataan yang saya sampaikan atau terbukti melakukan plagiaris, saya bersedia menerima sanksi yang berlaku.

Purwokerto, 18 Agustus 2023

Yang menyatakan



31AKX590715304
(Mayzita Dwi Amandha)

Mengetahui,

Pembimbing I


(Miftahul Furqon, M.Pd.)

**HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI SKRIPSI
UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika Universitas Muhammadiyah Purwokerto dan demi pengembalian ilmu pengetahuan, saya yang bertanda tangan dibawah ini:

Nama : Mayzita Dwi Amandha
NIM : 1901050075
Program Studi : S1 - Pendidikan Bahasa Inggris
Fakultas : Ilmu Keguruan dan Pengetahuan
Perguruan Tinggi : Universitas Muhammadiyah Purwokerto
Jenis Karya : Skripsi

Menyetujui untuk memberikan Hak Bebas Royalti Noneksklusif (Non- exclusive Royalty-Free Right) kepada Universitas Muhammadiyah Purwokerto atas karya ilmiah saya yang berjudul:

**LANGUAGE LEARNING STRATEGIES EMPLOYED BY HIGH
ACHIEVER STUDENTS FOR DEVELOPING WRITING SKILLS**

Beserta perangkat yang ada (jika diperlukan). Dengan Hak Bebas Royalti Noneksklusif ini Universitas Muhammadiyah Purwokerto berhak menyimpan, mengalihmedia/mengalihformatkan, mengelola dalam bentuk pangkalan data (database), merawat, dan mempublikasikan skripsi saya dengan tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta. Pernyataan ini saya buat dengan sebenarnya.

Dibuat di: Purwokerto
Pada tanggal 18 Agustus 2023:
Yang menyatakan,



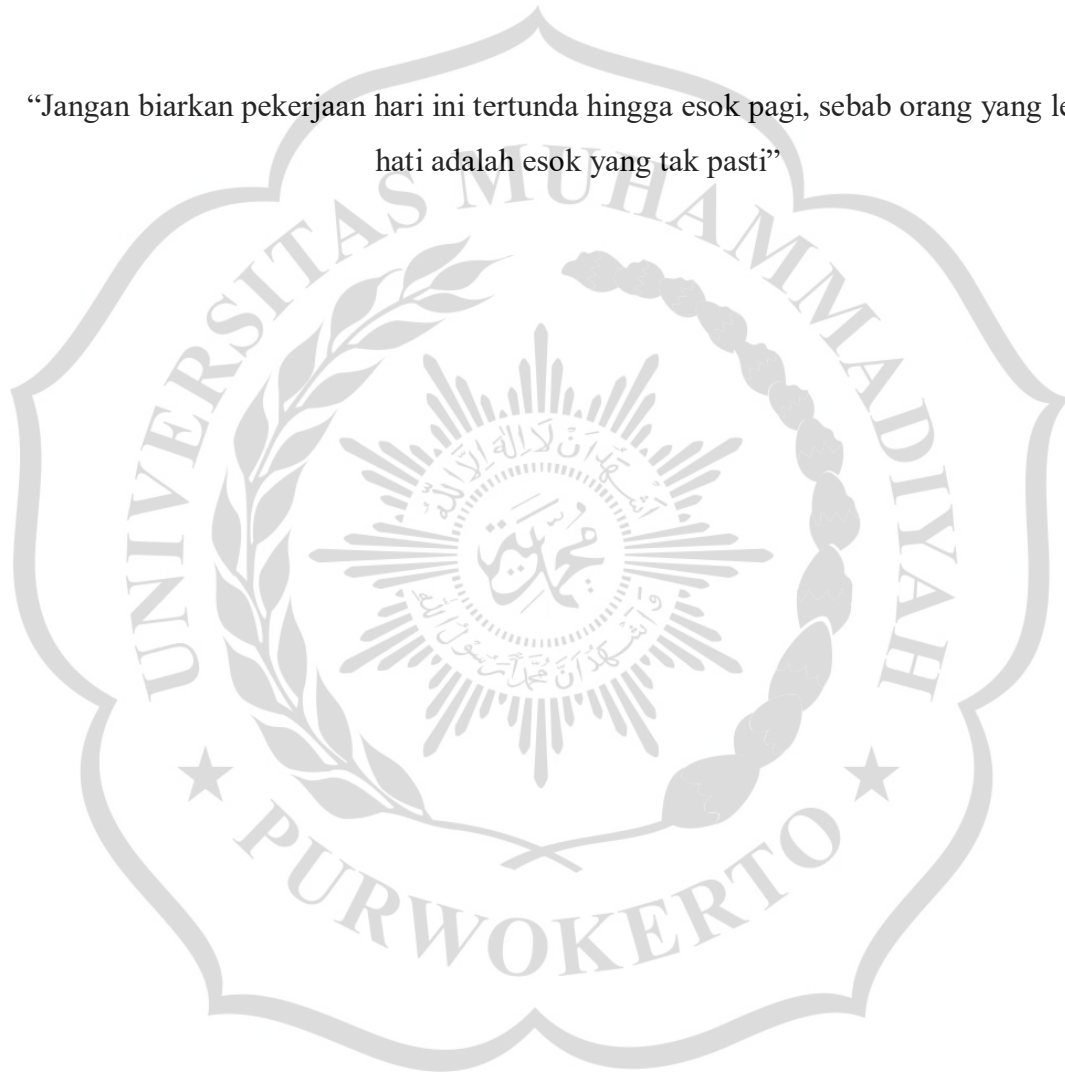
The image shows an official stamp of Universitas Muhammadiyah Purwokerto, featuring the university's logo and name in Indonesian and Arabic. Below the stamp is a handwritten signature of Mayzita Dwi Amandha. To the right of the signature is a red 'METERAL TEMPEL' (adhesive stamp) with the number F2AKX541276680.

