

**THE STUDENTS' WRITING STRATEGIES ON ONLINE  
LEARNING AT THE THIRD SEMESTER OF ENGLISH  
STUDY PROGRAM IN IAIN CURUP**

**THESIS**

**This thesis is submitted to “Sarjana” Program of Institute College for Islamic  
Studies as a Partial Fulfillment of the Requirements for the Graduate Degree  
in English Tadris Study Program**



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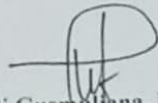
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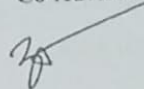
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## PREFACE

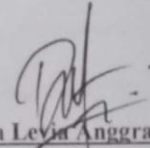
All praises to Allah SWT that the writer had finally finished writing his thesis entitled **“THE STUDENTS’ WRITING STRATEGIES IN ONLINE LEARNING AT THE THIRD SEMESTER OF ENGLISH STUDY PROGRAM IN IAIN CURUP”**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, 10 Juni 2021

Researcher



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The researcher finished this thesis entitled **“THE STUDENTS’ WRITING STRATEGIES IN ONLINE LEARNING AT THE THIRD SEMESTER OF ENGLISH STUDY PROGRAM IN IAIN CURUP”**. This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. In this chance the researcher would like to express her deepest gratitude for:

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Finally, the researcher needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Aameen.

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**Dita Levia Anggraini**  
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## MOTTO AND DEDICATION

*“Everything will seem impossible before you dare to try it.”*

## DEDICATION

This thesis is dedicated to:

- ❖ **My Best Mother, Mrs. Siti Muntamah and My Best Father, Alm. Mr.**

**Ngatio**

**Thank you so much for all prays, supports, suggestions, smile, loves, cares, and attention you have provided me to pass this entire of life.**

**Thank you for being the perfect parents for me. I Love You So Much and to my father I Miss You So Much.**

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- ❖ My Almamater IAIN Curup, thanks for everything.**

## ABSTRACT

**Dita Levia Anggraini, : The Students' Writing Strategies in Online Learning at Third Semester of English Study Program in IAIN Curup. 2021**  
**Advisor : Paidi Gusmuliana, M. Pd.**  
**Co-Advisor : Eka Apriani, M. Pd.**

The purpose of this research was to describe the students' writing strategies in online learning at the third semester of English Study Program in IAIN Curup. The design of this research was descriptive quantitative research. The population of this research was all of third semester students in English department of IAIN Curup. In selecting the sample, the researcher used total sampling technique. The number of sample was 67 students. The techniques of collecting data used are questionnaire. The close-Ended questionnaire used in this research. Then, the researcher gave the questionnaire to the respondent to know the students' effective writing strategies in online learning. The strategies can be seen from four aspects by Hu & Grambling, at al theories. The strategies are cognitive, metacognitive, resources management, and affective strategies. The result show, there are four strategies for students writing. The first one is the cognitive strategy as the lowest percentage is 61.51%, the majority of the students choose to sometimes. The second is metacognitive strategy gets a percentage 64.16%, the majority of students chooses to sometimes. The third strategy is resources management gets a percentage 64.88%, the majority of students choose often. The last strategy is affective strategies as the highest percentage is 69.90%, the majority of the students choose often. Therefore, it means that the students at the third semester of English Study Program in IAIN Curup have used an effective strategy when learning writing on online learning.

***Keywords: writing, strategies, online learning***

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## CHAPTER 1

### INTRODUCTION

#### A. BACKGROUND OF THE RESEARCH

Writing is a skill of language which is used as medium of communication, especially indirect communication. According to Oates, Writing is considered a means of communication as well.<sup>1</sup> It is a means of learning about themselves and the world around them, as well as an essential means of expressing oneself. Through writing, communication will be easier to do without limitation of space and time. Whatever the discussion, writing is a vital link for any discussion in society. So, English writing skills required in effective communication. Therefore communicating through writing requires practice, ideal routine practice, and simple strategies will improve writing skills.

Writing is an important activity because it will promote students to have good spelling, good writing, and richness of vocabulary.<sup>2</sup> Based on the definition above, writing is also used for students to show their ideas in writing form. In addition, order to produce good writing students must learn every material in learning writing. Besides, students need to use appropriate strategy in learning writing, namely by following the steps that

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<sup>1</sup> Oates, L. C. Beyond Communication: Writing as a means of learning. *The Journal of Legal Writing Institute. University of Seattle*, Vol 6 (1). 2000. pp 1-25.

<sup>2</sup> Jack C. Richard and Theodore Rodgers, *Approach and methods in language teaching*, Cambridge University Press, Cambridge, 2001, p.3

are good writing, as well as finding out the meaning and understanding the meaning to be written.

Strategy is a set of establishing practices to reach determined expectations. The determine expectations refer to the purpose of teaching process while the establishing practices refer to the progressive activities which engages the students in teaching process.<sup>3</sup> In other words, the use of strategies creates opportunities for teachers to facilitate students to smear what they learn in class to real- life experiences. In addition, the use of a suitable strategy in which writing almost always improves with repetition, the more repetition you do, the better the writer will appear. So, the more often we do write exercises, the better writing we will produce, of course, by using good and correct writing strategies and steps.

According to Raimes, writing strategies refers to techniques that language learners or writers use to control while writing and use to improve their piece of writing via three main steps: planning, drafting/writing, and revising.<sup>4</sup> Therefore, in writing strategy, there are 3 things that need to be measured. First, students must have a strategy or ideas that will be put into writing by collecting various kinds of information. Second, students write down every of the ideas they get from various sources that have been obtained correctly, after which they are arranged in an appropriate order. After writing / compiling, students will

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<sup>3</sup> Eacott, S. Strategy and the school principal. *Journal of Catholic School Studies*,79(2), 2007,p, 3-18

<sup>4</sup> Raimes, In Yangfang Zhang, dkk journal, “*Reading and writing learning strategies for low English proficiency students at a private university in China*”. *International Journal of Higher Education*. vol.8 No.3;June 2019, p. 215.

review the results they have written, if there are errors then students need to correct them until they are correct and appropriate. Besides, strategies are needed in the terms of learning, especially in terms of writing because it can increase the knowledge and abilities of these students.

According to O'Malley and Chamot, reading and writing strategies can be divided into metacognitive, cognitive, and social/emotional strategies: metacognitive strategies are used to plan, monitor and evaluate the use of cognitive strategies; cognitive strategies are use in the specific activities of language learning; social/affective strategies refer to learners communicating with others, controlling their emotions, and eliminating insecurity and anxiety in order to complete a certain learning task.<sup>5</sup> Especially now that students are faced with online learning classes, so students must be able to use effective strategies in dealing with their lessons.

According to Naidu defining online learning is an intensity of the use of information and communication technology networks in teaching and learning. The term online learning itself has a very wide definition. In terminology, online learning is pretty much put forward in various points of view, but it leads to the same understanding. Thus, online learning means learning by using media or electronic device assistance services. In its implementation, online learning uses audio, video, computer equipment, or a combination of the three.<sup>6</sup>

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<sup>5</sup> O'Malley, J.M. & Chamot, A. U, In Yangfang Zhang, dkk journal, "*Reading and writing learning strategies for low English proficiency students at a private university in China*". International Journal of Higher Education. vol.8 No.3; June 2019, p. 214-215

<sup>6</sup> Hasnidar, *Op, Cip.*, p 3



*Rationale:* to start this point the researcher would like to share the conceptual of strategies writing paragraph in online learning. First, the researcher outlines the important of writing because it will promote students to have good spelling, good writing, and richness of vocabulary as what Oates L. C stated. Second, there were writing strategies included three main steps: planning, drafting/writing, and revising. Those used to control learners or writers while writing and use to improve their piece of writing via based on the theory of Raimes. It was also elaborated in chapter 2 of this research. Third, the researcher outlined the threatement of online learning as both structurally and essentially different to face-to-face interaction. It was because in online learning there is an intensity of the use of information and communication technology networks as what Naidu said. Therefore, some strategies used in this writing online learning were metacognitive, cognitive, and social/emotional strategies. Chapter reflecting this view included in chapter 1 and 2.

The social condition of students nowadays has often interacted with the use of computers associated with Internet, it is used for the game or use as a teaching media. Based on phenomena in IAIN Curup, the application of online learning in the teaching and learning process has been applied by several campuses, especially in IAIN Curup such as zoom, google meet, google classroom and so on. Some educators or lecturers have implemented online learning media with the development of the learning process through information and communication technology that introduces the use of electronic media such as computers in spreading

information makes lecturers or teachers who previously played a very dominant role in classroom, but now they could do the learning process with distance by using online learning.

In addition, based on pre-interview conducted by the researcher at the third semester of English study program, the students learnt to write through online learning. this was new experience for them. Moreover, in online learning class especially writing paragraph class, the lecturer used Google Classroom or Zoom as a medium of it. Besides, the students became more disciplined to attend the writing class and submit their assignments as well. Then, they said that usually they asked their friends and got the information from internet for the material they did not understand well. Those ways really helped them and make it easier to do for the assignments was given.<sup>7</sup> Hence, learning strategy actually offered the students the creative ways to reach their goal in studying. Even though, the real condition seems not as easy as they thought. Therefore, this research was aimed to see and explore about students' writing strategies in online learning. Thus, the researcher wanted to conduct a research entitled *"The Students' Writing Strategies in Online Learning at Third Semester of English Study Program in IAIN Curup"*.

## **B. Research Question**

Based on the phenomena above, the research question was as following:

1. What is students' dominant writing strategy in online learning?

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<sup>7</sup> Interviewed with some 3<sup>rd</sup> semester students of TBI IAIN Curup. March 5<sup>th</sup> 2021

### C. Objective of the Research

Based on the research question above, the objective of this research is to investigate:

1. To know the students' dominant writing strategies in online learning

### D. Delimitation of the Research

The researcher limited this research to get more specific data. The researcher only describes The Students' Writing Strategies in Online Learning at Third Semester of English Study Program in Iain Curup.

### E. Definition of Key Terms

The definitions of key term of this research were as follows:

1. Strategy

Strategy is the mental process which learners employed to learners employed to learn and use the target language.<sup>8</sup> In other opinion strategy is a general plan of student's activities as their effort in learning to get their idea.<sup>9</sup>

2. Writing

According to Nunan, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader.<sup>10</sup> In this

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<sup>8</sup> David Nunan, *Language Teaching Methodology* (practice hall, Singapore). p.168

<sup>9</sup> Syaiful Bahri D Jamarah and Aswan Zain. *Strategi belajar mengajar*, (PT Rineka Cipta, Jakarta, 2002). P:15

<sup>10</sup> Nunan, D. (2002). Listening in Language Learning. In J. Richards & W.A Renandya (Eds.). *Methodology in Language Teaching* (pp. 238-241). Cambridge: Cambridge University Press.

research, writing skill is the ability of students in delivering and organizing ideas through various text materials.

### 3. Writing strategies

In general, the two most well-defined strategies that have been found in writing, in which writer "concentrate on working out what they want to say before setting pen to paper, and only start to produce full text once they have worked out what they want to say, and a revising strategy, in which writers work out what they want to say in the course of writing and content evolves over a series of drafts".<sup>11</sup>

## **F. Significance of the Research**

There are four significances of this research such as the following:

### 1. For the Lecturer

The researcher hopes that the lecturer can know what the students' difficulties of writing on online learning so that the lecturer can decide the way to teach the students.

### 2. For the Student

The students can find out what strategies should be used during writing lessons so that they can develop their ideas and get good writing results.

## **G. Systematic of the Research**

- a. Chapter I is Introduction. It consists of background, research question, the objective of the research, delimitation of the research, definition of key term, significant of the research.

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<sup>11</sup> Galbraith & Torrance. In Marleen Kieft, dkk Journal. *The effect of adapting a writing course to students' writing strategies*. Britist Journal of Educational Psychological Society (2007). 77, 565-578. The British Psychological Journal. P. 566

- b. Chapter II deals with review of related theories.
- c. Chapter III is research methodology. It deals with type of research, subject of the research, technique for collecting data and instrument of research.
- d. Chapter IV is result of the research and discussion.
- e. Chapter V is conclusion and suggestion.

## CHAPTER II

### LITERATURE REVIEW

This chapter consists of several theorists that are related to this research and some reviews of related findings.

#### A. Review of Related Theories

##### 1. Writing

###### a. Definition of Writing

Writing is the act of creating letters or numbers on a surface, usually with a pen or pencil.<sup>12</sup> Writing, according to Harmer, is a means of producing language and expressing ideas, feelings, and opinions. In addition, he claims that writing is a process in which what people write is often significantly influenced by genre limits, which must subsequently be presented in learning exercises.<sup>13</sup>

From the definitions above, it can be concluded that writing is the way of producing language and expressing ideas, feelings, and opinions in the form of letters, symbols, or words on a piece of paper by using pen or pencil.

