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**THE CORRELATION BETWEEN STUDENTS' LANGUAGE LEARNING
STRATEGIES AND THEIR WRITING ACHIEVEMENT**
(A Study of the Sixth Semester Students of English Department of STAIN
Batusangkar in Academic Year 2015/2016)

THESIS

*Submitted to Tarbiyah Department
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Requirements to Obtain Undergraduate Degree
in Teaching English*

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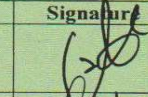
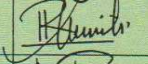
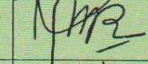
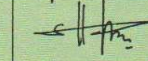


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ABSTRAK

MESI LILI DAHLIA, 11 104 062, entitle “THE CORRELATION BETWEEN STUDENTS’ LANGUAGE LEARNING STRATEGIES AND THEIR WRITING ACHIEVEMENT (A Study of the Sixth Semester Students of English Department of STAIN Batusangkar in Academic Year 2015/2016)”. Program Study Tadris Bahasa Inggris, Jurusan Tarbiyah, Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah belum diketahuinya hubungan antara strategi belajar bahasa mahasiswa dengan hasil menulis mereka dalam mata kuliah *Writing IV*. Tujuan penelitian ini adalah untuk melihat apakah terdapat hubungan yang signifikan antara strategi belajar bahasa mahasiswa dengan hasil menulis mereka.

Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian kuantitatif dengan metode korelasi. Penelitian ini menghubungkan dua variable sebagai objek penelitian yaitu strategi belajar mahasiswa (variable bebas) dengan hasil menulis mahasiswa (variable terikat). Populasi dalam penelitian ini adalah seluruh mahasiswa Semester VI Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah STAIN Batusangkar Tahun akademik 2014/2015 yang sudah mengambil mata kuliah *Writing IV* yang berjumlah 100 orang. Pengambilan sample dilakukan dengan teknik *Proportional Stratified random sampling*, dimana populasi tersebut dikelompokkan menjadi tiga kelompok yaitu mahasiswa yang memiliki kemampuan *high*, *average*, and *low*. Sample berjumlah 73 orang dan 20 orang *Try Out (TO)* atau uji coba. Dalam mengumpulkan data, ada dua instrument yang digunakan yaitu angket dan dokumen hasil ujian semester tes *Writing IV* mahasiswa. Angket digunakan untuk mengetahui strategi menulis mahasiswa. Sedangkan dokumen hasil belajar digunakan untuk mengetahui bagaimana skor mahasiswa setelah mengikuti ujian UAS dalam mata kuliah *writing IV*. Kedua instrumen penelitian tersebut adalah valid dan reliable. Untuk mendapatkan angket yang valid maka angket tersebut telah dirancang berdasarkan teori-teori strategi, sedangkan untuk mendapatkan reliabilitasnya, angket tersebut telah diuji cobakan terlebih dahulu. Pada dokumen hasil belajar mahasiswa, hasilnya adalah valid dan reliable karena semua materi diajarkan dan diujikan oleh dosen mata kuliah *Writing IV*.

Hasil analisis data menunjukkan bahwa r-hitung pada strategi belajar mahasiswa -0,031 sedangkan r hitung pada memori strategi (0,117) dan pada metacognitive strategy (-0.115) lebih kecil dari r-tabel (0.2303) dengan tingkat signifikan 5%. Ini menunjukkan bahwa strategi menulis mahasiswa tidak berkorelasi dengan hasil belajar mahasiswa. Sedangkan hubungan antara memori strategi dengan metacognitive strategy juga tidak terlihat berhubungan, dimana r hitung kedua strategi tersebut -0.071 lebih kecil dari r-tabel (0.2303) dengan tingkat signifikan 5%. Ini menunjukkan bahwa tidak ada hubungan yang signifikan antara kedua strategi tersebut. Ini berarti bahwa tinggi atau rendahnya hasil menulis mahasiswa tidak menggambarkan adanya hubungan dengan kemampuan belajar strategi mereka.

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CHAPTER I INTRODUCTION

A. Background of the Problem

In English, there are four skills that should be mastered by students, namely: listening, speaking, reading and writing. Listening and reading are known receptive skills while speaking and writing are known as productive skills because of their focus on the product information. These four skill are interrelated each other and are very important in English learning and teaching.

Writing is one of the many ways to transfer one's thoughts to other people. Writing is one of four basic skills that are important to be mastered by students because through the writing process, the students can express their feeling or ideas, perception and point of view. According to Nunan (2003:88) writing is physical and mental act. It is the physical act of committing words or ideas to some medium. In the other word, writing is a mental word of inventing ideas, thinking about how to express them and organize them into statements and paragraphs that will be clear to a reader. Alan (2005: 2) states that writing is a process of discovering and organizing ideas, putting them on paper, reshaping and revising them. Writing will be easier, if the student knows the process of writing.

In writing process have several steps. According to Blanchard and Rood (2003: 11), there are three steps in writing process. Step one is prewriting which consists of generating ideas, planning and organizing

writer's ideas. Step two is drafting writer's using the ideas to write a first. Step three is revising and editing. In revising and editing the writer can improve what has been written.

To master writing skill in English and to improve writing ability, the students must know how to write in English. Some factors which influence writing ability are vocabulary, grammar, ideas and many other things. Basically, there are three ways in expressing ideas in written form namely sentence, paragraph, and essay. Firstly, sentence refers to a group of words that express a complete thought or idea. There are several items in sentence, such as the subject, predicate, object and adverb. Secondly, paragraph and the last one is essay.

There are so many things that have to be considered in writing such as writing process and how to improve writing. Therefore, it makes writing seems difficult. Moreover, if the students do not have the knowledge about writing English, they will get more difficulties in writing. Oshima (1999:3) states that writing is not easy. It takes study and practice to develop this skill, for both native speakers and new learners of English.

According Graham (2007: 9) writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter. It is in line with Green

and Oxford (1995) who asserts that in practice more strategy use is helpful to some learners in enhancing their language learning achievement or proficiency. Therefore, a strategy has influenced on achievement of the students. The students who apply good strategy in their writing will be a good writer and get good mark for their writing. While the students who do not apply good strategy will get unsatisfied mark for their writing. Because good or poor strategy will determine the quality of their writing. In the writing, the students can use some strategies that will help, then to explore their idea in writing.