Mayzita Dwi Amandha

MOTTO

“Learn from the past, live for today, and plan for tomorrow”

“Jangan biarkan pekerjaan hari ini tertunda hingga esok pagi, sebab orang yang lemah hati adalah esok yang tak pasti”



DEDICATION

In writing this thesis, the writer dedicates it to the people who have contributed to supporting the writer in the final stage of this study. This special dedication is shown to ;

1. Allah SWT, for all the health that has been given so that this thesis can be resolved
2. For myself, who has tried hard to complete this simple thesis with the best results.
3. My beloved parents Mr. Suwarno and Mrs. Nafiatun who have raised me with great affective, guiding, advising, giving the right direction, extraordinary patience and the prayers they always pray for me to achieve success.
4. Miftahul Furqon, M.Pd, as my supervisor, thank you for giving appreciation in the form of enthusiasm, taking the time, and providing the best suggestions and ideas during the guidance.
5. My brother who always gives attention to me in completing this thesis.
6. Thank you to Enda Ulina who always inspire each other and help me.
7. Thank you to Bella, Dinda, and Revi who have been together and helped each other for this graduation
8. For all friends and people around me, who have provided support.

ACKNOWLEDGMENT

Assalamualaikum Wr. Wb

Alhamdulillahirrobbil'alamin, praise to be Allah SWT the most graceful and merciful that enable me to accomplish this thesis entitled "Language Learning Strategies in Writing Performed by High Achiever Students". This thesis is presented to fulfill one of the requirements in accomplishing a bachelor's degree in English Education Department, Teacher Training and Education Faculty, Universitas Muhammadiyah Purwokerto.

The researcher wishes to express great appreciation and special thanks to :

1. Assoc. Prof. Dr. Jebul Suroso, S.Kp., Ns., M.kep., the rector of Universitas Muhammadiyah Purwokerto.
2. Drs. Eko Suroso, M.Pd., the dean of Faculty of Teacher Training and Education.
3. Feisal Aziez, Ph.D., the chief of English Language Education Study Program.
4. Miftahul Furqon, M.Pd., as the supervisor who has given much attention and guidance to the writer, so that the writer can finish this thesis.
5. All of lecturer of English Education Department for giving me valuable knowledge, skill, and experiences. Thank you for kindness, guidance, and everything.
6. Everyone who was involved directly or indirectly in completing this thesis.

