

STUDENTS' STRATEGIES TO IMPROVE WRITING SKILLS

THESIS

Submitted by

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THESIS

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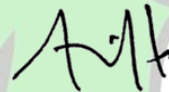
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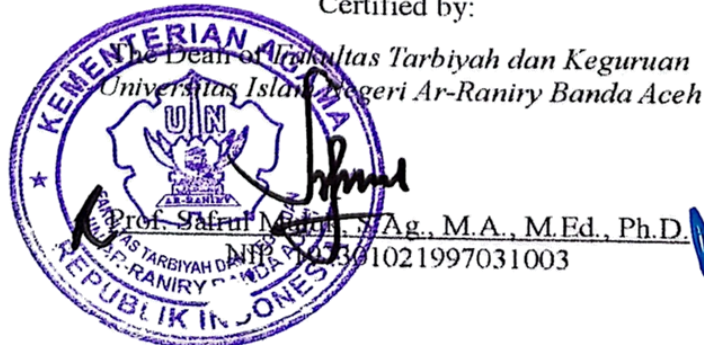
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STUDENTS' STRATEGIES TO IMPROVE WRITING SKILLS

Adalah benar-benar karya saya, kecuali semua kutipan dari referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 9 Agustus 2024

Saya yang pernyataan



Egy Ayu Helsandy

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ABSTRACT

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This study investigates the writing strategies used by students to complete their theses, with a particular focus on identifying the most effective strategies. The researcher used a semi-structured interview method in data collection. The participants of this study were 5 PBI students who were completing their theses. This study will reveal the strategies used by students and the effectiveness of these strategies in improving the quality of writing. The results of this study indicate that there are various strategies used by students such as searching for reference sources and relevant materials, as well as planning techniques such as brainstorming, mind mapping, and outlining. In addition, revision and editing practices are very important, which involve correcting errors and ensuring sentence variation to avoid repetition. Technological tools, including AI, Google Scholar and paraphrasing websites also be an important role in helping students' writing efforts to improve their writing quality. In addition, this study further identifies the most effective strategies for thesis writing. The main strategies include thorough reading and reference searches, outlining, brainstorming ideas, and utilizing digital tools such as AI.

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is a fundamental skill essential for academic, professional, and personal success. It involves critical thinking, organization, and effective communication. Writing is a means of communication that requires the expression of thoughts, ideas, or information expressed in written form. According to Uusen (2009), writing is an art of communication that involves mental processing and thought to convey ideas through language symbols. In the context of higher education, writing becomes increasingly complex. Students are required to write various types of academic writing, such as papers or theses.

Effective writing is crucial for academic achievement, as it enables students to demonstrate their understanding of complex concepts and conduct in-depth research. Moreover, writing in English is a core skill that every student must have, especially those who major in English. Rahmawati (2009) believes that writing skills are a prerequisite for English students to be able to complete their studies, especially in producing scientific papers such as theses. Good writing skills enable students to process information, analyze data, and present arguments logically and systematically. Therefore, to acquire good writing skills, students can use the right writing strategies to help them become successful writers.

Effective writing strategies can improve the quality of students' writing and help them achieve their writing goals. Maftoon and Seyyedrezaei (2012) state

that writing strategy is one of the determining factors for success in producing quality writing. Writing strategies are a series of processes that involve planning, writing, revising, and other activities related to writing (Torrance, Thomas, dan Robinson, 2000). The strategies used in the writing process help writers produce, organize, and refine their writing. Writing strategies can also help students in facing challenges to improve their writing competence. Good writing skills greatly affect students' writing, especially for final-year students who are completing their thesis.

Most students consider writing to be a difficult skill to master. The difficulties faced by students when writing are caused by several factors such as lack of vocabulary, lack of understanding of grammar, lack of motivation, and lack of confidence in writing. According to Yulduz (2002), there are still many students who often make mistakes in writing, this is because students are less interested in writing skills, less focused on learning, and think writing skills are easy. In addition, many students also have difficulty in organizing ideas, constructing a coherent writing structure, using appropriate grammar and vocabulary, and conveying messages clearly and persuasively. Rass (2001) states that writing requires a person to clearly understand the content, purpose of writing, intended audience, and vocabulary and mechanics related to punctuation, spelling, and capitalization.

Previous research by Raofli Saeid et al. (2014) Their study was titled Qualitative Study of Second Language Writing Strategies of University Students. This study investigated writing strategies among university students in Malaysia

who were learning English as a second language. The results of their study found that students reported using a variety of writing strategies, including prewriting activities. In addition, highly proficient students reported using more metacognitive strategies, such as planning and revising their content, than less proficient students.

Another research, Rahmawati Fauzati and Marmanto's research (2019) conducted research entitled *Writing Strategies Used by Indonesian Graduate Students*. This study investigated the English writing strategies applied by Indonesian graduate students in the context of academic writing. This study aims to reveal the types of writing strategies dominantly used by Indonesian graduate students and the factors that influence the selection of these strategies. The results of the study showed that students used three main strategies, namely before, during, and after writing strategies. The reasons why they use these strategies are student beliefs, student awareness, student language skills, writing time, and writing activity environment.

In this current study, the researcher conducted a study to determine the writing strategies used by students in completing their thesis. Therefore, the researcher wanted to conduct a study entitled *Students' Strategies to Improve Writing Skills*.

B. Research Question

Based on the background of the study above, the formulation of the problem that is revealed in this study is as follows:

1. What strategies do students apply in writing their thesis?
2. What are the program and non-program strategies used by students in writing their thesis?

C. The Aims of Study

Based on the research questions above the aims of this research are:

1. To find out the strategies that students apply in writing the thesis.
2. To find out the program and non-program strategies used by students in writing their theses

D. The Significance of Study

This study has the potential to make significant contributions in various aspects. The purpose of this study is to identify and analyze the strategies used by students to improve their writing skills. The results of this study are expected to provide significant contributions in several ways. First, this study can help students understand effective strategies to improve the quality of their writing, especially in the context of academic writing. Second, the results of this study can be the basis for developing more effective writing training programs in higher education. Finally, this study can provide new insights into the factors that influence the success of writing learning.

E. Research Terminologies

1. Writing Skills

Writing skills are the ability to convey thoughts and information effectively through writing. This involves good language skills, critical thinking, and the ability to organize ideas logically and creatively. According to Abbas (2006), writing is the process of transferring thoughts, opinions, and feelings into written form so that they can be understood by other people.

2. Writing Strategy

Writing strategies are the deliberate approaches and techniques employed by writers to enhance their writing process and produce effective, engaging, and coherent text. These strategies encompass various stages of writing, from initial idea generation to final revisions. Ibraimi (2016) argues that writing strategies are the result of personal development carried out by learners to achieve optimal writing learning goals. Writing strategy is a series of activities, not a single activity. The sequence is also further described into three different phases, namely before writing, during writing, and after writing.