Strategy is a general plan of action. According to Oxford (1990:1) learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.

Actually, a good learner should find some ways to make learning process more enjoyable and easier. According to Brown (2000:123), a good language learner can be seen from his personal characteristics, styles and strategies. Then, Brown in Lisa (2011:4) states that successful language learners are the students who know how to manipulate style (as well as strategy) in their day. Strategy is one way to make good learner enjoy and easy to study writing.

Good language learner and poor language learner have different strategies in learning process. Porte in Yuliana (2012:3) states that under-

achievers strategies are different from those of good language learner found in previous study is in the fact they may demonstrate less sophistication and a less suitable response to a particular activity.

In learning process, students have different ability, motivation, intelligence, perception, learning style, attitude, and also learning strategy, etc. To get success in academic writing, there are some factors that must be paid to get attention for students. According to Slameto (2003:54) claim that the factors can be divided into internal factors and external factors. Internal factors are influences that come from the inside of the learner such as perception, motivation, learning strategies, etc. while external factors are the influences that come from outside of the learners such as learning sources, lecturers or teacher's method.

Oxford (1990:14) divides language learning strategy into two classes. They are direct and indirect strategies. He explains that direct strategies are language strategies involve in the target language. Direct strategies can be classified into three strategies, namely memory strategies, cognitive strategies and compensation strategies. Memory strategies are sometimes called mnemonics. They have been used for thousands of years. Cognitive strategies are essential in learning a new language. Compensation strategies are strategies that can help the learner to use new language for comprehension or production despite limitation in knowledge.

Indirect strategies are strategies that indirect involve the target language. Indirect learning strategies can be classified into three strategies,

namely metacognitive, affective, and social strategies. Metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Affective strategies are the term affective refers to emotions, motivation and values. It is impossible to overstate the importance of the affective factors influencing language learning. The last social strategies (language) are a form of social behavior. It is communication, and communication occurs between and among people. Direct and indirect strategies are applicable in writing.

The sixth semester students of English STAIN Batusangkar have studied Writing VI Subject and also have learned about learning strategy. Ideally, if the English Departement students have knowledge about that, they will be more enjoyable when they do the writing. So that, the result of the writing will be good. But in fact, the students still get the difficulties in writing subject. More the students got low score in writing subject.

This phenomenon was proved with students' score in Learning Strategies Subject. Learning Strategies subject is a subject studied in the first semester. Therefore, we know that all students of fourth semester had studied this subject. To investigate the score which is achieved by the students, the researcher got document which explain students' score in Learning Strategy Subject and Writing IV subject. From the data, it is know that students got high grade in Learning Strategy Subject, but low grade in Writing IV Subject (see in appendix 1).

After that, the researcher also did preliminary research by doing an interview some of fourth semester students and also got document from lecturer of writing fourth of STAIN Batusangkar on September 15th 2014. Based on the interview result and analyze the data from the lecturer, apparently they have applied some strategies included metacognitive strategies in indirect strategy and memory strategies in direct strategy. Although they have applied some strategies in their writing, they still have difficulties when they did writing. The reasons are they had to write their writing task appropriately with good structure, like pay attention to grammar, vocabulary, spelling, punctuation, and unity of paragraphs in writing. Then, before making the writing test in prewriting, they used semantic mapping as an outline to make them easy to develop their writing. After that, some students made outline and searched new vocabulary, they made paragraph depend on the topics.

Based on the correlation between students scores of learning strategies and writing scores, writer it can be said that many students did not apply strategies in learning process and the other students applied strategies in learning process. Beside that good strategy the students used, therefore it will result good achievement and will get good score. In fact some students have high score in Learning Strategies subject but low value in Writing IV subject.

The fact in the fourth semester above is not relevant with the theory that, stated by (Green and Oxford, 1995), who assert that in practice more strategy used is helpful to some learners in enhancing their language learning

achievement or proficiency. Because of that, fact is not relevant with the theory. Therefore, it made the researcher is interested in doing this research. The title is “Correlation between Student’s Language Learning Strategies and Achievement in Writing Skill by fourth semester students of English department of STAIN Batusangkar in academic year 2015/2016.”

B. Identification of the Problem

Based on the background of the problem above, strategy is one of the key to success in writing achievement. In learning strategies we can use several strategies in writing, such as: direct and indirect strategies. In direct strategies divided into three strategies. They are involving use of language, divided into memory, cognitive and compensation strategies. Indirect strategies are divided into three strategies. They are: metacognitive, affective and social strategies.

In fact the researcher found some of the students used strategy in writing activity. However, the students still get the problem in writing, it can be seen from score that the students get. In short, the identification of this research only focuses on finding the correlation between students’ language learning strategy and their writing achievement.

C. Limitation and Formulation of the Problem

Based on the background and identification of the problems above, there are two strategies can be applied in writing such us: memory strategies in direct strategy and metacognitive strategies in indirect strategy. Memory strategy fall into three sets applying in writing, namely: creating mental linkages, reviewing well and employing action. Moreover, metacognitive strategy consists of four processes. They are planning, monitoring, problem solving and evaluating. In this case, the researcher limited the problems to the use of strategies in writing by the fourth semester students of English department of STAIN Batusangkar in academic year 2015/2016.

Based on the limitation above, the problem of the research will be formulated in the following questions:

1. Is there any significant correlation between students' language learning strategies and their writing achievement?
2. Is there any significant correlation between students' memory and metacognitive strategies and their writing achievement?

D. Definition of the Key Terms

To make clear and avoid misunderstanding in comprehending the problem of the study, it is better to give two definitions of the key terms:

1. Language learning strategies is application to give responds to solve problems that can support language learning involving in the target language and base on situation of students' language learning in

writing subject by the fourth semester students of English Department in STAIN Batusangkar seen from questionnaire.

2. Writing achievement is the result of writing test in final examination the students that is shows in score.

E. Purpose of the Research

The purposes of this research are:

1. To find out whether there is any significant correlation between students' language learning strategies and their writing achievement by the Sixth Semester Students of English Department of STAIN Batusangkar in Academic Year 2014/2015.
2. To find out whether there is any significant correlation between students' memory and metacognitive strategies and their writing achievement by the Sixth Semester Students of English Department of STAIN Batusangkar in Academic Year 2014/2015.