The last but far from least, I would like to thank everybody who was important to the successful realization of this thesis. This thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

Wassalamu'alaikum Wr. Wb

Purwokerto, 7 August 2023

Mayzita Dwi Amandha

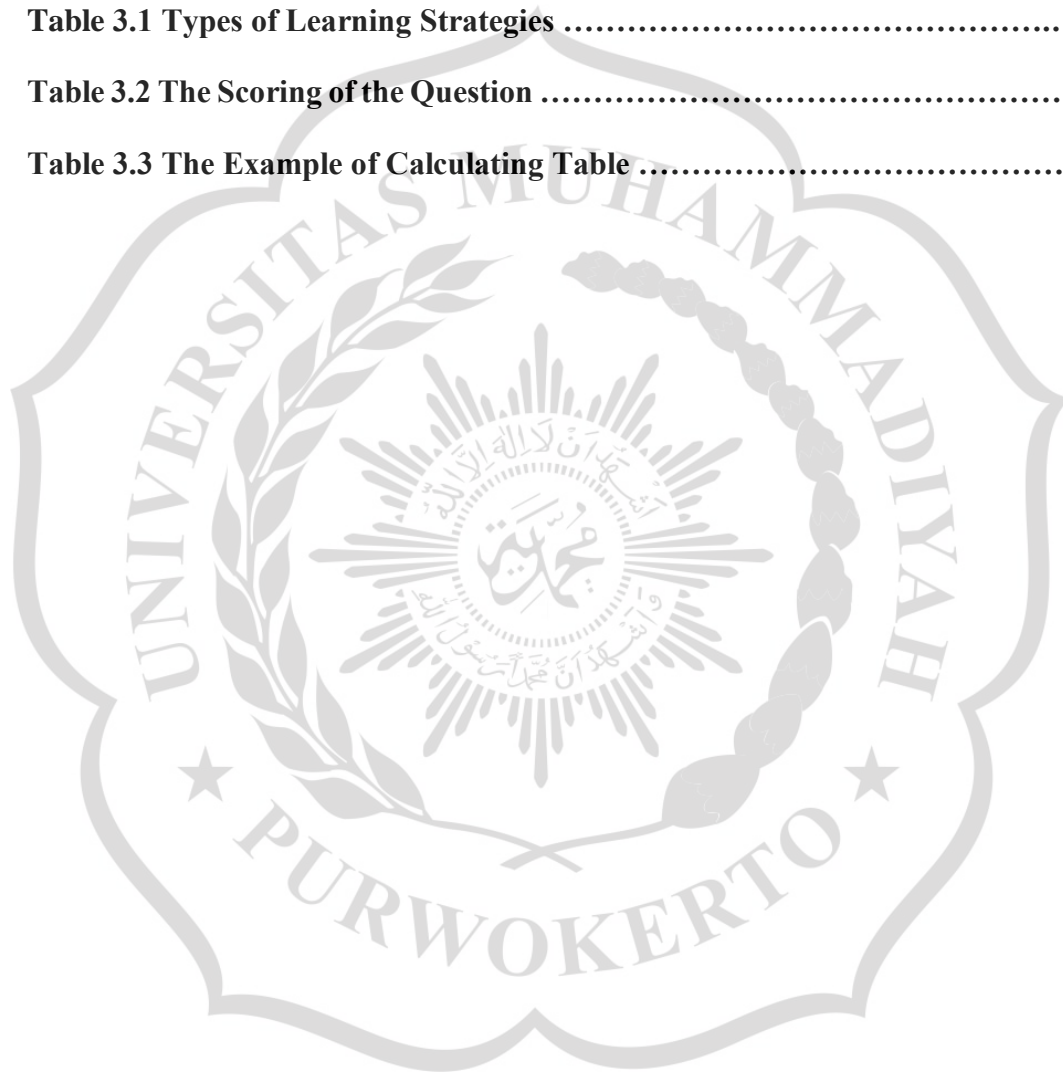
TABLE OF CONTENT

COVER	i
APPROVAL.....	Error! Bookmark not defined.
HALAMAN PENGESAHAN	Error! Bookmark not defined.
HALAMAN PERNYATAAN KEASLIAN TULISAN	Error! Bookmark not defined.
HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI SKRIPSI.....	Error! Bookmark not defined.
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGMENT.....	viii
TABLE OF CONTENT	ix
LIST OF TABLES	xi
LIST OF FIGURE	xii
LIST OF APPENDICES.....	xiii
ABSTRACT	xiv
ABSTRAK.....	xv
CHAPTER 1 INTRODUCTION	1
1.1. Research Background.....	1