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<sup>12</sup> Ely LiaSusanti (3105201), “*Using Wall Magazine to Improve Students*” Motivation in Writing of Descriptive Text (A Classroom Research with Eight Grade Students of MTS. Al HidayahGetassrabiGebog Kudus in the Academic Year of 2009/2010)”, (Semarang: IAIN Walisongo Semarang, 2010) published

<sup>13</sup> Jeremy Harmer. 2004. *How to Teach Writing*. Longman: Pearson Education Limited. P.31

## **b. Important of Writing**

The importance of writing, Gaith states that writing is a complex process that allows writers to explore thoughts and ideas on the paper.<sup>14</sup> It means that in writing text students must build their ideas so that they are able to produce good writing. Harmer states that there are many of learning writing. First, writing is not often time-bound in the way conversation. In writing actives, the students have long time think than do in speaking activities. They can express what they know in their mind and even the students using dictionaries or grammar books to help them.

Second, writing encourages students to focus on appropriate language use. It is a good way for the students to develop their language when their write down what they think or express their ideas with the appropriate language. Then, writing is often used as a means of reinforcing language that have been thought. In teaching writing process, the teacher often aks the students to write sentences or paragraph. The students should make a note about what they have learn while learning process happens. It makes the students able to understand about the language that has been thought.

The last, writing used in question-and-answer activities. In teaching writing process, the teacher often give question to students. For instance, about the previous material or their

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<sup>14</sup> Ghazi, Ghaith. 2002. *Writing*.<http://www.uhu.es/Antonia.dominguez/virtualwriting/.htm>.  
Retrived on November 17<sup>th</sup>, 2018

knowledge. The students prepare first to find the answer and they write down the answer the report the answer in front of the class. In the examination the students are asked their answer in the form of written.

### **c. The Stages of The Writing Process**

The creation of writing occurs in basically five stages: prewriting, drafting, revising, editing, and publishing.<sup>15</sup>

#### **1. Prewriting**

Prewriting is anything students do before they write a draft of their document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information.

#### **2. Drafting**

Drafting occurs when students put their ideas into sentences and paragraphs. Here students concentrate upon explaining and supporting their ideas fully. Here students also begin to connect their ideas. In this stage, students do not pay attention to such things as spelling at this stage.

#### **3. Revising**

Revision is the key to effective documents. Here students think more deeply about their readers' needs and expectations. The document becomes reader-centered.

#### **4. Editing**

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<sup>15</sup> Utami, Dewi. 2011. *How to Write*. Medan: La-Tansa Press.p.8.



In this stage, students should check for such things as grammar, mechanics, and spelling. They also should check the facts if their writing includes details, be sure they have included the information correctly.

## 5. Publishing

The final step of the writing process is publishing. Students need to produce a final copy of their work, in the correct format. This often means adding a bibliography, ensuring that citations are correct, and adding details such as the students reference number.

Process is a tool used to enable students to express their feelings efficiently, thoughts, and knowledge. The more students are learning how to use this process efficiently, the more they can express themselves efficiently. Based on theorist, there are five stages in the writing process namely, prewriting, drafting, revising, editing, and publishing.

## 2. Strategies

### a. Definition of Strategies

Strategy is the mental process which learners employed to learners employed to learn and use target language.<sup>16</sup> In other opinion strategy is a general plan of student's activities as their effort in learning to get idea.<sup>17</sup> From those theories, strategy is the

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<sup>16</sup> David Nunan, *Language Teaching Methodology*, practice hall, Singapore. P:168

<sup>17</sup> Syaiful Bahri D Jamarah and Aswan Zain.2002. *Strategi Belajar Mengajar*, PT Rineka Cipta, Jakarta, P: 15

students' plan as their effort to make them easy in the learning process.

#### **b. The Important of Strategies**

Strategies are especially important for language learning because they are tools for active, self-direct involvement, which is essential for developing communicative competence. So, strategies principles technique or rules will facilitate the learners to receive information across situation and setting. It means that strategies help the students in receiving information. Learners' strategies make up the ways or step that is taken by learners to make easier, faster, more enjoyable, more self-direct, more active, and more transferable to the new situation.<sup>18</sup>

So, it can be concluded from the above definitions, strategy is a method used by students to facilitate them in the learning process and make students more active, more understanding, and faster in receiving information that the lecturer provides.

### **3. Concept of e-learning**

E-learning as a media for teaching and learning process that helps the lecturer or teacher in enhancing the students' ability. Besides, e-learning is a system that uses a technology to be used in teaching and learning. Another definition of e-learning is a tool to support the teaching and learning process in long distance. Furthermore, e-learning refers to the teaching and learning process, which does not need a face-

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<sup>18</sup> Zuriateh. *Reading comprehension strategies apply by the students (at SMA 1 Curup). Skripsi. English Study Program. STAIN Curup, P.14*

to-face interaction between the teacher and the students. The objectives of e-learning are:

- 1) To create the students to be independent learner
- 2) To enhance the quality of learning material
- 3) To improve the participation of the students
- 4) To stimulate the development of creativity and innovation of the students in learning.

E-learning has three functions namely: functioning as a supplement, a complement, and substitution. As a supplement, e-learning can be used by the students or the learners or participants as an additional material in the learning process. As a complement, e-learning can be used to complete the material that students cannot get from the book. As substitution, e-learning can be used to substitute the teaching and learning process inside the classroom. E-learning has a principle that has a relation to the network that can easily be updated, saved, and distributed. Furthermore, e-learning has several advantages, for instance, the time is flexible for students, students will be more independent in learning, and students do not need to spend much money.

#### **a. Types of e-learning**

E-learning has two types, namely synchronous and asynchronous. The first, synchronous e-learning means that the students and the lecturers or the teachers interact online during the teaching and learning process at the same time. For example, the lecturer uploads

the slides of the presentation in e-learning website or uploads the video presentation, at the same time the students are online to listen and see the presentation of the lecturer. If there is a question related to the presentation, the students can chat with the lecturer or the teacher by using a chat window. The second, asynchronous e-learning refers to the online teaching and learning process while the students and the teachers are not necessarily connected online at the same time and where both students and lecturers avail themselves of web-based learning, which has proven beneficial for both parties alike. In this case, the students can learn any time based on the schedule that has been decided by the lecturer or teacher. The learning system can be in the form of a task, a quiz, reading, and a test.

#### **4. Writing Strategies in Online Learning**

##### **a. Definition Writing Strategies**

According to Cohen, writing strategies are "the actions or methods that learner consciously takes to make writing more effectively".<sup>19</sup> Arndt advocates that writing strategies include eight main categories: planning, global planning, rehearsing, repeating, re-reading, questioning, revising, and editing. This means, in writing, students must use the correct steps so that they are able to produce good and structured writing. Based on Oxford's learning theory about the basic knowledge of writing, the present study defines writing strategies as the consciousness and behavioral methods

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<sup>19</sup> Cohen, A. D. In Yangfang Zhang, dkk journal, "Reading and writing learning strategies for low English proficiency students at a private university in China". International Journal of Higher Education. 2019.vol.8 No.3;June 2019, p. 216

related to writing, and the methods and techniques used to improve the efficiency and quality of English writing, to express writing goals accurately, to make the writing consistent in content and form, and to use the information properly.<sup>20</sup>

According to O'Malley & Chamot, writing strategies are corresponding with reading tactics, which also include cognitive strategies, metacognitive strategies, and affective strategies. Cognitive strategies operated directly on incoming information, manipulating it to enhance learning, for example, by rehearsal, organization, and elaboration. Metacognitive strategies are the cognitive management that learners use in order to control the macro process of writing. And social affective strategies are often treated as a broad grouping involving interaction with other people or being about controlling one's feelings about language learning.<sup>21</sup>

So, it can be concluded, in writing, students need to determine the right strategy to make it easier for them to produce good and correct writing using appropriate methods and techniques, so that their writing results will be more focused.

#### **b. Strategies of Online Learning**

Online learning strategies (OLS) is defined as students' ability to understand and control their learning by employing a range of cognitive, metacognitive, resources management strategies and affective strategies in order to achieve online learning goals.

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<sup>20</sup> Ibid. p.216

<sup>21</sup> Ibid. p.216

Another factor that contributes to online learning achievement is affection in online learning.

1. According to Cook and Mayer, Payne, Pintrich, Smith, Garcia and McKeachie, and Puzziferro, Cognitive strategies defined as the behaviors needed in order to successfully acquire knowledge while engaging in the learning process. These behaviors include selection, acquisition, construction, and integration of information. Cognitive strategies are sub-divided into four strategies namely: rehearsal strategies, elaboration strategies, critical thinking strategies, and internet skills.
2. According to Pintrich, Metacognitive strategies refer to the ways that learners monitor their cognitive processes by preparing and planning to learn as well as regulating and evaluating their learning process. Metacognitive strategies are sub-divided into five strategies; time management strategies, goal setting strategies, self-monitoring/self-management strategies, self-evaluation strategies, and concentration strategies.
3. According to Pintrich and De Groot, Resources management strategies are defined as the learners' ability to manage learning resources such as their study environment and learning time, and their ability to learn from peers or more knowledgeable students, and seek help from peers and instructors. It is further divided into three sub-strategies: environmental management

strategies, help-seeking strategies, and use of resources/resourcing strategies.

4. Affective strategies in online learning, according to Tsai, are students' perceptions towards the benefits they gain from online learning. It also includes the willingness to learn by having a positive attitude, motivation, and way to reduce anxiety in a particular learning environment. It is sub-divided into three sub-strategies: attitude, motivation and anxiety control.<sup>22</sup>

Based on the theory of writing strategy and online learning. The researcher concluded that there are four writing in online learning strategies that can be used by students, namely cognitive, metacognitive, responsive management, and affective. Based on theories, there are some sub-indicator that find in cognitive strategies, namely rehearsal, elaboration, critical thinking, and internet skills. Besides, in metacognitive strategies, there are five sub-indicators, namely, time management, goal setting strategies, self-management, self-evaluation, and concentration. In the resource's management strategies, there are three sub-indicators namely, environmental Management, help-seeking, and use of resources / resourcing. The last affective strategies, there are three sub-indicators namely, attitude, motivation, and anxiety control.

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<sup>22</sup> In Settha Kuama, and Usa Intharaksa Journal, "*Is Online Learning Suitable for All English Language Students*". Prince of Songkla University. Vol.52. 2016. P. 56

## **B. Review of Related Finding**

In this research, the researcher took several journals and previous studies to support this research;

Yanfang Zhang, dkk, with the title "Reading and Writing Learning Strategies for Low English Proficiency Students at a Private University in China". The result of a detailed one-way ANCOVA showed that the intervention of English reading and writing strategies training in the experimental group had a significant improvement in English reading and writing skill. It is different from this research. In this research, the researcher will discourse about "The Students' Writing Strategies in Online Learning at the Third Semester of English Study Program in IAIN Curup".

Settha Kuama and Usa Intharaksa with the title "Is Online Learning Suitable for All English Language Students?". The result of this research there are some strategies in learning online. There are cognitive strategies, metacognitive strategies, resources management strategies, and affective strategies. The results suggest that low English proficiency students lacked online learning skills and experiences in self-directed learning. They may not be ready for learning English online. It is different from this research. In this research, the researcher will discourse about "The Students' Writing Strategies in Online Learning at the Third Semester of English Study Program in IAIN Curup".



Fitri Ani, with title “ An analysis on the english teacher’s strategies in teaching descriptive writing through online class at the seventh grade of SMP N 3 Gubug in the academic year 2019/2020”. the results of study show that 1) there are three strategies that the teacher used in teaching descriptive writing in class; the online learning, break down text, and mind mapping. 2) The teacher gives material in the form of soft file which are sent via WhatsApp group. 3) Advantages of online class, teaching on online class more efficient, practical, and flexible. Meanwhile the disadvantages of online class are spends a lot of quotas; the teacher cannot control students directly. It is different from this research. In this research, the researcher will discourse about "The Students' Writing Strategies in Online Learning at the Third Semester of English Study Program in IAIN Curup".

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter the researcher discovers the methodology that used in conducting of this research. The purpose of this chapter is to collect data and answer of this research. This chapter contains of research design, object of the research, source of the data, research instrument, technique of collecting data, technique of analyzing data.

#### A. Kind of The Research

The method applied in this research is descriptive quantitative. Descriptive research is the research that focused in describing any situation or condition in population, systematically, factually, and accurately.<sup>23</sup> Here, the researcher describes the students' strategies of writing on online learning at third semester in English study program at IAIN Curup.