F. Significance of the Research

The result of this research is expected to be a useful reference for:

1. Students

Through this research, it is expected to give some description to the students, especially the Sixth semester students of English department of STAIN Batusangkar in 2015/2016 academic year, how the

correlation between their language learning strategies and their writing achievement.

2. The lecturers of writing

This research hopes that the lecturer can get more information about correlation between their students' language learning strategies and achievement in writing.

3. The lecturers of learning strategy

This research is hoped the lecturer of Learning Strategy get information about the correlation language learning strategy and achievement.

4. Researcher

The research also gives benefits to the researchers to improve her ability in writing. Because the researcher knowing how to use strategies in writing. Finally the purposes are to get undergraduate degree (S.Pd. I) at STAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Writing

f. Definition of Writing

Writing is one of basic language skills that must be mastered by students. According to Blanchard and Root (2004:1), writing is a skill that can be practiced. Writing in a different language involves more than mastering its vocabulary and grammar. Language, including written language, is a reflection of the thought patterns of native speakers. In order to write in different language, it is important to understand the way native speaker of that language organize their thoughts. Then, Nunan (2003:88) says that writing is the mental work of inventing ideas, thinking about how to express them, and organize them into statements and paragraphs that will be clear to a reader.

Alan (2005:1) states that writing is a way to produce language which do naturally when speak an activity a process. Besides, he also says that writing is an action a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them. Brown (2001:336) states writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen the main ideas, to give term structure and coherent organization. Besides, he also says

that writing is a way to end up thinking something couldn't have started out thinking.

Based on the theory above, it can be concluded that writing is how the writer thinks to share and writes his/her ideas by arranging some words into good paragraphs until he/she can produce a written text that can become information for the reader. It makes the reader get more accurate information from writers.

g. Importance of Writing

Writing is one important skill for students. It can improve their ideas and knowledge. By mastering writing skill, students can elaborate their ideas systematically. In other words, they must master of good writing ability.

Chaper (2007) states that there are some reasons why writing is important:

1. Writing is the primary basis upon which the writer works, the writer learning and the writer intellect will be judged in school or college, in the work place, and in the community.
2. Writing expresses who the writer is as a person.
3. Writing is portable and permanent. It makes the writer's thinking visible.
4. Writing helps writer moves easily among facts, inferences, and opinions without getting confused and without confusing the reader.
5. Writing promotes writers' ability to pose worthwhile questions
6. Writing fosters writer's ability to explain a complex position to readers and to her/him self.
7. Writing helps others give the writer feedback.
8. Writing help writer refines her/his idea when she/he gives other feedback
9. Writing requires that writer anticipates her/his reader's needs she/he is able to do so demonstrate her/his intellectual flexibility and maturity.

10. Writing out writer's idea permits the writer to evaluate the adequacy of her/his argument.
11. Writing simulates writer to extend a line of thought beyond her/his first impressions or good responses.
12. Writing helps writer understand how truth is established in a given discipline.
13. Writing equal writer with the communication and thinking skills she/he needs to participate affectively in democracy.
14. Writing is an essential job skill.

In conclusion, writing is an important skill that should be mastered. It can give many advantages for the writer to convey his/her ideas and develop his/her intellectual activities. Writing helps writer to move easily among facts, inferences, and opinions without getting confused and without confusing the reader. Writing helps writer to refine her/his idea when she/he gives others feedback.

h. Steps of Writing Process

In writing process, there are some steps that should be followed by a good writer. Nunan (2003:88) states that writing is a process and product. The writer imagines, organizes, drafts, edits, reads, rereads. Then, Harmer (2004:4) states that the process of writing should be included: planning, drafting, editing (reflecting and revising), and final version (final draft).

In addition, Alan (2005:3) mentions steps in writing process as follow:

1. Explore ideas
 - a) Consider the subject
 - b) Consider the purpose
 - c) Consider the audience
2. Pre write-using one or more of these methods
 - a) Brainstorming
 - b) Clustering
 - c) free writing

3. Organize
 - a) Select
 - b) Outline
4. Write a first draft
 - a) Write quickly to record your thoughts
 - b) Put notes and new ideas in the margins
5. Revise the draft
 - a) Read it aloud
 - b) Add or omit material and move material around
6. Produce the final copy
 - a) Edit
 - b) Copy over or print a clean copy
 - c) Read carefully for errors and then make another clean copy

Finally, from the three experts' opinion above there are some steps in writing process, they are planning, drafting, editing, and final draft. In planning, writers explore their ideas by considering the subject, purpose, audience and after that do brainstorming, clustering, and free write. In drafting, the writers think to make outline to describe writer's idea. Next, the writers should editing and revising until final draft to make their writing perfect and systematic.

i. Factors Influencing Writing

According to McKay (2006:250), there are four influences the way the writer will tackle a writing task. They are the writer's goals, predisposition, beliefs, and attitude. Writer's goals are related to writer's arranging and planning in writing. Goals are expression of writer's aims in writing. Predisposition is related to writer's domain in applying strategies, techniques, or ways of writer's in writing that help his/her easy in writing. Beliefs are related to writer's convictions that make his/her writing will be a good. The last is attitude, related to

writer feeling or opinion about how to understanding about the text that his/her in writing.

Moreover, Green & Oxford (1995) who assert that in practice more strategy uses is helpful to some learners in enhancing their language learning achievement or proficiency. Graham and Perin (2007:11) say that there are eleven effective elements to improve writing achievement. They are writing strategies, summarization, collaborative writing, specific product goals, word processing, sentence-combining, prewriting, inquiry activities, process writing approach, study of models, writing for content learning.

1. Writing Strategies, which involves teaching students strategies for planning, revising, and editing their compositions.
2. Summarization, which involves explicitly and systematically teaching students how to summarize texts
3. Collaborative in which adolescents work together to plan, draft, revise, and edit their compositions.
4. Specific product Goals, which assigns students specific, reachable goals for the writing they are to complete
5. Word Processing, which used computers and word processors as introduction supports for writing assignments
6. Sentence Combining, which involved teaching students to construct more complex, sophisticated sentences
7. Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition
8. Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task
9. Process Writing Approach, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.
10. Study of Models, which provides' students with opportunities, to read, analyze, and emulate models of good writing.