1.2. Reasons of Topic Selection	3
1.3. Research Questions	4
1.4. Aims of the Research	4
1.5. Contributions of the Research.....	4
1.6. Clarifications of Relevant Terms	5
CHAPTER 2 LITERATURE REVIEW	6
2.1. Language Learning Strategies.....	6
2.1.1. The Notion of Language Learning Strategies	6
2.2. Writing.....	9
2.2.1 Definition of Writing	9
2.2.2 The Importance of Writing in Senior High School	10
2.2.3 Writing Process	11
2.2.4 Types of Writing Strategies	13
2.3. Previous Studies	14
CHAPTER 3 RESEARCH METHODOLOGY	16
3.1. Research Type.....	16
3.2. Research Setting.....	16
3.2.1. Population and Sample	16
3.3. The Technique of Data Collection	17
3.4. The Technique of Data Analyses	18
REFERENCES	32
APPENDICES	36

LIST OF TABLES

Table 3.1 Types of Learning Strategies	18
Table 3.2 The Scoring of the Question	19
Table 3.3 The Example of Calculating Table	20

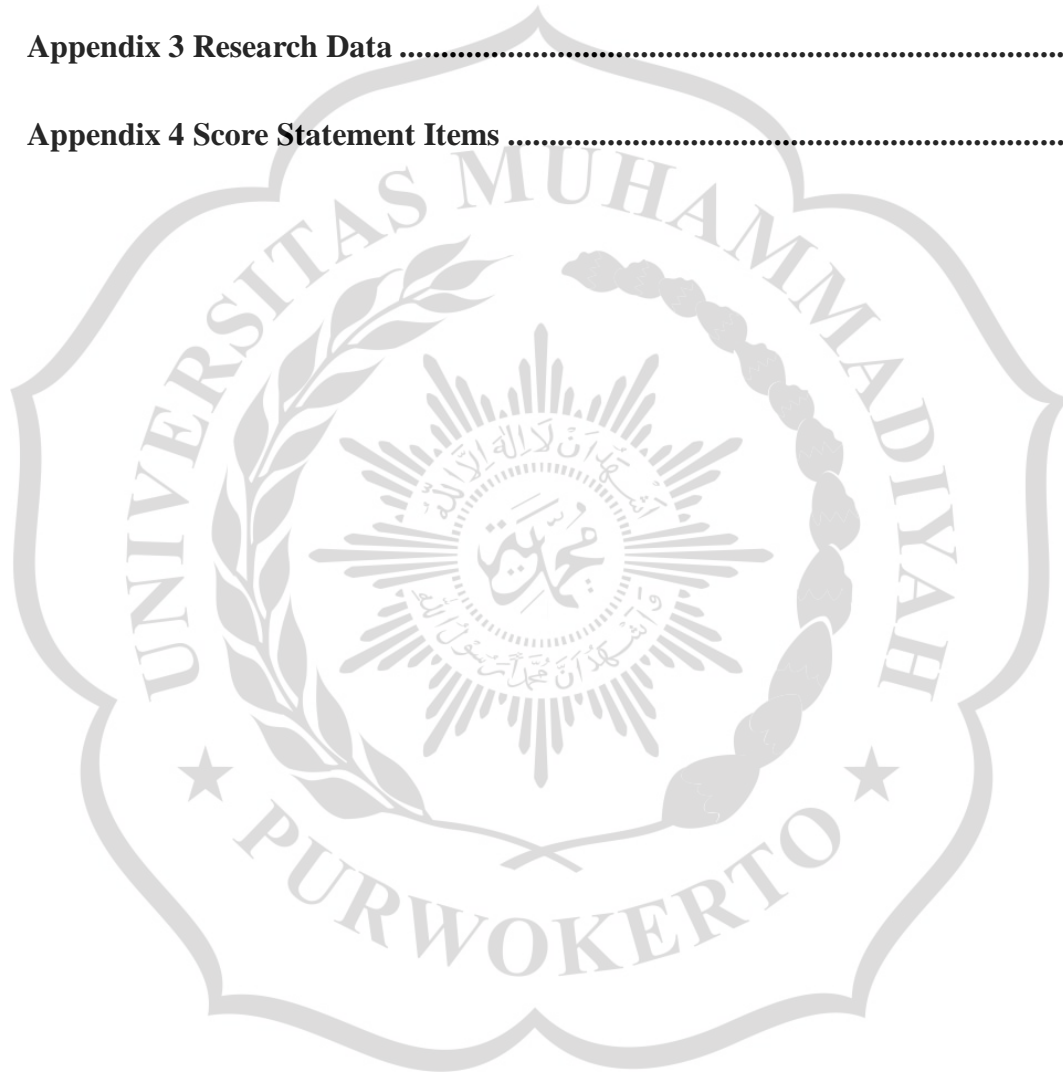


LIST OF FIGURE

Figure 3.2 Research Timeline	17
Figure 4.1 Writing Strategies Used by High Achiever Students	22
Figure 4.2 The Result of Metacognitive Strategy	23
Figure 4.3 The Result of Cognitive Strategy	24
Figure 4.4 The Result of Compensation Strategy	25
Figure 4.5 The Result of Affective Strategy	26
Figure 4.6 The Result of Social Strategy	28
Figure 4.7 The Result of Memory Strategy	29

LIST OF APPENDICES

Appendix 1 Questionnaire	37
Appendix 2 Questionnaire Blueprint	45
Appendix 3 Research Data	58
Appendix 4 Score Statement Items	62



LANGUAGE LEARNING STRATEGIES EMPLOYED BY HIGH ACHIEVER STUDENTS FOR DEVELOPING WRITING SKILLS

Mayzita Dwi Amandha

Universitas Muhammadiyah Purwokerto

mayzita@dwiemandhaa@gmail.com

ABSTRACT

This study aims to determine the language learning strategies employed by high achiever students for developing writing skills. This study used a descriptive quantitative approach by adapting the questionnaire conducted by Peneuelas (2012) which consisted of 47 statements. This questionnaire was distributed to students of high achiever class with a total