In this research, the researcher collected and analyzed the data by using quantitative research. Creswell stated that quantitative research as a type of research which is explaining phenomena by collecting the numerical data that are analyze using mathematically based methods.<sup>24</sup> Furthermore, Gay states that descriptive quantitative research involves

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<sup>23</sup> John W. Creswell, *Research and Methodology: Methods and Techniues*, (California:SAGE Publication Ltd., 2004), p. 42

<sup>24</sup> *Ibid.*, p. 60

collecting data in order to answer the question concerning the current subject's status of the study.<sup>25</sup> Handcock confirmed that descriptive quantitative research is a research that is concerned with developing an explanation of phenomena.<sup>26</sup> Accordingly, descriptive research is appropriate to investigate many problems in the educational field.

## B. Subject of the Research

### 1. Population

According to Fraenkel et al, Population is the larger group to which one hopes to apply the result.<sup>27</sup> The population of this research is all the third-semester students of English Study Program in IAIN Curup. The total of population is 67 students; the populations consist of three classes.

**Table 3.1**

**The population of the research**

No	Class	Number of Student
1	TBI III A	22
2	TBI III B	23
3	TBI III C	22
TOTAL		67

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<sup>25</sup>L.R Gay, on Wisnu Budiman, 'By : English Tadris Study Program Faculty of Teacher Training and Education INSTITUTE COLLEGE FOR ISLAMIC STUDIES', 2019, 1–108.

<sup>26</sup>Barverley Handcock, *Trent Afaocus for The Research and Developing in Primary Health Care: An Introduction to Quantitative Research*, 1998, p.2

<sup>27</sup> Jack R fraenkel et al, " *How to design and evaluate research in Education*". Grow Hill, International Edition, p91

The researcher chose those population based on some reason. First, they have passed writing paragraph, thus they have known exactly how the lecturers take the role in teaching writing. Second, based on the pre-interview conducted by the researcher, the students were not able to write correctly or use English as the target language in subjects that required students writing ability. Besides, the students do not understand about the material and it is absolutely related to how the lectures played their role in teaching writing. In fact, they do not have the right strategies in learning writing though online learning.

## 2. Sample

According to Fraenkel et al, A sample in a research study is the group on which information is obtained.<sup>28</sup> To control the sample of this researcher, total was employed in this research, it means the researcher took all the population as the sample, it involved all third-semester students of English study program. According to Sukarman Syarnubi, total sampling is a kind of sampling technique by deciding all member of research population as the sample.<sup>29</sup> The number of samples was given in following table.

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<sup>28</sup> Ibid, p98

<sup>29</sup> Sukarman Syarnubi, "Metodologi Penelitian kuantitatif dan kualitatif". (Curup: LP2 STAIN, 2011), p102

**Table 3.2****Sample of the Research**

No	Class	Number of Student
1	TBI III A	22
2	TBI III B	23
3	TBI III C	22
TOTAL		67

As Sugiyono said, if the population that is less than 100, whole of the population became the sample.<sup>30</sup> The purpose of taking all members within the population as sample in this research because the researcher wanted to find out and described about students' strategies of writing on online learning if all member of population were taken as sample certainly the researcher would get the data completely.

**C. Technique of Collecting Data**

In gathering the data and answering the one research question above, the researcher usages questionnaire. The students just answered the questions in the questionnaire. It was a technique for collecting data by form that contain some written question to someone or a group of people to get the answer or idea and information that researchers' need.

The process of collecting data was as below:

1. The researcher made the questionnaire and gave questionnaire to two validators.

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<sup>30</sup> Sugiyono, *metode penelitian pendidikan* , (Bandung: Alfabeta, 2006) p11

2. After the questionnaire was checked by validators, then the researcher revised the questionnaire did the try out to the students who are not in population for checking validity of instrument by using Ms. Excel
3. After the questionnaire was valid, the true questionnaire gave to the respondents.
4. Collecting the questionnaire.
5. Analyzing the questionnaire based on the percentage formulas
6. Made the discussions.
7. Made the conclusions.

Questionnaire is one of the techniques for collecting data. Questionnaire is a group of written questions on paper or the others and given to the respondents to be answered without any intervention from the researcher.<sup>31</sup> In this research, questionnaire is very important to get data. The researcher considered, that if the researcher asked about detailed information such as the expressions by using interview, the respondents will be difficult to give answer because they need more time to remember how the lectures' role in writing paragraph. Therefore, the researcher used questionnaire to answer research questions above. So, the respondents could have more time to fulfill it. Questionnaire can be open-ended or close-ended.<sup>32</sup> Open-ended questionnaire is a list of questions that there is no open ended is a list of question that there is no standard question to these questions and the data analysis more complex. It means the

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<sup>31</sup> Sudarman Danim, "Menjadi Penelitian kuantitatif dan kualitatif", (Bandung; Pustaka Setia, 2002), p138

<sup>32</sup> Sugiyono, "Statistika Untuk Penelitian", (Jakarta: Rineka Cipta, 1998), p199

respondent need to write the answers in answer sheet, and give the explanation related to the question. In the other hand, close-ended questionnaire is used to generate statistic in quantitative research. As this questionnaire a set format and as most can be scanned straight into a computer for ease of analysis, greater number can be produced.<sup>33</sup> So, the respondents only give the checklist in the provided answer.

#### **D. Instrument of the Research**

##### **1. Questionnaire Close-Ended**

In collecting data, the researcher gave the questionnaire to the third-semester students of the English Study Program of IAIN Curup academic year 2020/2021. The aim of the questionnaire was an instrument to collect students' strategies of writing on online learning. After collecting the data, the researcher analyzed the data obtained by using the Likert Scale. Likert scale is functioned to calculate attitudes, perceptions, or opinions of an individual or group concerning social phenomena. In the research, the researcher has determined the social phenomenon specifically and it is called a research variable.<sup>34</sup> Besides, determining of Likert Scale should be based on research variables that have arranged by the researcher.

By using the Likert Scale, the research variable will be measured by the researcher to be described as a variable indicator which is functioned as a starting point to arrange the instrument's items in the

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<sup>33</sup> Cathrine Dawson, "*Practical Research Method*", (United Kingdom: Deer Park Park Production), p31

<sup>34</sup> Jack R. Fraenkel and Norman E. Wallen, Op. Cit. p.93

form of questions or statements. Likert Scale's answers have the gradation from strongly positive into strongly negative, such as:

- |                      |              |
|----------------------|--------------|
| a. Strongly agree    | a. Always    |
| b. Agree             | b. Often     |
| c. Uncertain         | c. Sometimes |
| d. Disagree          | d. Never     |
| e. Strongly disagree |              |

- |                      |                  |
|----------------------|------------------|
| a. Strongly Positive | a. Very good     |
| b. Negative          | b. Good          |
| c. Positive          | c. Not good      |
| d. Strongly negative | d. Very not good |

Afterward, each answer can be given the score in quantitative analysis as the requisite, for example:

- |              |                   |
|--------------|-------------------|
| a. Always    | : 4               |
| b. Often     | : 3               |
| c. Sometimes | : 2               |
| d. Never     | : 1 <sup>35</sup> |

The researcher used questionnaire to answer research questions. Close-ended questionnaire is used in this research. So, the respondents answered the question based on the answer provided that has been prepared by the researcher. The researcher chooses close-ended questionnaire because close-ended questionnaire is used to generate

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<sup>35</sup> Sugiyono, "Statistika Untuk Penelitian" (Jakarta: Rineka Cipta, 1998), p.199



statistic in quantitative research. Close-ended question are often good for surveys because to get higher response rates when users do not have to type so much. Also, answer to close-ended question can easily be analyzed statistically, which is what you usually want to do with survey data. Moreover, Dawson mentions there are some advantages using close-ended questionnaire:

- a. Tend to be quicker to administer.
- b. Often easier and quicker for the researcher to record responses
- c. Tend to be easy to code.
- d. Respondents can only answer in predefines way.
- e. New issue cannot be raised
- f. It is quick and easy for respondents to tick boxes, might be more likely t answer all the questions.<sup>36</sup>

**Table 3.3**  
**Blueprint of Questionnaire**  
**The Students' Writing Strategies in Online Learning**

No	Objective	Indicators	Description	Sub-Indicator	Items
1.	To figure out students' writing	1. Cognitive	Cognitive strategies are strategies that refer to the behavior and	Rehearsal	I practice writing during the online learning of writing subject.

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<sup>36</sup> Ibid.

strategies in online learning.	thought processes used by students that influence what they learn, including in the process of doing exercises, capturing learning memory.		I take time daily to practice my writing skill in order that I can properly get engaged into learning writing online.
			I practice writing using new ideas
		Elaboration	I got the detailed ideas to write easily
		Critical Thinking	I ask the lecturer in detail when learning writing online.
			I search for information before writing.
		Internet Skill	I can operate any material via the internet easily.
			I can successfully use internet search engines to locate information to

			support my ideas.
2.	Metacognitive strategies are self-regulating strategies, so that students can plan, control, and even self-evaluate what has been previously learned.	Time Management	I can manage my time easily when I learn writing online.
			I make a schedule for learning writing independently during online learning so that my time is well-regulated.
		Goal Setting Strategies	I target the results that I must achieve during learning writing online.
			I target the values that must be obtained during learning writing online.
		Self-Monitoring	I repeat each material outside of

			online class hours.
		Self-Evaluation	I evaluate myself to see whether I understand the studied material or not.
			I find out what my shortcomings are when learning writing online.
		Concentration	I can focus on the explanations given by the lecturer in online writing class.
			I can understand every writing material during online learning.
3. Resources Management	Resources Management is the ability of students to manage or take advantage of whatever is the	Environmenta l Management	I can properly adapt to any problems that arise when learning writing online.
			I can handle every problem related to

	source of their learning, such as using existing books, asking a lecturer or friends.		learning time of writing online.
		Help Seeking	I ask lecturers about writing materials that have not been understood
			I make an effort to find out the writing materials that I do not understand yet.
		Use of Resources / Resourcing	I look for additional references for learning writing online.
4. Affective	Affective strategies are strategies that refer to the learning process that emphasizes student attitudes or student psychology.	Attitude	I collect writing assignments given by lecturers on time
			I attend online writing class on time.
		Motivation	I am interested in learning writing online.

			Therefore, it concerns the awareness that grows from within the student.	Anxiety Control	I practice writing in order to reduce mistakes I often make during writing.
					I strive to concentrate on writing materials provided so that I do not have anxiety while studying.

### E. Validity and Reliability

To have a valid and reliable instrument is important in conducting research. This is because a valid and reliable instrument as a requirement to get a valid and reliable result of the research.

#### 1. Validity

Validity is requirement to get valid the result of the research. The valid instrument means the instrument can be used to measure what should be measured.<sup>37</sup> The instrument of this research used the construct validity as Sugiyono states that non test instrument has to require construct validity. To examine construct validity, it used judgment from expert, and then analyzes the item with count the correlation between item score of instruments and

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<sup>37</sup> Sugiyono, p135

the total score of instrument.<sup>38</sup> In this research, There were five points stated in expert validation form: Appropriateness of indicators, number of the question items, the appropriateness of distracters, language used in questionnaire items, and appropriateness of the questionnaire accuracy. After that, in getting the construct validity, the researcher gave questionnaire to students as the respondents. After the try-out, the research used Ms. Excel to analyze the data to measure that is valid or not and then the questionnaire was valid.

**Table 3.4**  
**Validity of Test**

Questionnaire Number	t table	t hitung	Status
1	2.10	3.82	Valid
2	2.10	3.38	Valid
3	2.10	6.37	Valid
4	2.10	3.82	Valid
5	2.10	3.38	Valid
6	2.10	6.37	Valid
7	2.10	3.38	Valid
8	2.10	6.37	Valid
9	2.10	2.89	Valid
10	2.10	3.38	Valid

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<sup>38</sup> *Ibid.* p139

11	2.10	3.09	Valid
12	2.10	3.38	Valid
13	2.10	6.37	Valid
14	2.10	5.57	Valid
15	2.10	3.82	Valid
16	2.10	2.6	Valid
17	2.10	2.89	Valid
18	2.10	3.38	Valid
19	2.10	6.37	Valid
20	2.10	2.24	Valid
21	2.10	3.82	Valid
22	2.10	6.37	Valid
23	2.10	3.09	Valid
24	2.10	3.38	Valid
25	2.10	3.09	Valid
26	2.10	3.38	Valid
27	2.10	6.37	Valid

It can conclude from the table above the items of the test are valid because the value corrected item-total correlation is greater than 2.10.