11. Writing for Content Learning, which used writing as a tool for learning content material.

Based on the theory above, it can be concluded that there are eleven effective elements to improve writing achievement. They are writing strategies, summarization, collaboration writing, specific product goals, word processing, sentence-combining, prewriting, inquiry activities, process writing approach, study of models, writing for content learning. There elements are factor influencing writing that will decide the quality of writing. After that factors influencing writing are: they are the writer' goals, predisposition belief, attitude, and proficiency. Of course, the writer knows the factors influencing that makes them interested in result from what they write.

j. **Strategy in Writing**

There are two students' strategies in writing. They are direct and indirect strategies. Direct strategies are language learning strategies that directly involve the target languages. According to Oxford (1990:37) states that there are three groups of direct strategies. They are memory, cognitive, compensation. Meanwhile, indirect strategies are support and manage language learning without directly involving the target language. Oxford (1990:135) mentions that indirect strategies are divided into three strategies. They are metacognitive, affective, and social strategies. Oxford (1990:327) states that there are six strategies useful for writing. They are memory, cognitive, compensation, metacognitive, affective, and social strategies.

Based on the theory above, it can be concluded that in general there are two strategies in writing. They are direct and indirect strategies. Direct strategy is divided into three strategies. They are memory, cognitive, compensation strategies. Indirect strategy is divided into three strategies. They are metacognitive, affective, and social strategies, especially; there are six strategies in writing that included in direct and indirect strategies.

2. Nature of Learning Strategy

a. Definition of Language Learning Strategies

Oxford (1990:8) defines learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable more self-directed, more effective and more transferable to new situations. When the learner consciously chooses strategies that fit his or her learning, these strategies become a useful tool for active, conscious, and purposeful self regulation of learning. It means that by using some strategies in learning will help the learner in solving their problem. Learning strategies can also helps students to become more independent in finding their way in learning.

Wenden (2012:132) states that language learner strategies can be defined from the aspect of language learning behaviors, such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learners' strategies knowledge of language

learning and the effective view, such as learners' motivation, and attitude.

Marefat in Irna (2012:15) states that language learning strategies are any set of action, plans, tactics, thoughts or behaviors that the learners employ to facilitate the comprehension, storage, retrieval, and use of information. Liang in Irna (2012:25) state that the term strategy has been referred to as a small range of synonyms such as 'technique', 'tactic' and 'skills', by which individual researchers describe their understandings in this particular area in slightly differential ways.

Based on the theories above, it can be concluded that language learning strategies are some style and strategies a few words to explain among process on second language such as set of actions, plans, tactics, thoughts or behaviors that the learners employ to facilitate the comprehension, storage, retrieval, and use of information and also a small range of synonyms such as technique, tactic, and skills in particular area in slightly differential ways.

b. Types of Language Learning Strategies

Oxford (1990:17) divided into two main classifications language learning strategy: direct strategies and indirect strategies. Direct strategies are specific ways that involve use of language, subdivided into memory, cognitive and compensation strategies. Indirect strategies do not direct involve using the language, but they support

language learning (Oxford 1990:9) and are further dividing into met cognitive, affective and social strategies.

1) **Memory strategies**

a) **Definition of Memory Strategy**

They are some definition of memory strategy from the experts. According to Oxford (1990: 38-42) memory strategies as the strategy for remembering, sometimes it called “mnemonic”. It is based on simple principle like laying things out in order making association and reviewing. It means that principles are employed when learners faced challenge of vocabulary learning. The words and phrases can be associated with visual images that can be stored and retrieved for communication. This strategies fall into four sets of strategies: creating mental linkages, applying images and sounds, reviewing well and employing action.

Next, Samida in Irna (2012:18) states that memory strategies are based on simple principles like laying things out in order, making association, and reviewing. These principles are employed when a learners faces challenge of vocabulary learning. The words and phrases can be associated with visual images that can be stored and retrieved for communication. Many learners make use of visual images, but some find it easy to connect words and phrases with sound, motion or touch. The

use of memory strategies are most frequently applied in the beginning process of language learning. As the learners advance to higher level of proficiency memory strategies are mentioned very little. It is not that the use ceases, but the awareness of its use becomes less.

Based on the expert's opinion above, memory strategy is the strategy for remembering and employed when a learners faces challenge of vocabulary learning. The words and phrases can be associated with visual images that can be stored and retrieved for communication.

b) **Types of Memory Strategy**

According to Oxford (1990:41) stated that there are four classification of memory strategies: creating mental linkage, applying images and sounds, reviewing well, and employing action. From the four memory strategies, only three classifications can be preferred in writing.

Memory strategies that can be applied in writing are:

Creating Mental Linkages

There are kinds of strategies useful for making mental linkages: grouping, associating/elaborating, and placing new words into a context. The most basic memory strategies and the foundation of more complex memory strategies.

One of creating mental linkages can be applied in writing are:

a. Placing New Words Into a Context

This strategy involves placing new words or expressions that have been heard or read into meaningful context, such as a spoken or written sentence, as a way of remembering it. As an example in listening, Michel has heard the names of the Great Lakes in the United States and wants to remember them. To do so, he uses the acronym HOMES (standing for Huron, Ontario, Michigan, Erie, and Superior) and puts it in the context of the spoken sentence, "My HOME'S on the Great Lakes".

Reviewing Well

In this strategy is structured reviewing, especially useful for remembering new material in the target language. It entails reviewing far apart.

Employing Action

There are two memory strategies under employing action. They are using physical response or sensation and using mechanical techniques.

a. Using Mechanical Techniques

This strategy is sometimes helpful to remember new target language information. For instance, flashcards the learner

can write the new expression in a full sentence. Writing word on cards and moving cards from one stack to another word, and putting different types of material in language learning note book.

Based on the theory above, it can be stated that memory strategy has four parts but to prefer in writing only three types. They are creating mental linkages, reviewing and employing action. In creating mental linkages include grouping, associating/elaborating, and placing new words into a context. Reviewing is to help the students to remembering new material. And the last is employing action; it is include physical response and mechanical techniques. In memory strategies mechanical techniques for help students to remember new target language information.

c) Memories Strategy in Writing

According to Oxford (1990:58), memory strategies to be applied the four skills they are listening, speaking, reading and writing. This strategy help learners store in memory the important things they hear or read in the language, this enlarging their knowledge base. These strategies also enable learners to retrieve information for memory when they need to use it comprehension or production. In writing can be use creating

mental linkages, reviewing and employing action in memory strategy.