population of 36 students. The answer provided by the students in the questionnaire were analyzed numerically using five Likert scale. The results of this study showed that students used all of the strategies including cognitive strategies, metacognitive strategies, compensation strategies, affective strategies, memory strategies, and social strategies. Compensation strategy is a strategy that has the highest average score compared to other strategies. The researcher also found that using a dictionary to look up words that did not know how to write was one of the strategies that the majority of students used. The results of this study can be used as a reference for English teachers to support students' English writing skills.

Keyword: *Language Learning Strategies, writing skills, high achiever students*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi pembelajaran bahasa yang digunakan oleh siswa berprestasi untuk mengembangkan keterampilan menulis. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dengan mengadaptasi kuesioner yang dilakukan oleh Peneuelas (2012) yang terdiri dari 47 pernyataan. Angket ini dibagikan kepada siswa kelas berprestasi dengan jumlah populasi 36 siswa. Jawaban yang diberikan siswa dalam angket dianalisis secara numerik dengan menggunakan lima skala Likert. Hasil penelitian ini menunjukkan bahwa siswa menggunakan semua strategi yang meliputi strategi kognitif, strategi metakognitif, strategi kompensasi, strategi afektif, strategi memori, dan strategi sosial. Strategi kompensasi merupakan strategi yang memiliki skor rata-rata tertinggi dibandingkan dengan strategi lainnya. Peneliti juga menemukan bahwa menggunakan kamus untuk mencari kata-kata yang tidak diketahui cara menulisnya adalah salah satu strategi yang digunakan sebagian besar siswa. Hasil penelitian ini dapat digunakan sebagai referensi bagi guru bahasa Inggris untuk mendukung kemampuan menulis bahasa Inggris siswa.

Kata Kunci: *Strategi belajar siswa, kemampuan menulis, siswa berprestasi*