## 2. Reliability

Reliability defines whether an instrument can be measure something to be measured constantly from time to time. Thus, the



keywords for qualifying requirements are consistent or unchanged.<sup>39</sup> It means that the instrument used to retrieve data must be consistent or unchanged in order to obtain accurate data and can be used many times. After the instrument test and questionnaire have been validated, the researchers then did a reliability questionnaire using the Cronbach's alpha formula. According to Nunnally, this has resulted in a wide variance of test reliability. In the case of the psychometric tests, most fall within the range of 0.75 to 0.83 with at least one claiming a Cronbach's alpha above 0.90.<sup>40</sup>

**Table 3.5**

**Cronbach's Alpha**

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

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<sup>39</sup> Syaifudin Azwar, *Penyusunan Skala Psikologi*, (Yogyakarta: Pustaka Pelajar, 2006), p.99-103

<sup>40</sup> Nenny M Utami, p. 55

## F. Technique of Data Analysis

To figure out the students' writing strategies in online learning at the third semester of English Study Program at IAIN Curup, the researcher uses analyzing and calculating. The results of the test and questionnaire were also checked by the researcher. The researcher would be calculating number of writing strategies on online learning percentage used to answer questions.

After researcher collected the data from the participants, researcher continued to analyze the data. Data analysis is the process of systematically searching and compiling the data obtained from questionnaire. The data collected by the students' response in tabulate, and find out the percentage of the students by using percentage technique. The first steps for analysis the data was scoring. Scoring was against the grain of questions contained in the questionnaire. The questionnaire was analyzed based on 4-value of Likert scale which was the most common scale that were used in measuring attitude, perception and opinion of respondents toward subject. In order to get the mean score, the total voice of each degree of agreement ("*Always*", "*Often*", "*Sometimes*", and "*Never*") for each statement was multiplied with the value of the degree of agreement (Always = 4, Often = 3, Sometimes = 2 and Never = 1) the maximum score of the scale is 4 and the minimum score is 1. In scoring, the researcher counted the number of students given answer in the item based on the questionnaire.

The second steps were the researcher accounted the score of the total frequency was divided with the total questions. The formula was described as follow:<sup>41</sup>

$$X = (f A \times 4) + (f O \times 3) + (f S \times 2) + (f N \times 1)$$

Where:

<i>F</i>	: Frequency	<i>S</i>	: Sometimes
<i>A</i>	: Always	<i>N</i>	: Never
<i>O</i>	: Often		

The next step was accounting the percentage of each items of questionnaire based on the students answer in questionnaire. The formula was:<sup>42</sup>

$$P = \frac{\sum \text{Score}}{\text{Max score}} \times 100\%$$

Where:

<i>P</i>	: Percentage
$\sum \text{Score}$	: Total Score
Max Score	: Maximum Score

After counting the percentage of entire items and indicators, the researcher consulted it. To determine the level of these criteria, then the

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<sup>41</sup> *Ibid*, P. 137

<sup>42</sup> Arif, *cara menghitung Skala Likert* at <http://naufansapoetra.blogspot.com/2015/11/cara-menghitung-kuesioner-skala-likert.html>.. Accessed on August, 6<sup>th</sup> 2020.

score obtained (%) with a descriptive analysis of the percentage of consultation with the criteria table.<sup>43</sup>

**Table 3.6**

**Descriptive Analysis Criteria Percentage**

No.	Percentage	Criteria
1	75%-100%	Very high
2	50%-75%	High
3	25%-50%	Low
4	1%-25%	Very low

The table above is categorized from Likert Scales that divided the students' writing strategies in the four categorized by Ridwan. There are Always, Often, Sometimes, Never. Based on the accounted with the four categories, the result of much calculation was categorized by very high, high, low, very low.

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<sup>43</sup> Ridwan as cited in Wisnu Budiman, *Students' Perception Of Lecturers' Role In Enhancing Efl Learners' Communication Ability (A Study At Eight Semester on Academic Year 2018 in IAIN CURUP)* P.53

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

In this chapter, the researcher presents the finding of the students' writing strategies in online learning at the third semester of the English study program in IAIN Curup. The result of the survey used a questionnaire. It was conducted by distributed the questionnaire to all respondents (the third semester) of the English Study Program at IAIN Curup. It was taken from 13<sup>th</sup> to 22<sup>nd</sup> December 2020 which is only 16 students did not give back the questionnaire from the total sample of 67 students. The questionnaire is made with 27 statements to find out the students' writing strategies in online learning that must be done so that students see what strategies should be done in online learning.

##### 1. The Students' Dominant Writing Strategies in Online Learning

In conducting the survey, a questionnaire consists of 27 statements. There were 51 students who completely filled the questionnaire. This survey method was utilized because this research would like to figure out the students' writing strategies in online learning.

The responses of the questionnaire were calculated through a statistical quantification. Each response of the statement in the questionnaire was given to scale value based on Likert scale value

that were “Always” which value was (4), “Often” which value was (3), “Sometimes” which value was (2). “Never” which value was (1). Then, the researcher will divide into 4 parts based on each of the indicator’s strategies, it can be seen below:

**a. Cognitive Strategies**

**Table 4.1**

**The Students’ writing on Cognitive Strategies in Online Learning**

Categories	Statements	No items	N	S	O	A	TOTAL	
			F	F	F	F	Score	%
Cognitive	Rehearsal	1	3	23	19	6	130	63.72%
		2	5	34	10	2	111	54.41%
		3	6	24	19	2	119	58.33%
	Elaboration	4	7	21	19	4	122	59.80%
	Critical Thinking	5	7	30	10	4	113	55.39%
		6	2	5	14	30	174	85.29%
	Internet Skill	7	2	11	28	10	95	46.56%
		8	1	18	23	9	142	69.60%
Average/Mean							125.75	61.51%

The researcher would show the percentage of each item from the questionnaire. On the table, the researcher used frequency (F) as a students’ frequency in choosing the one option. Percentage (%) is the result of data collected from the students’ responses. To find out the percentage, the researcher used a percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. The formula is  $X = (f A \times 4) + (f O \times 3) + (f S \times 2) + (f N \times 1)$ . Thus, the maximum score of the questionnaire is  $51 \times 4 = 204$ . The percentage of each statement was calculated by using the formula  $P = \frac{F}{204} \times 100\%$ .

From the data about cognitive Strategies, **statement 1** (*I practice writing during the online learning of writing subject*), showed that there were 6 respondents who answered always, 19 respondents who answered often, 23 respondents who answered sometimes, and 3 respondents who answered never. So, the total score is 130. Meanwhile the percentage was 63.72% and it was a high category.

**Statement 2** (*I take time daily to practice my writing skill in order that I can properly get engaged into learning writing online*), showed that there were 2 respondents who answered always, 10 respondents who answered often, 34 respondents who answered sometimes, and 5 respondents who answered never. So, the total score is 111. Meanwhile the percentage 54.41% and it was a high category.

**Statement 3** (*I practice writing using new ideas*), showed that there were 2 respondents who answered always, 19 respondents who answered often, 24 respondents who answered sometimes, and 6 respondents who answered never. So, the total score is 119. Meanwhile the percentage was 58.33% and it was a high category.

**Statement 4** (*I got the detailed ideas to write easily*), showed that there were 4 respondents who answered always, 19 respondents who answered often, 21 respondents who answered sometimes, and 7 respondents who answered never. So, the total

score is 122. Meanwhile the percentage e was 59.8% and it was a high category.

**Statement 5** (*I ask the lecturer in detail when learning writing online*), showed that there were 4 respondents who answered always, 10 respondents who answered often, 30 respondents who answered sometimes, and 7 respondents who answered never. The total score is 113. Meanwhile the percentage was 55.39% and it was a high category.

**Statement 6** (*I search for information before writing*), showed that there were 30 respondents who answered always, 14 respondents who answered often, 5 respondents who answered sometimes, and 2 respondents who answered never. So, the total score is 174. Meanwhile the percentage was 85.29% and it was a very high category.

**Statement 7** (*I can operate any material via the internet easily*), showed that there were 10 respondents who answered always, 28 respondents who answered often, 11 respondents who answered sometimes, and 2 respondents who answered never. So, the total score is 95. Meanwhile the percentage was 46.56% and it was a low category.

**Statement 8** (*I can understand every material via the internet easily*), showed that there were 9 respondents who answered always, 23 respondents who answered often, 18 respondents who answered sometimes, and 1 respondent who



answered never. So, the total score is 142. Meanwhile the percentage 69,6% and it was a high category.

Based on the description above, it could be concluded that the majority of students have used cognitive strategies when learning writing in online class with the entire average percentage is 61.51% and it was a high category.

#### b. Metacognitive Strategies

**Table 4.2**

**The Students' writing on Metacognitive Strategies in  
Online Learning**

Categories	Statements	No items	N	S	O	A	TOTAL	
			F	F	F	F	Score	%
Metacognitive	Time Management	9	3	21	23	4	130	63.72%
		10	17	24	8	2	97	47.54%
	Goal Setting Strategies	11	3	14	19	15	148	72.54%
		12	4	9	21	17	153	75.00%
	Self-Monitoring	13	4	33	12	2	114	55.88%
	Self-Evaluation	14	3	17	26	5	135	66.17%
		15	3	13	21	14	148	72.54%
	Concentration	16	2	27	14	8	130	63.72%
		17	2	27	21	1	123	60.29%
	average/mean							130.9

The researcher would show the percentage of each item from the questionnaire. On the table, the researcher used frequency (F) as a students' frequency in choosing the one option. Percentage (%) is the result of data collected from the students' responses. To find out the percentage, the researcher used a percentage formula. Frequency divided of total numbers

of the students, and then multiplied 100%. The formula is  $X = (fA \times 4) + (fO \times 3) + (fS \times 2) + (fN \times 1)$ . Thus, the maximum score of the questionnaire is  $51 \times 4 = 204$ . The percentage of each statement was calculated by using the formula  $P = \frac{F}{204} \times 100\%$ .

From the data about metacognitive strategies, **statement 9** (*I can manage my time easily when I learn writing online*), showed that there were 4 respondents who answered always, 23 respondents who answered often, 21 respondents who answered sometimes, and 3 respondents who answered never. So, the total score is 130. Meanwhile the percentage was 63.72% and it was a high category.

**Statement 10** (*I make a schedule for learning writing independently during online learning so that my time is well-regulated*), showed that there were 2 respondents who answered always, 8 respondents who answered often, 24 respondents who answered sometimes, and 17 respondents who answered never. So, the total score is 97. Meanwhile the percentage was 47.54% and it was a low category.

**Statement 11** (*I target the results that I must achieve during learning writing online*), showed that there were 15 respondents who answered always, 19 respondents who answered often, 14 respondents who answered sometimes, and 3 respondents who answered never. So, the total score is 148. Meanwhile the percentage was 72.54% and it was a high category.

**Statement 12** (*I target the values that must be obtained during learning writing online*), showed that there were 17 respondents who answered always, 21 respondents who answered often, 9 respondents who answered sometimes, and 4 respondents who answered never. So, the total score is 153. Meanwhile the percentage was 75% and it was a high category.

**Statement 13** (*I repeat each material outside of online class hours*), showed that there were 2 respondents who answered always, 12 respondents who answered often, 33 respondents who answered sometimes, and 4 respondents who answered never. So, the total score is 114. Meanwhile the percentage was 55.88% and it was a high category.

**Statement 14** (*I evaluate myself to see whether I understand the studied material or not*), showed that there were 5 respondents who answered always, 26 respondents who answered often, 17 respondents who answered sometimes, and 3 respondents who answered never. So, the total score is 135. Meanwhile the percentage was 66.17% and it was a high category.

**Statement 15** (*I find out what my shortcomings are when learning writing online*), showed that there were 14 respondents who answered always, 21 respondents who answered often, 13 respondents who answered sometimes, and 3 respondents who answered never. So, the total score is 148.

Meanwhile the percentage was 72.54% and it was a high category.

**Statement 16** (*I can focus on the explanations given by the lecturer in online writing class*), showed that there were 8 respondents who answered always, 14 respondents who answered often, 27 respondents who answered sometimes, and 2 respondents who answered never. So, the total score is 130. Meanwhile the percentage was 63.72% and it was a high category.

**Statement 17** (*I can understand every writing material during online learning*), showed that there were 1 respondent who answered always, 21 respondents who answered often, 27 respondents who answered sometimes, and 2 respondents who answered never. So, the total score is 123. Meanwhile the percentage was 60.29% and it was a high category.

Based on the description above, it could be concluded that the majority of students have used metacognitive strategies when learning writing in online class with the entire average percentage is 64.16% and it was a high category.

c. Resources Management strategies.