Some definition of memory strategies by the experts is memory strategies as the strategy for remembering, sometimes it called “mnemonic. According to Thompson (1982:67) mnemonic is technique that makes memorization easier, by organizing individual items into pattern and linking things together. It means that this strategy involves the students in making a picture in his/her mind of what needs to be remembered. This strategy can include making a visual image of the actual thing that need to be remembered, or even what the word looks like.

Based on the theories above, memory strategies help the students to remember and store new information. This strategy is to solve those difficulties increasing English writing, it can be concluded that memory strategy can help the student in process writing. And this strategy is very important in learning process.

Table: 1
Application of Memory Strategy

Author	Variable	Sub-variable	Indicator	Sub-indicator
Oxford (1990)	Memory strategy	Creating mental linkages	a. Placing new words into a context	<ol style="list-style-type: none"> 1. Placing new words or expression that have been hear or read in to a meaningful context, such as a spoken or written sentence, as a way of remembering it 2. Create their own context
		Reviewing well	b. Structured reviewing	<ol style="list-style-type: none"> 3. This is especially useful for remembering new material in the target language 4. It entails reviewing at different intervals, as first close together and then increasingly far apart
		Employing action	c. Using mechanical technique	<ol style="list-style-type: none"> 5. To remember what has been hear or read, mechanical techniques are sometimes helpful. For instance, flashcards, with the new word written on one side and the definition written on the other, are both familiar and useful

2) Metacognitive Strategies

a) Definition of Metacognitive Strategy

Oxford (1990:136) state that metacognitive means beyond, beside or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process.

According to Wenden (1987:25) metacognitive strategy examined how learners regulate their learning by planning, monitoring, and evaluating their learning activities in particular. From two expert's theories above, the researcher can analyze that metacognitive strategy is a way for learner to coordinate their own learning process by planning, monitoring and evaluating their learning activities.

Next, Anderson (2002:3) also has same definition about metacognitive strategy that is thinking about thinking. Learners who are metacognitively strategy aware know what to do and when they do not know what to do: that is they have strategy for finding out or figuring out what they need to do. They use metacognitive strategy ignites thinking and can lead to more profound learning and improve performance.

Last, Mumford (1986:1) state that metacognitive is essential that an effective manager be a person who has learned

to learn. He describes this person as one who knows the stages in the process of learning and understands his or her own preferred approaches to it—a person who can identify and overcome blocks to learning and can bring learning from off-the-job learning to on-the-job situations.

From all the definition above it is clearly stated that metacognitive strategies are sequential processes that be used by the students to control their learning activity before writing by planning, during writing by monitoring and after their writing by evaluating.

b) **The Process of Metacognitive Strategy**

Oxford (1990:20) divides metacognitive strategy in to three kind's process; 1) Centering the learning a) Over viewing and linking with already known material b) Paying attention 2) Arranging and planning the learning a) Finding out about the language learning b) Organizing c) Setting goals and objectives d) Identifying the purpose of language task e) Planning for a language task f) Seeking practice opportunities 3) Evaluating the learning a) Self monitoring b) Self evaluating

Based on the theory above, it can be concluded that metacognitive strategy has three processes. They are centering learning, arranging and planning learning, and evaluating learning. Centering learning strategy has three strategies. They

are over viewing and linking with already know material, paying attention, and delaying speech production to focus on listening. Arranging and planning learning strategy has six strategies. They are finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, and seeking practice opportunities. And evaluating learning strategy has two strategies. They are self-monitoring and self-evaluating.

According to Chamot (1999:18) states that there are four metacognitive processes. They are planning, monitoring, problem solving, and evaluating.

- 1) Planning
 - a) Set goals
 - b) Directed attention
 - c) Activate background knowledge
 - d) Predict
 - e) Organizational planning
 - f) Self-management
- 2) Monitoring
 - a) Ask if it makes sense
 - b) Selectively attend
 - c) Deduction/induction
 - d) Personalize/contextualize
 - e) Take notes
 - f) Use imagery
 - g) Manipulate/act out
 - h) Talk yourself through it (self-talk)
 - i) Cooperate
- 3) Problem solving
 - a) Inference
 - b) Substitute
 - c) Ask questions to clarify
 - d) Use resources
- 4) Evaluating
 - a) Verify predictions and guesses
 - b) Summarize
 - c) Check goals
 - d) Evaluate yourself
 - e) Evaluate your strategies

Based on the theory above, it can be conclude that metacognitive strategy has four processes. They are planning, monitoring, problem solving, and evaluating. Planning strategy has six strategies. They are set goals, directed attention, active background knowledge, predict, organizational planning, and self-management. Monitoring strategy has nine strategies. They are asked it makes sense, selectively attend deduction/induction, personalize/contextualize, take notes, use imagery, manipulate/act out, talk you through it (self-talk), and cooperate. Problem solving strategy has four strategies. They are inference, substitute, ask questions to clarify, and use resources. And evaluating strategy has five strategies. They are verify predictions and guesses, summarize, check goals, evaluate yourself, and evaluate your strategies.

Table: 2
Application of Metacognitive Strategy

No	Indicator	Sub indicator	Author
1	a. Centering the learning	1. Over viewing and linking with already known material 2. Paying attention	Oxford (1990)
	b. Arranging and planning the learning	3. Finding out about the language learning 4. Organizing 5. Setting goals and objectives 6. Identifying the purpose of language task 7. Planning for a language task 8. Seeking practice opportunities	

	c. Evaluating the learning	9. Self monitoring and 10. Self evaluating	
2.	a. planning	1. Set goals 2. Directed attention 3. Activate background knowledge 4. Predict 5. Organizational planning 6. Self management	Chamot (1999)
	b. Monitoring	7. Ask if it makes sense 8. Selectively attend 9. Deduction/induction 10. Personalize/contextualize 11. Take notes 12. Use imagery 13. Manipulate/act out 14. Talk yourself through it (self-talk) 15. Cooperate	
	c. Problem solving	16. Inference 17. Substitute 18. Ask questions to clarify 19. Use resources	
	d. Evaluating	20. Verify predictions and guesses 21. Summarize 22. Check goals 23. Evaluate yourself 24. Evaluate your strategies	

Based on the theories above, the researcher will be use suggested by Chamot (1999), because this theory is more detailed from the other. This theory explained more detailed the application of metacognitive strategy in learning writing, namely planning, monitoring, problem solving, and evaluating.

c) **Learning Strategies and Achievement**

According to Oxford (1990:7) strategies involve the optimum management of troops, ships, or aircraft in a planned campaign. A different, but related, word is tactics, which are tools to achieve the success of strategies. Many people use these two terms interchangeably. The two expressions share some basic implied characteristics: planning, competition, conscious manipulation, and movement toward a goal. In nonmilitary settings, the strategy concept has been applied to clearly non-adversarial situations, where it has come to mean a plan, step, or conscious action toward achievement of an objective.