**Table 4.3**

**The Students' writing on Resources Management strategies  
in Online Learning**

Categories	Statements	No items	N	S	O	A	TOTAL	
			F	F	F	F	Score	%
Resources Management	Environmental Management	18	5	24	20	2	121	59.31%
		19	4	24	16	7	128	62.74%
	Help Seeking	20	7	18	18	8	129	63.23%
		21	1	10	28	12	153	75%
	Use of Resources/Resourcing	22	3	16	26	6	137	67.15%
Average/Mean							133.6	64.88%

The researcher would show the percentage of each item from the questionnaire. On the table, the researcher used frequency (F) as a students' frequency in choosing the one option. Percentage (%) is the result of data collected from the students' responses. To find out the percentage, the researcher used a percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. The formula is  $X = (fA \times 4) + (fO \times 3) + (fS \times 2) + (fN \times 1)$ . Thus, the maximum score of the questionnaire is  $51 \times 4 = 204$ . The percentage of each statement was calculated by using the formula  $P = \frac{F}{204} \times 100\%$ .

From the data about Resources Management strategies, **statement 18** (*I can properly adapt to any problems that arise when learning writing online*), showed that there were 2

respondents who answered always, 20 respondents who answered often, 24 respondents who answered sometimes, and 5 respondents who answered never. So, the total score is 121. Meanwhile the percentage was 59.31% and it was a high category.

**Statement 19** (*I can handle every problem related to learning time of writing online*), showed that there were 7 respondents who answered always, 16 respondents who answered often, 24 respondents who answered sometimes, and 4 respondents who answered never. The total score is 128. Meanwhile the percentage was 62.74% and it was a high category.

**Statement 20** (*I ask lecturers about writing materials that have not been understood*), showed that there were 8 respondents who answered always, 18 respondents who answered often, 18 respondents who answered sometimes, and 7 respondents who answered never. So, the total score is 129. Meanwhile the percentage was 63.23% and it was a high category.

**Statement 21** (*I make an effort to find out the writing materials that I do not understand yet.*), showed that there were 12 respondents who answered always , 28 respondents who answered often, 10 respondents who answered sometimes, and

1 respondent who answered never. So, the total score is 153. Meanwhile the percentage was 75% and it was a high category.

**Statement 22** (*I look for additional references for learning writing online*), showed that there were 6 respondents who answered always, 26 respondents who answered often, 16 respondents who answered sometimes, and 3 respondents who answered never. So, the total score is 137. Meanwhile the percentage was 67.15% and it was a high category.

Based on the description above, it could be concluded that the majority of students have used resources management strategies when learning writing in online class with the entire average percentage is 64.88% and it was a high category.

#### d. Affective Strategies

**Table 4.4**

**The Students' writing on Affective strategies in Online Learning**

Categories	Statements	No items	N	S	O	A	TOTAL	
			F	F	F	F	Score	%
Affective	Attitude	23	1	6	14	30	175	85.78%
		24	2	8	16	25	166	81.37%
	Motivation	25	21	22	4	4	93	45.58%
	Anxiety Control	26	3	21	22	5	131	64.21%
		27	2	10	30	9	148	72.54%
Average/Mean							142.6	69.90%

The researcher would show the percentage of each item from the questionnaire. On the table, the researcher used

frequency (F) as a students' frequency in choosing the one option. Percentage (%) is the result of data collected from the students' responses. To find out the percentage, the researcher used a percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. The formula is  $X = (fA \times 4) + (fO \times 3) + (fS \times 2) + (fN \times 1)$ . Thus, the maximum score of the questionnaire is  $51 \times 4 = 204$ . The percentage of each statement was calculated by using the formula  $P = \frac{F}{204} \times 100\%$ .

From the data about affective strategies, **statement 23** (*I collect writing assignments given by lecturers on time*), showed that there were 30 respondents who answered always, 14 respondents who answered often, 6 respondents who answered sometimes, and 1 respondent who answered never. So, the total score is 175. Meanwhile the percentage was 85.78% and it was a very high category.

**Statement 24** (*I attend online writing class on time*), showed that there were 25 respondents who answered always, 16 respondents who answered often, 8 respondents who answered sometimes, and 2 respondents who answered never. So, the total score is 166. Meanwhile the percentage was 81.37% and it was a very high category.

**Statement 25** (*I am interested in learning writing online time*), showed that there were 4 respondents who answered always, 4 respondents who answered often, 22 respondents

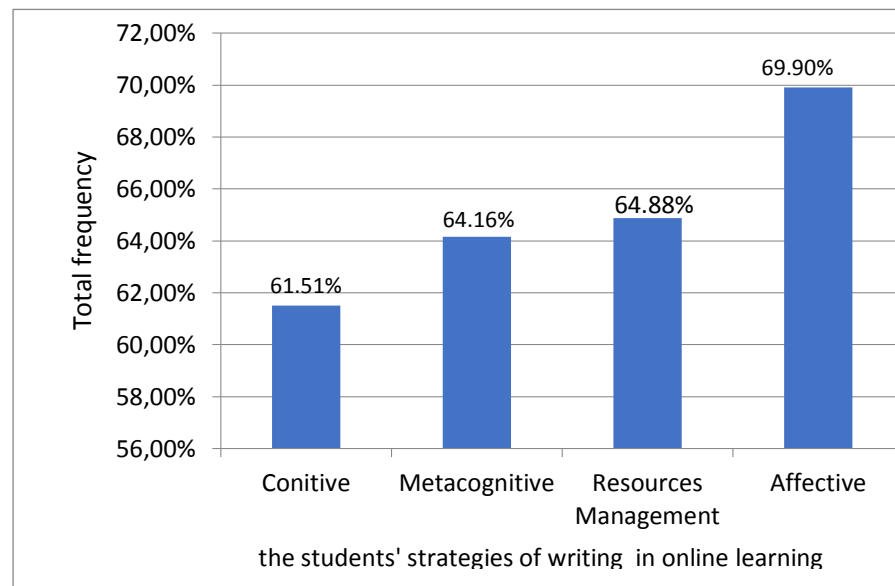


who answered sometimes, and 21 respondents who answered never. So, the total score is 93. Meanwhile the percentage was 45.58% and it was a low category.

**Statement 26** (*I practice writing in order to reduce mistakes I often make during writing*), showed that there were 5 respondents who answered always, 22 respondents who answered often, 21 respondents who answered sometimes, and 3 respondents who answered never. So, the total score is 131. Meanwhile the percentage was 64.21% and it was a high category.

**Statement 27** (*I strive to concentrate on writing materials provided so that I do not have anxiety while studying*), showed that there were 9 respondents who answered always, 30 respondents who answered often, 10 respondents who answered sometimes, and 2 respondents who answered never. The total score is 148. Meanwhile the percentage was 72.54% and it was a high category.

Based on the description above, it could be concluded that the majority of students have used affective strategies when learning writing in online class with the entire average percentage is 69.90% and it was a high category.

**Diagram 4.1****The Frequency of Students' Writing Strategies in Online Learning**

Based on the diagram above, it can be seen that the highest percentage of the strategies are the first one is cognitive strategies that have a percentage of 61.51%, and the second is metacognitive strategies that have a percentage of 64.16%, and the third is resources management strategies the at have a percentage of 64.88%, and the last aspect is resources management strategies that have a percentage of 69.90%. This will be explained below:

1. The Cognitive Strategies

The cognitive strategies also have the last-high percentage. The percentage of the cognitive strategies is 61.51%. In the cognitive strategies, the majority of the students use cognitive strategies for learning writing through online learning at the third semester of the

English study program in IAIN Curup. Because based on the way they learn writing, they often train their writing to improve writing skills when learning writing through online learning or they ask the relevant lecturers if they don't know what they need to know. So many of them are using cognitive strategies as their strategy for learning writing through online learning.

## 2. The Metacognitive Strategies

The metacognitive strategies also have the second-high percentage. the percentage of metacognitive strategies is 64.16%. In the metacognitive strategies, the majority of students use metacognitive strategies for learning writing through online learning. Because based on the way they learn to write, they can set the time when learning to write online, and they can make a schedule for learning writing independently during writing lessons so that their study time is well organized. So, they can target the value that must be achieved during online writing learning.

## 3. The resources management Strategies

The resources management strategies have the third-high percentage. the percentage of resources management strategies is 64.88%. In the strategies, the majority of students use resources management

strategies for learning writing through online learning. Because based on the way they learn to write in online learning, they can face problems related to writing by utilizing whatever is their learning resource such as asking lecturers or friends who know better, and looking for additional references for them to learn writing online. So, they try to find out about writing material that they do not understand.

#### 4. The affective strategies

In this finding, aspect affective is the highest aspect than other aspects. Because it has highest percentage of 69.90%. In the strategies, the majority of students use resources management strategies for learning writing through online learning. Because based on the way they learn to write in online learning. They have a positive attitude in online writing learning, because it is easier for them to collect assignments on time, attend classes on time, and they find it easier to concentrate on writing material provided by the lecturer.

## **B. Discussion**

In this section the researcher tries to analyze the students' writing strategies in online learning.

To discover the students' writing strategies in online learning at the third semester of English Study Program in IAIN Curup, the researcher

used questionnaire to the 51 respondents from 3<sup>rd</sup> semester since they have studied paragraph writing in online learning. The questionnaire consists of 27 items from 4 main indicators.

Cognitive strategies in this case, are strategies that refer to the behavior and thought processes used by students that need rehearsal, elaboration, critical thinking, and internet skill strategies. From the average or mean percentage that can be seen is 61.51%, was categorized as high. Because based on cognitive aspect, the students are interested in using cognitive strategy in online learning because it can increase the behavior and thought processes used by students can use rehearsal, elaboration, critical thinking, and internet skill strategies. As Cook and Mayer said cognitive strategies defined as the behaviors needed in order to successfully acquire knowledge while engaging in the learning process.<sup>44</sup>

In the metacognitive strategies, metacognitive strategies are self-regulation strategies, so the students can plan, control, and even self-evaluate what has been previously learned. It consists time management, goal setting strategies, self-monitoring, self-evaluation, and concentration strategies in online learning. From these finding, this writing strategies in online learning gets an average or mean percentage of 64.16%. It was categorized high. Because, based on their experience, metacognitive strategies are useful to make students are good in self-regulation strategies, students' plan, control, and self-evaluation. As Pintrich said metacognitive strategies refer to the ways that learners monitor their cognitive processes

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<sup>44</sup> Cook and Mayer, dkk. In Setha Kuama, and Usa Intharaksa Journal, "*Is Online Learning Suitable for All English Language Students*". Prince of Songkla University. Vol.52. 2016. P. 56

by preparing and planning to learn as well as regulating and evaluating their learning process.<sup>45</sup>

In the resource's management strategies, resources management strategies are the ability of students to manage or take advantage of whatever is the source of their learning, such as using existing books, asking a lecturer or friends. It consists environmental management, help seeking, use of resources/resourcing strategies in online learning. From these finding, this writing strategies in online learning gets an average or mean percentage of 64.88%. It was categorized high. Because, based on their experience, resources management strategies can make students manage or take advantage of whatever is the source of their learning, such as using existing books, asking a lecturer or friends. According to Pintrich & De Groot resources management strategies are defined as the learners' ability to manage learning resources such as their study environment and learning time, and their ability to learn from peers or more knowledgeable students, and seek help from peers and instructor.<sup>46</sup>

Based on the explanation above, it can be concluded that the majority of the students have used affective strategy in increasing their writing skill during online learning. According to Tsai affective strategies are students' perceptions towards the benefits they gain from online learning. It also includes the willingness to learn by having a positive

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<sup>45</sup> Pintrich. In Settha Kuama, and Usa Intharaksa Journal, "*Is Online Learning Suitable for All English Language Students*". Prince of Songkla University. Vol.52. 2016. P. 57

<sup>46</sup> Pintrich. &De Groot. In Settha Kuama, and Usa Intharaksa Journal, "*Is Online Learning Suitable for All English Language Students*". Prince of Songkla University. Vol.52. 2016. P. 57

attitude, motivation, and way to reduce anxiety in a particular learning environment.<sup>47</sup>

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<sup>47</sup> Tsai. In Settha Kuama, and Usa Intharaksa Journal, *“Is Online Learning Suitable for All English Language Students”*. Prince of Songkla University. Vol.52. 2016. P. 57

## CHAPTER V

### CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion bellow as the last part of this research are taken. The conclusion bellow is the answer of research question, while the suggestion is intended to give information to the readers who are interested in doing further in this area.

#### A. Conclusion

Based on the findings that the researcher wrote in the previous chapter, it can be concluded that the students' writing strategies could help the students in increasing writing skill in online learning. Strategies were the students' plan as their effort to make them easier in the learning process. The strategies can be seen from the fourth strategy. They are cognitive, metacognitive, resource management, and affective strategies. Then, the researcher found the students' writing strategies in online learning if it is seen from those strategies. It is most students have writing strategies in online learning. Based on the result that high percentage is affective strategy and the low percentage is the cognitive strategy but the all strategies of students' writing has a good effect in online learning.



## **B. Suggestion**

Based on the result of this research entitled by “The Students’ Writing Strategies in Online Learning at Third Semester of English Study Program in Iain Curup”, the researcher suggests:

### 1. To Students

The results of this study will help students in choosing the right strategy in writing learning, especially in online learning.

### 2. To lecturers

The results of this study will help lecturers to use the right strategy in the teaching and learning process, especially in online writing learning.

### 3. To English Study Program

The results of this study will help the English study program in getting students and alumni who have higher quality writing skills than before using the strategies that have been discussed. Although writing learning is carried out through online learning.

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Nomor 72 Tahun 2021

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang**
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud.
  - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II.
- Mengingat**
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional.
  - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup.
  - Peraturan Menteri Agama RI Nomor 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup.
  - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi.
  - Keputusan Menteri Agama RI Nomor B.H/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
  - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
  - Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan**
- Surat Rekomendasi dari Ketua Prodi nomor : 57/FT.2/TBI/PP.00 9/02/2021
  - Berita Acara Seminar Proposal pada Hari Rabu, 06 November 2020.

MEMUTUSKAN :

- Menetapkan Pertama**
- Paidi Gusmuliana, M.Pd** 19840817 201503 1 004
  - Eka Apriani, M.Pd** 19900403 201503 2 005

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa

N A M A

Dita Levia Anggraini

N I M

16551011

JUDUL SKRIPSI

The Students' writing strategies in online learning at the third semester of English Study Program in IAIN Curup

- Ketiga** Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi.
- Kempat** Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan.
- Kelima** Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku.
- Keenam** Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.
- Ketujuh** Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan. Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku.

Ditetapkan di Curup,  
Pada tanggal 23 Februari 2021

Dekan,

*(Signature)*

Tembusan  
1. Rektor  
2. Bendahara IAIN Curup  
3. Kabag Akademik kemahasiswaan dan keria sama.



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## SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : The Students' Writing Strategies on Online Learning

Penulis : Dita Levia  
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The Students' writing strategies in online learning  
at the third semester of English Study Program  
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NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	24/20/12	Bimbingan bab 1, 2, 13	<i>[Signature]</i>	<i>[Signature]</i>
2	22/26/12	Bimbingan bab 1, 2, 13	<i>[Signature]</i>	<i>[Signature]</i>
3	12/21/11	Bimbingan bab 3	<i>[Signature]</i>	<i>[Signature]</i>
4	27/21/02	Acc bab 1-3	<i>[Signature]</i>	<i>[Signature]</i>
5	11/21/05	Bimbingan bab 4	<i>[Signature]</i>	<i>[Signature]</i>
6	10/21/05	Bimbingan bab 4-5	<i>[Signature]</i>	<i>[Signature]</i>
7	22/21/05	Acc per examination	<i>[Signature]</i>	<i>[Signature]</i>
8				



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	27/21/01	Bimbingan bab 1, 2, 3	<i>[Signature]</i>	<i>[Signature]</i>
2	8/21/03	Bimbingan 1, 2, 3	<i>[Signature]</i>	<i>[Signature]</i>
3	12/21/03	Acc bab 1, 2, 13	<i>[Signature]</i>	<i>[Signature]</i>
4	18/21/05	Bimbingan bab 4	<i>[Signature]</i>	<i>[Signature]</i>
5	26/21/05	Acc bab 4, 5	<i>[Signature]</i>	<i>[Signature]</i>
6				
7				
8				

## Appendix 1

### The Result of Validation 1

#### Blueprint of the Questionnaire

No	Indicator	Description	Sub-Indicator	Number of questionnaires
1	Cognitive	Cognitive strategies are strategies that refer to the behavior and thought processes used by students that influence what they learn, including in the process of doing exercises, capturing learning memory.	Rehearsal	1, 2, 3, 4
			Elaboration	5, 6
			Critical Thinking	7, 8
			Internet Skill	9, 10
2	Metacognitive	Metacognitive strategies are self-regulating strategies, so that students can plan, control, and even self-evaluate what has been previously learned.	Time Management	11, 12
			Goal Setting Strategies	13, 14
			Self-Mentoring	15, 16
			Self-Evaluation	17, 18
			Concentration	19, 20
3	Resources Management	Resources Management is the ability of students to manage or take advantage of whatever is the source of their learning, such as using existing books, asking a lecturer or friends.	Environmental Management	21, 22
			Help Seeking	23, 24, 25
			Use Of Resources / Resourcing	26, 27
4	Affective	Affective strategies are strategies that refer to the learning process that emphasizes student attitudes or student psychology. Therefore it concerns the awareness that grows from within the student.	Attitude	28, 29
			Motivation	30, 31
			Anxiety Control	32, 33

The questionnaire for third semester students to know students' writing strategies  
in online learning

No	Items	Never	Seldom	Often	Always
1	I practice writing during the online learning of writing subject. (Saya berlatih menulis dalam pembelajaran writing secara daring).				
2	I do my own writing assignments independently during online learning. (Saya mengerjakan tugas writing secara mandiri selama pembelajaran daring)				
3	I take time daily to practice my writing skill in order that I can properly get engaged into learning writing online. (Saya menyediakan waktu tiap hari untuk melatih kemampuan writing agar saya bisa mengikuti kelas daring writing dengan baik)				
4	I practice writing using new ideas (Saya berlatih menulis menggunakan ide-ide yang baru ditemui)				
5	I make an effort to look for ideas to write when learning writing online (Saya berusaha mencari ide-ide untuk dituliskan saat pembelajaran writing secara daring)				
6	I got the idea to write easily (Saya mendapatkan ide untuk menulis dengan mudah)				
7	I ask the lecturer in detail when learning writing online. (Saya bertanya secara detail kepada dosen ketika belajar writing secara daring).				
8	I search for information before writing. (Saya mencari-cari informasi sebelum menulis )				
9	I can operate any material via the internet easily. (Saya dapat mengoperasikan setiap materi melalui intrnet dengan mudah).				

10	I can understand every material via the internet easily. (Saya dapat memahami setiap materi melalui internet dengan mudah)				
11	I can manage my time easily when I learn writing online. (Saya bisa mengatur waktu saya dengan mudah saat pembelajaran writing secara daring)				
12	I make a schedule for learning writing independently during online learning so that my time is well-regulated. (Saya membuat jadwal untuk belajar writing secara mandiri selama pembelajaran daring sehingga waktu saya teratur dengan baik)				
13	I target the results that I must achieve during learning writing online. (Saya menargetkan hasil yang harus saya capai selama pembelajaran writing secara daring.)				
14	I target the values that must be obtained during learning writing online. (Saya menargetkan nilai-nilai yang harus didapatkan selama pembelajaran writing secara daring)				
15	I repeat each material outside of online class hours Saya mengulang setiap materi diluar jam kuliah daring.				
16	I organize myself to do exercises outside of online class hours (Saya mengatur diri saya untuk mengerjakan latihan diluar jam kuliah daring.)				
17	I test myself to see whether I understand the studied material or not. (Saya menguji diri saya untuk mengetahui apakah saya sudah paham atau belum tentang materi yang dipelajari)				
18	I find out what my shortcomings are when learning writing online. (Saya mencari tahu apa saja kekurangan saya ketika belajar writing secara daring)				

19	I can focus on the explanations given by the lecturer in online writing class. (Saya bisa fokus terhadap penjelasan yang diberikan oleh dosen dalam kelas daring mata kuliah writing)				
20	I can understand every writing material during online learning (Saya bisa memahami setiap materi writing selama online learning)				
21	I can properly adapt to any problems that arise when learning writing online. (Saya bisa beradaptasi dengan baik dalam menghadapi masalah apapun yang muncul ketika belajar writing secara daring)				
22	I can handle every problem related to learning writing online. (Saya bisa menangani setiap masalah terkait belajar writing secara daring.)				
23	I ask lecturers about writing materials that have not been understood (Saya bertanya dengan dosen mengenai materi-materi writing yang belum dipahami.)				
24	I ask other people about writing materials that have not been understood (Saya bertanya kepada orang lain mengenai materi writing yang belum dipahami.)				
25	I make an effort to find out the writing materials that I do not understand yet. (Saya berusaha mencari tahu tentang materi writing yang belum saya pahami.)				
26	I look for additional references for learning writing online. (Saya selalu mencari referensi-referensi tambahan untuk belajar writing secara daring)				
27	I compete make use of references when writing in online learning. (Saya memanfaatkan referensi ketika menulis dalam pembelajaran daring.)				
28	I collect writing assignments given by lecturers on time (Saya mengumpulkan tugas writing				

	yang diberikan oleh dosen tepat waktu)				
29	I attend online writing class on time. (Saya menghadiri kelas daring writing tepat waktu)				
30	I make efforts to find out how to write properly and correctly so that I am motivated to consistently practice writing. (Saya berusaha mencari tahu bagaimana cara menulis yang baik dan benar sehingga saya termotivasi untuk terus latihan menulis secara konsisten)				
31	I am interested in learning writing online (Saya tertarik belajar writing secara daring)				
32	I practice writing in order to reduce mistakes I often make during writing. (Saya berlatih menulis untuk mengurangi kesalahan yang saya sering buat saat menulis.)				
33	I strive to concentrate on writing materials provided so that I do not have anxiety while studying. (Saya berkonsentrasi terhadap materi writing yang diberikan agar saya tidak mengalami kecemasan belajar)				

#### Catatan validator

1. Blueprint kuesioner ini sudah bagus, namun perumusan item-item kuesioner sebelumnya masih belum begitu ideal, misal dalam item dituliskan saya “sering...”, sementara pilihan yang akan dipilih oleh responden nanti ada juga “sering” bahkan dalam rentang skala dari “jarang sampai selalu”. Dengan demikian, demi menghindari redundancy, validator menghapus semua kata “sering” di dalam items agar responden lebih nyaman memilih opsi berdasarkan rentang skala.
2. Validator juga membantu mengoreksi grammar, lexis, and readability dari tiap item. Semua bagian yang validator modifikasi diwarnai biru (nanti, silahkan dihitamkan kembali sebelum di print out untuk disebar ke responden). Peneliti juga bisa langsung mengkopikan tiap item ke dalam google form apabila ingin menggunakan media pengisian kuesioner online.

3. Sekarang kuesioner ini sudah valid secara konten. Selanjutnya peneliti harus menguji validitas dan reliabilitas kuesioner secara statistik dengan melakukan tryout terlebih dahulu kepada sekelompok orang (yang bukan sample namun memiliki level yang sama dengan sample). Untuk perhitungan validitas dan reliabilitas, silahkan tonton kanal YouTube Sahid Raharjo. Di sana dijelaskan dengan detil tentang validitas dan reliabilitas. Sebagai alternatif, apabila peneliti belum menggunakan SPSS, peneliti bisa pelajari perhitungan validitas dan reliabilitas di blog-blog statistik yang menggunakan program excel. Ada banyak blog-blog statistik di Google yang menjelaskan tentang perhitungan validitas dan reliabilitas menggunakan excel.

Curup, 05-01-2021

Validator

Ruly Morganna, M. Pd.