According to Green & Oxford in Suwanarak (1995:4), it has been asserted that in practice more strategy use is helpful to some learners in enhancing their language learning achievement or proficiency. Oxford in Suwanarak (1993:4) maintains that lower achieving students do not use fewer learning strategies than their counterparts. Rather, they tend to use learning strategies inefficiently – without taking into consideration their own learning style preferences. Other research has focused on the type of learning strategies that are most prevalent or beneficial for high achieving students. These include cognitive strategies, such as looking for patterns and reading for pleasure in the target language, which

are the strategies used by high achieving students. Next, Ehrman & Oxford in Suwanarak (1989) state that on the basis of all of these studies it appears that high achievers display greater use of metacognitive strategies to manage their own learning than do low achieving learners, and thus that there is a strong correlation between this type of strategy and language learning achievement.

Oxford (1990: 22) says that strategies help the learners take control of their learning and become more proficiency, and the experience of many teachers indicates that the strategy system shown above is a very useful way to examine such strategies. This system provides, albeit in imperfect form, a comprehensive structure for understanding strategies.

Based on the theory above, it can be concluded that there are learning strategies and achievement have correlated with other. Strategies help the learners take control of their learning and become more proficiency.

3. Writing Achievement

a. Definition of Writing Achievement

According to Oxford (1990: 4) achieve is gain or reach by effort. Achievement is noun of achieve. It can be stated that achievement is something that gained or reached by effort (outcomes). Johnson (2005) mentions that achievement is accomplishing whatever goals

that are set for own self. It is not necessarily earning a lot of money. Achievement is doing what is wanted to do within the bounds of the law.

Then, UNICEF (2007) states that writing achievement is the knowledge, skills, and values acquired by students. In learning context, it can be concluded that achievement is whatever goals that accomplished in learning, such as knowledge, skills, and values.

In addition, Sukadi (2002: 27) achievement is *prestasi apa yang telah dapat diciptakan, hasil pekerjaan, hasil yang menyenangkan hati yang diperoleh dengan jalan keuletan kerja* (what could be created, work/ study result, the result that makes happy which obtained by hardwork).

In conclusion, writing achievement is a student's learning outcomes that is obtained from writing process in a certain field which show status or level of a student's learning and his ability to apply what he has learned and it can be measured by the use of standard test. In writing achievement is whatever goals in learning process included knowledge, skills, and value the students.

b. Ways to Improve Writing Achievement

According to ACT, Inc (2009) there are many ways to improving someone's writing skill is strengthened.

- a. Read and write frequently; read as much as you can from a variety of sources, including play, essay, fiction, poetry, new stories, business writing, and magazine features.
- b. Practice writing in different formats and in as many real situations as possible; write letter to the editor or letters to a company requesting information.
- c. Share your writing with others and get feedback; feedback helps you anticipate how readers might interpret your writing and types of questions they might have. In addition, this can help you anticipate what the readers might want to know.
- d. Become familiar with current issues in society and develop your own opinions on those issues; taking speech and debate classes can help you think through issues and communicate them others. In addition, think or argument you would use to convince someone of your opinion.
- e. Try some extracurricular writing; it is like school newspaper, yearbook, and creative writing clubs offer opportunities to express ideas writing.
- f. Learn to see writing is a process; brainstorming, planning, writing and editing. It means that this applies to all writing activities.

- g. Listen to the advice your English teacher gives you about your writing.
- h. Strive for your writing to be well developed and well organized, using precise, clear, and concise language.
- i. Remember that anyone can improve writing skill; you might think others are more talented, but you know more than you think.

It can be concluded, confidence and skill will grow with the more writing you do practice and work lead to achievement.

In addition, Saddler in Abdul (2010:24) explains that there are some ways to improve students' writing ability:

1. Invest time

To write well requires time. It means that it should allocate time daily to compose. It gives students many opportunities to engage in the various stages of writing, such as planning, generating content, reflecting and revising, and editing.

2. Model writing

Writing is considered a problem-solving process in which writers attempt to produce visible, legible, and understandable language reflecting knowledge of their topic or thoughts and feelings. Tell them your thoughts processes as you pick topics, set goals, solve problems, and maintain a positive attitude while writing on the old, trusty overhead projector. While modeling, show students how an experienced writer would plan, formulate

a draft, revise text to match his or her ideas and audience needs, and edit.

3. Weave writing and content areas together

Writing help students reflect and reveal what they have learned about a topic, therefore use writing to monitor students' learning in content areas.

4. Use reading to build writing competence.

Consider reading the fuel that powers good writing, the use reading as the cognitive input that help them produce better writing. Use reading is as information to summarize or expand, or as a springboard to create something new or different.

5. Teach students that writing is like telepathy.

Help your students realize that writing is making their meaning known to others and that the endgame is conveying ideas and emotions to someone else, most likely an absent.

6. Improve skills.

Writing is primarily a mental activity, but it is reliant on physical tools. Make sure lower-level skills such as handwriting and spelling do not interfere with higher-level skill such as planning, content generation, and revising.

7. Improve vocabulary.

Expose students to vocabulary choices by displaying word bank of transition words, synonyms, and colorful (million dollar) words.

8. Teach sentence construction skills writing

A first sentence that causes a reader want to read the next and so forth is one element of structuring a well-developed essay. Sentence combining is one way to directly teach sentence construction.

From two experts' ideas above, it can be concluded that the writer should follow some ways to improve writing skill. They are read and write frequently, practicing, sharing and get feedback, develop opinions, try some extracurricular writing, learn to see writing is a process, listen to the advice your English teacher, strive for your writing to be well developed and well organized, improve skills and vocabulary.

c. Factors Influencing Writing Achievement

According to Muhibbin (1999: 130), there are some factors that influence students' learning achievement. They are internal factors and external factors. In internal factors, there are two factors, include: physiologies factors and psychologies factors. Psychologies factors that can influence quantity and quality of students' learning

achievement include: intelligence, aptitude, interest, motivation, and attitude.