## Appendix 2

### The Result of Validation 2

#### Blueprint of the Questionnaire

No	Objective	Indicator	Description	Sub-Indicator	Number of questionnaires
1.	To figure out students' writing strategies in online learning.	1. Cognitive	Cognitive strategies are strategies that refer to the behavior and thought processes used by students that influence what they learn, including in the process of doing exercises, capturing learning memory.	Rehearsal	1, 2, 3, 4
				Elaboration	5, 6
				Critical Thinking	7, 8
				Internet Skill	9, 10
		2. Metacognitive	Metacognitive	Time	11, 12

		strategies are self-regulating strategies so that students can plan, control, and even self-evaluate what has been previously learned.	Management	
			Goal Setting Strategies	13, 14
			Self-Mentoring Self-Monitoring	15, 16
			Self-Evaluation	17, 18
	3. Resources Management	Resources Management is students' ability to manage or take advantage of whatever is the source of their learning, such as using existing books, asking a lecturer or friends.	Concentration	19, 20
			Environmental Management	21, 22
			Help-Seeking Use Of Resources / Resourcing	23, 24, 25 26, 27
	4. Affective	Affective strategies are strategies that refer to the learning process that emphasizes student attitudes or student psychology. Therefore it concerns the awareness that grows from within the student.	Attitude	28, 29
			Motivation	30, 31
			Anxiety Control	32, 33

The questionnaire for third semester students to know students' writing strategies in online learning

No	Items	Never	Sometimes	Often	Always
1	I practice writing during the online learning of writing subject. (Saya berlatih menulis dalam pembelajaran writing secara daring).				
2	I do my own writing assignments independently during online learning. (Saya mengerjakan tugas writing secara mandiri selama pembelajaran daring)				
3	I take time daily to practice my writing skill in order that I can properly get engaged into learning writing online. (Saya menyediakan waktu tiap hari				



	untuk melatih kemampuan writing agar saya bisa mengikuti kelas daring writing dengan baik)				
4	I practice writing using new ideas (Saya berlatih menulis menggunakan ide-ide yang baru ditemui)				
5	I make an effort to look for <b>detailed</b> ideas to write when learning writing online (Saya berusaha mencari ide-ide yang <b>rinci</b> untuk dituliskan saat pembelajaran writing secara daring)				
6	I got the <b>detailed</b> ideas to write easily (Saya mendapatkan ide-ide yang <b>rinci</b> untuk menulis dengan mudah)				
7	I ask the lecturer in detail when learning writing online. (Saya bertanya secara detail kepada dosen ketika belajar writing secara daring).				
8	I search for information before writing. (Saya mencari-cari informasi sebelum menulis )				
9	I can operate any material via the internet easily. (Saya dapat mengoperasikan setiap materi melalui internet dengan mudah).				
10	I can understand every material via the internet easily. (Saya dapat memahami setiap materi melalui internet dengan mudah)				
11	I can manage my time easily when I learn writing online. (Saya bisa mengatur waktu saya dengan mudah saat pembelajaran writing secara daring)				
12	I make a schedule for learning writing independently during online learning so that my time is well-regulated. (Saya membuat jadwal untuk belajar writing secara mandiri selama pembelajaran daring sehingga waktu saya teratur dengan baik)				
13	I target the results that I must achieve during learning writing online. (Saya menargetkan hasil yang harus				

	saya capai selama pembelajaran writing secara daring.)				
14	I target the values that must be obtained during learning writing online. (Saya menargetkan nilai-nilai yang harus didapatkan selama pembelajaran writing secara daring)				
15	I repeat each material outside of online class hours Saya mengulang setiap materi diluar jam kuliah daring.				
16	I organize myself to do exercises outside of online class hours (Saya mengatur diri saya untuk mengerjakan latihan diluar jam kuliah daring.)				
17	I <b>evaluate</b> myself to see whether I understand the studied material or not. (Saya menguji diri saya untuk mengetahui apakah saya sudah paham atau belum tentang materi yang dipelajari)				
18	I find out what my shortcomings are when learning writing online. (Saya mencari tahu apa saja kekurangan saya ketika belajar writing secara daring)				
19	I can focus on the explanations given by the lecturer in online writing class. (Saya bisa fokus terhadap penjelasan yang diberikan oleh dosen dalam kelas daring mata kuliah writing)				
20	I can understand every writing material during online learning (Saya bisa memahami setiap materi writing selama online learning)				
21	I can properly adapt to any problems that arise when learning writing online. (Saya bisa beradaptasi dengan baik dalam menghadapi masalah apapun yang muncul ketika belajar writing secara daring)				
22	I can handle every problem related to learning <b>time</b> of writing online. (Saya bisa menangani setiap masalah terkait <b>waktu</b> belajar dalam writing				

	secara daring.)				
23	I ask lecturers about writing materials that have not been understood (Saya bertanya dengan dosen mengenai materi-materi writing yang belum dipahami.)				
24	I ask <b>more knowledgeable students</b> about writing materials that have not been understood (Saya bertanya kepada <b>siswa lain yang lebih tahu</b> mengenai materi writing yang belum dipahami.)				
25	I make an effort to find out the writing materials that I do not understand yet. (Saya berusaha mencari tahu tentang materi writing yang belum saya pahami.)				
26	I look for additional references for learning writing online. (Saya selalu mencari referensi-referensi tambahan untuk belajar writing secara daring)				
27	I compete make use of references when writing in online learning. (Saya memanfaatkan referensi ketika menulis dalam pembelajaran daring.)				
28	I collect writing assignments given by lecturers on time. (Saya mengumpulkan tugas writing yang diberikan oleh dosen tepat waktu)				
29	I attend online writing class on time. (Saya menghadiri kelas daring writing tepat waktu)				
30	I make efforts to find out how to write properly and correctly so that I am motivated to consistently practice writing. (Saya berusaha mencari tahu bagaimana cara menulis yang baik dan benar sehingga saya termotivasi untuk terus latihan menulis secara konsisten)				
31	I am interested in learning writing online (Saya tertarik belajar writing secara				



	<p>skill in order that I can properly get engaged into learning writing online.</p> <p><i>(Saya menyediakan waktu tiap hari untuk melatih kemampuan writing agar saya bisa mengikuti kelas daring writing dengan baik)</i></p>								
3	<p>I practice writing using new ideas</p> <p><i>(Saya berlatih menulis menggunakan ide-ide yang baru ditemui)</i></p>								
4	<p>I got the detailed ideas to write easily</p> <p><i>(Saya mendapatkan ide-ide yang rinci untuk menulis dengan mudah)</i></p>								
5	<p>I ask the lecturer in detail when learning writing online.</p> <p><i>(Saya bertanya secara detail kepada dosen ketika belajar writing secara daring).</i></p>								
6	<p>I search for information before writing.</p> <p><i>(Saya mencari-cari informasi sebelum menulis )</i></p>								
7	<p>I can operate any material via the internet easily.</p> <p><i>(Saya dapat mengoperasikan setiap materi melalui intrnet dengan mudah)</i></p>								

8	<p>I can understand every material via the internet easily.</p> <p><i>(Saya dapat memahami setiap materi melalui internet dengan mudah)</i></p>									
9	<p>I can manage my time easily when I learn writing online.</p> <p><i>(Saya bisa mengatur waktu saya dengan mudah saat pembelajaran writing secara daring)</i></p>									
10	<p>I make a schedule for learning writing independently during online learning so that my time is well-regulated.</p> <p><i>(Saya membuat jadwal untuk belajar writing secara mandiri selama pembelajaran daring sehingga waktu saya teratur dengan baik)</i></p>									
11	<p>I target the results that I must achieve during learning writing online.</p> <p><i>(Saya menargetkan hasil yang harus saya capai selama pembelajaran writing secara daring.)</i></p>									
12	<p>I target the values that must be obtained during learning writing online.</p> <p><i>(Saya menargetkan nilai-nilai yang</i></p>									

	<p><i>harus didapatkan selama pembelajaran writing secara daring).</i></p>								
13	<p>I repeat each material outside of online class hours <i>(Saya mengulang setiap materi diluar jam kuliah daring).</i></p>								
14	<p>I evaluate myself to see whether I understand the studied material or not. <i>(Saya menguji diri saya untuk mengetahui apakah saya sudah paham atau belum tentang materi yang dipelajari).</i></p>								
15	<p>I find out what my shortcomings are when learning writing online. <i>(Saya mencari tahu apa saja kekurangan saya ketika belajar writing secara daring)</i></p>								
16	<p>I can focus on the explanations given by the lecturer in online writing class. <i>(Saya bisa fokus terhadap penjelasan yang diberikan oleh dosen dalam kelas daring mata kuliah writing).</i></p>								
17	<p>I can understand every writing material during online learning</p>								

	<i>(Saya bisa memahami setiap materi writing selama online learning).</i>								
18	I can properly adapt to any problems that arise when learning writing online. <i>(Saya bisa beradaptasi dengan baik dalam menghadapi masalah apapun yang muncul ketika belajar writing secara daring).</i>								
19	I can handle every problem related to learning time of writing online. <i>(Saya bisa menangani setiap masalah terkait waktu belajar writing secara daring).</i>								
20	I ask lecturers about writing materials that have not been understood <i>(Saya bertanya dengan dosen mengenai materi-materi writing yang belum dipahami).</i>								
21	I make an effort to find out the writing materials that I do not understand yet. <i>(Saya berusaha mencari tahu tentang materi writing yang belum saya pahami).</i>								



22	<p>I look for additional references for learning writing online.</p> <p><i>(Saya selalu mencari referensi-referensi tambahan untuk belajar writing secara daring)</i></p>									
23	<p>I collect writing assignments given by lecturers on time</p> <p><i>(Saya mengumpulkan tugas writing yang diberikan oleh dosen tepat waktu)</i></p>									
24	<p>I attend online writing class on time.</p> <p><i>(Saya menghadiri kelas daring writing tepat waktu)</i></p>									
25	<p>I am interested in learning writing online</p> <p><i>(Saya tertarik belajar writing secara daring)</i></p>									
26	<p>I practice writing in order to reduce mistakes I often make during writing.</p> <p><i>(Saya berlatih menulis untuk mengurangi kesalahan yang saya sering buat saat menulis).</i></p>									
27	<p>I strive to concentrate on writing materials provided so that I do not have anxiety while studying.</p>									



**Appendix 4**  
**Validity of Test**

Questionnaire Number	t table	t hitung	Status
1	2.10	3.82	Valid
2	2.10	3.38	Valid
3	2.10	6.37	Valid
4	2.10	3.82	Valid
5	2.10	3.38	Valid
6	2.10	6.37	Valid
7	2.10	3.38	Valid
8	2.10	6.37	Valid
9	2.10	2.89	Valid
10	2.10	3.38	Valid
11	2.10	3.09	Valid
12	2.10	3.38	Valid
13	2.10	6.37	Valid
14	2.10	5.57	Valid
15	2.10	3.82	Valid
16	2.10	2.6	Valid
17	2.10	2.89	Valid
18	2.10	3.38	Valid
19	2.10	6.37	Valid

20	2.10	2.24	Valid
21	2.10	3.82	Valid
22	2.10	6.37	Valid
23	2.10	3.09	Valid
24	2.10	3.38	Valid
25	2.10	3.09	Valid
26	2.10	3.38	Valid
27	2.10	6.37	Valid

## Appendix 5

### The Result of Questionnaire

#### THE STUDENTS' WRITING STRATEGIES IN ONLINE LEARNING

#### AT THIRD SEMESTER OF ENGLISH STUDY PROGRAM IN IAIN CURUP

#### The Questionnaire for Third Semester

**Ket:**

**Never** : Tidak Pernah

**Sometimes**: Kadang-kadang

**Often** : Sering

**Always** : Selalu

**Name** : Student 1

No	Questionnaire	Never	Sometimes	Often	Always
1	I practice writing during the online learning of writing subject. <i>(Saya berlatih menulis dalam pembelajaran writing secara daring).</i>			✓ <input type="checkbox"/>	
2	I take time daily to practice my writing skill in order that I can properly get engaged into learning writing online. <i>(Saya menyediakan waktu tiap hari untuk melatih kemampuan writing agar saya bisa mengikuti kelas daring writing dengan baik)</i>				✓ <input type="checkbox"/>
3	I practice writing using new ideas <i>(Saya berlatih menulis menggunakan ide-ide yang baru ditemui)</i>			✓ <input type="checkbox"/>	
4	I got the idea to write easily <i>(Saya mendapatkan ide untuk menulis dengan mudah)</i>			✓ <input type="checkbox"/>	
5	I ask the lecturer in detail when learning writing online. <i>(Saya bertanya secara detail kepada dosen ketika belajar writing secara daring).</i>		✓ <input type="checkbox"/>		
6	I search for information before writing. <i>(Saya mencari-cari informasi sebelum</i>				✓ <input type="checkbox"/>

	<i>menulis)</i>				
7	I can operate any material via the internet easily. <i>(Saya dapat mengoperasikan setiap materi melalui intrnet dengan mudah)</i>			✓ <input type="checkbox"/>	
8	I can understand every material via the internet easily. <i>(Saya dapat memahami setiap materi melalui internet dengan mudah)</i>			✓ <input type="checkbox"/>	
9	I can manage my time easily when I learn writing online. <i>(Saya bisa mengatur waktu saya dengan mudah saat pembelajaran writing secara daring)</i>				✓ <input type="checkbox"/>
10	I make a schedule for learning writing independently during online learning so that my time is well-regulated. <i>(Saya membuat jadwal untuk belajar writing secara mandiri selama pembelajaran daring sehingga waktu saya teratur dengan baik)</i>				✓ <input type="checkbox"/>
11	I target the results that I must achieve during learning writing online. <i>(Saya menargetkan hasil yang harus saya capai selama pembelajaran writing secara daring.)</i>			✓ <input type="checkbox"/>	
12	I target the values that must be obtained during learning writing online. <i>(Saya menargetkan nilai-nilai yang harus didapatkan selama pembelajaran writing secara daring).</i>			✓ <input type="checkbox"/>	
13	I repeat each material outside of online class hours <i>(Saya mengulang setiap materi diluar jam kuliah daring).</i>			✓ <input type="checkbox"/>	
14	I test myself to see whether I understand the studied material or not. <i>(Saya menguji diri saya untuk mengetahui apakah saya sudah paham atau belum tentang materi yang dipelajari).</i>			✓ <input type="checkbox"/>	
15	I find out what my shortcomings are when learning writing online. <i>(Saya mencari tahu apa saja kekurangan saya ketika belajar writing secara daring)</i>			✓ <input type="checkbox"/>	

16	I can focus on the explanations given by the lecturer in online writing class. ( <i>Saya bisa fokus terhadap penjelasan yang diberikan oleh dosen dalam kelas daring mata kuliah writing</i> ).				<input checked="" type="checkbox"/>
17	I can understand every writing material during online learning ( <i>Saya bisa memahami setiap materi writing selama online learning</i> ).			<input checked="" type="checkbox"/>	
18	I can properly adapt to any problems that arise when learning writing online. ( <i>Saya bisa beradaptasi dengan baik dalam menghadapi masalah apapun yang muncul ketika belajar writing secara daring</i> ).			<input checked="" type="checkbox"/>	
19	I can handle every problem related to learning writing online. ( <i>Saya bisa menangani setiap masalah terkait belajar writing secara daring</i> ).			<input checked="" type="checkbox"/>	
20	I ask lecturers about writing materials that have not been understood ( <i>Saya bertanya dengan dosen mengenai materi-materi writing yang belum dipahami</i> ).	<input checked="" type="checkbox"/>			
21	I make an effort to find out the writing materials that I do not understand yet. ( <i>Saya berusaha mencari tahu tentang materi writing yang belum saya pahami</i> ).			<input checked="" type="checkbox"/>	
22	I look for additional references for learning writing online. ( <i>Saya selalu mencari referensi-referensi tambahan untuk belajar writing secara daring</i> ).			<input checked="" type="checkbox"/>	
23	I collect writing assignments given by lecturers on time ( <i>Saya mengumpulkan tugas writing yang diberikan oleh dosen tepat waktu</i> ).			<input checked="" type="checkbox"/>	
24	I attend online writing class on time. ( <i>Saya menghadiri kelas daring writing tepat waktu</i> ).				<input checked="" type="checkbox"/>
25	I am interested in learning writing online ( <i>Saya tertarik belajar writing secara daring</i> ).			<input checked="" type="checkbox"/>	

26	I practice writing in order to reduce mistakes I often make during writing. ( <i>Saya berlatih menulis untuk mengurangi kesalahan yang saya sering buat saat menulis</i> ).		✓ <input type="checkbox"/>		
27	I strive to concentrate on writing materials provided so that I do not have anxiety while studying. ( <i>Saya berkonsentrasi terhadap materi writing yang diberikan agar saya tidak mengalami kecemasan belajar</i> ).			✓ <input type="checkbox"/>	

### THE STUDENTS' WRITING STRATEGIES IN ONLINE LEARNING

#### AT THIRD SEMESTER OF ENGLISH STUDY PROGRAM IN IAIN CURUP

##### The Questionnaire for Third Semester

**Ket:**

**Never** : Tidak Pernah

**Sometimes:** Kadang-kadang

**Often** : Sering

**Always** : Selalu

**Name** : Student 2

No	Questionnaire	Never	Sometimes	Often	Always
1	I practice writing during the online learning of writing subject. ( <i>Saya berlatih menulis dalam pembelajaran writing secara daring</i> ).			✓	
2	I take time daily to practice my writing skill in order that I can properly get engaged into learning writing online. ( <i>Saya menyediakan waktu tiap hari untuk melatih kemampuan writing agar saya bisa mengikuti kelas daring writing dengan baik</i> ).			✓	
3	I practice writing using new ideas ( <i>Saya berlatih menulis menggunakan ide-ide yang baru ditemui</i> ).		✓		



4	I got the idea to write easily ( <i>Saya mendapatkan ide untuk menulis dengan mudah</i> )		✓		
5	I ask the lecturer in detail when learning writing online. ( <i>Saya bertanya secara detail kepada dosen ketika belajar writing secara daring</i> ).		✓		
6	I search for information before writing. ( <i>Saya mencari-cari informasi sebelum menulis</i> )			✓	
7	I can operate any material via the internet easily. ( <i>Saya dapat mengoperasikan setiap materi melalui intrnet dengan mudah</i> )		✓		
8	I can understand every material via the internet easily. ( <i>Saya dapat memahami setiap materi melalui internet dengan mudah</i> )				
9	I can manage my time easily when I learn writing online. ( <i>Saya bisa mengatur waktu saya dengan mudah saat pembelajaran writing secara daring</i> )			✓	
10	I make a schedule for learning writing independently during online learning so that my time is well-regulated. ( <i>Saya membuat jadwal untuk belajar writing secara mandiri selama pembelajaran daring sehingga waktu saya teratur dengan baik</i> )			✓	
11	I target the results that I must achieve during learning writing online. ( <i>Saya menargetkan hasil yang harus saya capai selama pembelajaran writing secara daring.</i> )			✓	
12	I target the values that must be obtained during learning writing online. ( <i>Saya menargetkan nilai-nilai yang harus didapatkan selama pembelajaran writing secara daring</i> ).		✓		
13	I repeat each material outside of online class hours ( <i>Saya mengulang setiap materi diluar</i>		✓		

	<i>jam kuliah daring).</i>				
14	I test myself to see whether I understand the studied material or not. <i>(Saya menguji diri saya untuk mengetahui apakah saya sudah paham atau belum tentang materi yang dipelajari).</i>			✓	
15	I find out what my shortcomings are when learning writing online. <i>(Saya mencari tahu apa saja kekurangan saya ketika belajar writing secara daring)</i>	✓			
16	I can focus on the explanations given by the lecturer in online writing class. <i>(Saya bisa fokus terhadap penjelasan yang diberikan oleh dosen dalam kelas daring mata kuliah writing).</i>			✓	
17	I can understand every writing material during online learning <i>(Saya bisa memahami setiap materi writing selama online learning).</i>				
18	I can properly adapt to any problems that arise when learning writing online. <i>(Saya bisa beradaptasi dengan baik dalam menghadapi masalah apapun yang muncul ketika belajar writing secara daring).</i>	✓			
19	I can handle every problem related to learning writing online. <i>(Saya bisa menangani setiap masalah terkait belajar writing secara daring).</i>	✓			
20	I ask lecturers about writing materials that have not been understood <i>(Saya bertanya dengan dosen mengenai materi-materi writing yang belum dipahami).</i>			✓	
21	I make an effort to find out the writing materials that I do not understand yet. <i>(Saya berusaha mencari tahu tentang materi writing yang belum saya pahami).</i>			✓	

22	I look for additional references for learning writing online. ( <i>Saya selalu mencari referensi-referensi tambahan untuk belajar writing secara daring</i> )			✓	
23	I collect writing assignments given by lecturers on time ( <i>Saya mengumpulkan tugas writing yang diberikan oleh dosen tepat waktu</i> )				✓
24	I attend online writing class on time. ( <i>Saya menghadiri kelas daring writing tepat waktu</i> )				
25	I am interested in learning writing online ( <i>Saya tertarik belajar writing secara daring</i> )		✓		
26	I practice writing in order to reduce mistakes I often make during writing. ( <i>Saya berlatih menulis untuk mengurangi kesalahan yang saya sering buat saat menulis</i> ).				
27	I strive to concentrate on writing materials provided so that I do not have anxiety while studying. ( <i>Saya berkonsentrasi terhadap materi writing yang diberikan agar saya tidak mengalami kecemasan belajar</i> ).			✓	

## THE STUDENTS' WRITING STRATEGIES IN ONLINE LEARNING

### AT THIRD SEMESTER OF ENGLISH STUDY PROGRAM IN IAIN CURUP

#### The Questionnaire for Third Semester

**Ket:**

**Never** : Tidak Pernah

**Sometimes:** Kadang-kadang

**Often** : Sering

**Always** : Selalu

**Name** : Student 3

No	Questionnaire	Never	Sometimes	Often	Always
1	I practice writing during the online learning of writing subject. <i>(Saya berlatih menulis dalam pembelajaran writing secara daring).</i>				√
2	I take time daily to practice my writing skill in order that I can properly get engaged into learning writing online. <i>(Saya menyediakan waktu tiap hari untuk melatih kemampuan writing agar saya bisa mengikuti kelas daring writing dengan baik)</i>		√		
3	I practice writing using new ideas <i>(Saya berlatih menulis menggunakan ide-ide yang baru ditemui)</i>		√		
4	I got the idea to write easily <i>(Saya mendapatkan ide untuk menulis dengan mudah)</i>			√	
5	I ask the lecturer in detail when learning writing online. <i>(Saya bertanya secara detail kepada dosen ketika belajar writing secara daring).</i>		√		
6	I search for information before writing. <i>(Saya mencari-cari informasi sebelum menulis)</i>		√		
7	I can operate any material via the internet easily. <i>(Saya dapat mengoperasikan setiap materi melalui intrnet dengan mudah)</i>		√		
8	I can understand every material via the internet easily. <i>(Saya dapat memahami setiap materi melalui internet dengan mudah)</i>			√	
9	I can manage my time easily when I learn writing online. <i>(Saya bisa mengatur waktu saya dengan mudah saat pembelajaran writing secara daring)</i>			√	
10	I make a schedule for learning writing independently during online learning so that my time is well-regulated.			√	

	<i>(Saya membuat jadwal untuk belajar writing secara mandiri selama pembelajaran daring sehingga waktu saya teratur dengan baik)</i>				
11	I target the results that I must achieve during learning writing online. <i>(Saya menargetkan hasil yang harus saya capai selama pembelajaran writing secara daring.)</i>			√	
12	I target the values that must be obtained during learning writing online. <i>(Saya menargetkan nilai-nilai yang harus didapatkan selama pembelajaran writing secara daring).</i>		√		
13	I repeat each material outside of online class hours <i>(Saya mengulang setiap materi diluar jam kuliah daring).</i>			√	
14	I test myself to see whether I understand the studied material or not. <i>(Saya menguji diri saya untuk mengetahui apakah saya sudah paham atau belum tentang materi yang dipelajari).</i>			√	
15	I find out what my shortcomings are when learning writing online. <i>(Saya mencari tahu apa saja kekurangan saya ketika belajar writing secara daring)</i>			√	
16	I can focus on the explanations given by the lecturer in online writing class. <i>(Saya bisa fokus terhadap penjelasan yang diberikan oleh dosen dalam kelas daring mata kuliah writing).</i>		√		
17	I can understand every writing material during online learning <i>(Saya bisa memahami setiap materi writing selama online learning).</i>		√		
18	I can properly adapt to any problems that arise when learning writing online. <i>(Saya bisa beradaptasi dengan baik dalam menghadapi masalah apapun yang muncul ketika belajar writing secara daring).</i>		√		

19	I can handle every problem related to learning writing online. ( <i>Saya bisa menangani setiap masalah terkait belajar writing secara daring</i> ).		√		
20	I ask lecturers about writing materials that have not been understood ( <i>Saya bertanya dengan dosen mengenai materi-materi writing yang belum dipahami</i> ).			√	
21	I make an effort to find out the writing materials that I do not understand yet. ( <i>Saya berusaha mencari tahu tentang materi writing yang belum saya pahami</i> ).			√	
22	I look for additional references for learning writing online. ( <i>Saya selalu mencari referensi-referensi tambahan untuk belajar writing secara daring</i> )			√	
23	I collect writing assignments given by lecturers on time ( <i>Saya mengumpulkan tugas writing yang diberikan oleh dosen tepat waktu</i> )				√
24	I attend online writing class on time. ( <i>Saya menghadiri kelas daring writing tepat waktu</i> )				√
25	I am interested in learning writing online ( <i>Saya tertarik belajar writing secara daring</i> )				√
26	I practice writing in order to reduce mistakes I often make during writing. ( <i>Saya berlatih menulis untuk mengurangi kesalahan yang saya sering buat saat menulis</i> ).				√
27	I strive to concentrate on writing materials provided so that I do not have anxiety while studying. ( <i>Saya berkonsentrasi terhadap materi writing yang diberikan agar saya tidak mengalami kecemasan belajar</i> ).				√

## Appendix 6 Documentation