Muhibbin (1999: 130), states that intelligence is generally defined as psycho-physic ability for reacting the stimulus or adapting self with any environment by a right way. Globally, aptitude such likes intelligence. In the next development of science, the aptitude is defined as individual ability to do a certain task without need more depending on education and train or exercise.

Furthermore, Djaali (2008: 101) states several factors that can determine students' learning achievement in learning process, such as: motivation, attitude, interest, learning habit, and self concept.

In conclusion, there are many factors that influence achievement student in writing specially, include internal factors and external factors. They are: intelligence, aptitude, interest, motivation, attitude, talent, self confidence, self concept, learning habit, learning source, teaching method, learning environment, and school environment.

B. Review of Relevant Studies

There are several researches that have been conducted related to this research. The research conducted by Elfi (2014) under the title "A Study of Students' Metacognitive Strategies in Listening Comprehension". This research showed that the study indicates that the metacognitive

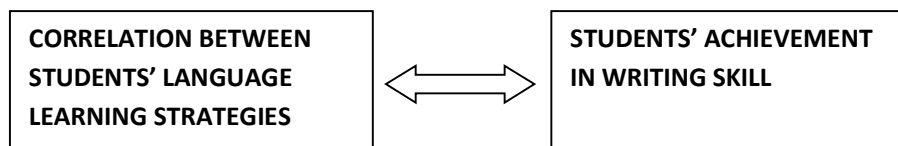
strategy used by the students in listening comprehension need to be developed and increased in to the correct ways to get better comprehension in listening. These relevant studies have the similarity with this research in which study about strategies. In contrast, this research did not correlate about listening comprehension.

Then, research conducted by Elfi (2015) under the title “A Study of Students’ Memory Strategies in Listening Comprehension II of English Departement at Stain Batusangkar”. It is assumed that these strategies can help to solve students’ problems in listening comprehension in order to comprehend oral text. It can be concluded that the result of the study indicates that memory strategies used by the students in listening comprehension need to be developed in to the correct ways to get better comprehension in listening.

And the last, researcher conducted by Rahmi (2012) under the title “An Analysis of Compensation Strategy Applied by Students in Writing” It is assumed that these the researcher found the student use compensation strategy in writing II subject. But, different with this research, the researcher did not found the correlation between language learning strategy and their writing achievement. It makes this research and the last research have different.

C. Conceptual Framework

This research was kind of correlation research that figures out the correlation between two variables. The variables in this research are: the correlation between students' language learning strategies and their achievement in writing skill. The conceptual framework of this research can be seen as follow:



D. Hypothesis

The hypothesis of this research is negative correlation between students' language learning strategy and their writing achievement.

H₀: There is negative correlation between variable X and Y

H_a: There is positive correlation between variable X and Y

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research was quantitative research. It is the correlation between students' language learning strategies and their achievement in writing. It is categorized as correlation research. According to Gay (2000:322) correlation research involves collecting data to determine whether and to what degree, relationship exists between two or more quantifiable variables. Correlation studies typically investigate a number of variables believe to be related to a major, complex variable, such as achievement. There were two variables in this research; they were learning strategies (variable X) as independent variable and students achievement in writing (variable Y) as dependent variable. To analyze the data, researcher used correlation analysis to see correlation between variable X and Y. The design of this research drawnd as follow:

X ←————→ Y

X : The learning strategies

Y : Students achievement in writing

↔ : Correlation students' language learning strategy and their
writing achievement

B. Population and Sample

a. Population

According to Gay (2000:122) population is the group of interest to the research, the group to which she or he would like to result of the study to be generalizes. The population of this research was the fifth semester students of English Department of STAIN Batusangkar in academic year 2015/2016. It consist of three classes namely TBI-A, TBI-B, TBI-C. The total populations of this study are 100 students. For amount of the population, can be seen in the table below:

Table 3
Population of the Research

No	Class	Number of students
1	TBI-A	28 students
2	TBI-B	34 students
3	TBI-C	38 students
Total Students'		100 students

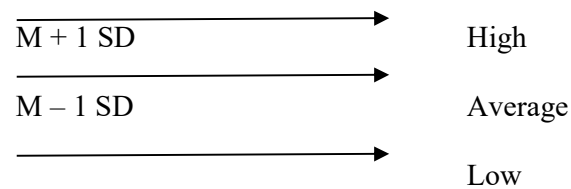
b. Sample

Sample is a part of population which is determined from total number of population. According to Gay (2000:121), sampling is the process of selecting a number of individual for a study in such a way that the individual represents the larger group from which they were selected. A good sample is one that is represent able of the population from it was selecting. The purpose of sampling is to gain information about population by using the sample.

In this research, the researcher used proportional stratified random sampling technique. The researcher used this technique because Gay

(2000:126), explains that proportional stratified random sampling is the process of selecting sample in such a way that identified sub group in the population are represented the sample in the same portion that they exist in the population.

The researcher divided the students into three levels of ability namely high, average and low ability students. This classification is based on their final examination in writing subject. According to Anas (2005:176), the criteria to classify them as follow:



The standard deviation and mean that acquired for each class were:

Table 4
Mean, Standard Deviation, and Classification of Each Class

Class	Mean	SD	Classification		
			High	Average	Low
TBI A	68	13	> 81	82 – 56	<55
TBI B	67	15	> 82	82 – 52	<52
TBI C	64	19	> 83	83 - 45	<45

Based on the formulation above, the researcher got 80 students as sample. The sample of the research can be seen in the following table:

Table 5
Distribution of Sample

Class	Number of students	Population			Sample 80 %			Sampling Technique
		H	A	L	H	A	L	
TBI A	28	5	19	4	4	15	3	Stratified Proportional Random Sampling
TBI B	34	6	23	5	5	19	4	
TBI C	38	4	29	5	3	23	4	
Amount		15	71	14	12	57	11	
Total		100			80			

Note:

$$\begin{aligned} \text{Population} &= 100 \\ \text{Total sample} &= 80 \\ \text{Try out} &= \text{population} - \text{sample} \\ &= 100 - 80 \\ &= 20 \end{aligned}$$

C. Techniques of Data Collection

1. Research Instrument

There are two kinds of instruments that were used in this research. The first instrument was questionnaire to see students' language learning strategies and the second instrument was document from the lecturer to see writing achievement.

a. Questioners

The first instrument was questionnaire. According to Suharsimi (1993:24) questionnaire is collection of questions that should be answered by respondent. The questionnaire is used to know students' language learning strategies in writing English. The questionnaire was constructed by the researcher herself in Bahasa Indonesia to make it easier for the respondents to comprehend the item well. To construct the questionnaire, the researcher followed several steps by Suharsimi (2006:225) they are:

- a. Identifying variable of the problem
- b. Elaborating variable into sub variable
- c. Finding out indicators of each sub variable

d. Describing each indicator into items of questionnaire

In this research, the researcher used Likert Scale. Gay (1987:146) states that Likert Scale is aimed at asking individual to respond to a series of a statement. In addition, Gay (2000:156) instrument can be defined as asks participants to respond to a series of statements such as always, often, occasionally, seldom or never. In short, there was five categories of the respond, namely; always or selalu (SL), often or sering (SR), occasionally or kadang-kadang (KD), seldom or jarang (JR), never or tidak pernah (TP)

Table 6
Example of the Questionnaire

NO	PERNYATAAN	JAWABAN				
		SL	SR	KD	JR	TP
1	Untuk memudahkan saya dalam menulis bahasa Inggris saya berusaha mengulang materi-materi yang telah saya pelajari secara teratur atau terjadwal.					

The questionnaires contained positive and negative statements. Each statement includes five alternative answers. For the positive statement, the score is 5 for SL, 4 for SR, 3 for KD, 2 for JR, 1 for TP. For the negative statement the scores is revised, that is 1 for SL, 2 for SR, 3 for KD, 4 for JR, 5 for TP. To make it clear, it can be seen in the table below:

Table 7
The Score for Categories of Statement

Categories	Statement	
	Positive	Negative
Always	5	1
Often	4	2
Occasionally	3	3
Seldom	2	4
Never	1	5

To get correct the data of questionnaire, the test needs to be a good test. A good test usually has good validity and reliability.

1) Validity of instrument

According to Gay (2000:191) validity is the degree to which a test measure what it is supposed to measure. In this case the researcher used questionnaire in collecting the data, so that questionnaire arranged must measure what the purpose is to measure. Therefore, the researcher measured language learning strategy and writing achievement.

To make the questionnaire valid, Singarimbun (1989:132) states that there are four steps to determine the validity a questionnaire:

- a. Give definition for concept
- b. Do try out to respondent
- c. Prepare table of answer tabulation
- d. Count the correlation for every item with Microsoft excels to see total score.

e. After distributing the respondents' scores, researcher used Cronbach's alpha formula (SPSS version 16) to analyze the data.

After finding the coefficient correlation from SPSS 16, the coefficient correlation was compared with r table (r_t). Before comparing it, the researcher found the degree of freedom (Df) to know r table. The researcher used the formula below:

$$\text{Df: } N - 2$$

Where N: total of respondent

From the formula above, the researcher found the degree of freedom is 18. From Df (r_t) was 0,444 in level significance 5% (see appendix).

Then the researchers compared coefficient correlation with r table. For students' memory strategy data the researcher found there are 11 items are valid, 16 items was revised and 3 items was not valid. And for students' methacognitive strategy, data the researcher found there are 25 items are valid, 18 items was revised and 5 items was not valid. It's the researcher got after compare with r table (see appendix 4).

To find out the validity, it also can be found by using manual formula. The formula by Singarimbun (1989:137):

$$r = \frac{N(\sum XY) - (\sum X \sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r : Coefficient correlation

N : Number of respondent

$\sum X$: Score item

$\sum Y$: Sum score item

$\sum X^2$: Squared of score item

$\sum Y^2$: Squared of sum of score item

2) Reability of the instrument

Besides validity, the data should be reliable. Gay (2000:169) states that reliability is the degree to which a test consistently measures whatever it is measuring. Reliable is consistent, it means establish by determining the relationship between scores resulting from administering the same test, the same group on different occasions.

To measure the reliability of the questionnaire, the researcher used Cronbach's alpha formula (SPSS version 16) (see appendix 4).

b. Document of writing fourth subject

Students achievement was taken from the document of students writing fourth subject score in the final examination. Document that the researcher use was valid, because the test was constructed by the lecturer of writing fourth subject and the tested material has been learned by the students in the classroom. To get the data about writing achievement, the researcher took the data from the lecturer of writing (see in appendix).

2. Research procedure

This research is conducted by applying several steps. There were preparations of the research, operating of the research, and analyzing the research.

a. Preparation

- 1) Doing primarily research
- 2) Writing thesis proposal
- 3) Consulting with advisor
- 4) Revising the proposal
- 5) Constructing the question of the questionnaire
- 6) Doing seminar proposal
- 7) Revising proposal after seminar
- 8) Doing try out
- 9) Revising the instrument

b. Operating

- 2) Giving the questionnaire to sample of the students
- 3) Scoring the questionnaire

c. Post Operation/ analysis

- 1) Analyzing the sample' questionnaire result and entering the data into Microsoft excel account
- 2) Entering students' English learning achievement data into Microsoft excel account.
- 3) Testing normality and homogeneity of both data by using computation program of SPSS.
- 4) Elaborating both data by using product moment formula and by using computation program of SPSS to look for the coefficient correlation of the variables.
- 5) Interpreting the result of the data.
- 6) Giving conclusion and suggestions.

D. The Techniques of Data Analysis

A set of data collection was analyzed by descriptive and inferential statistics.

1. Descriptive Statistics

This statistic was applied to both students' language learning strategy and their learning achievement in order to see the tendency of the data. Descriptive analysis was arranged based on Mean score (M) and

Standard Deviation (SD) score. The formula was used as written by Anas (2005:176) as follows:

Table 8
The Category of Students' Language Learning Strategies and Writing Achievement

Average Score	Category of students' language learning strategy and their writing achievement
$\geq \text{Mean} + 1 \text{ SD}$	High
$> \text{Mean} - 1 \text{ SD} - < \text{Mean} + 1 \text{ SD}$	Average
$\leq \text{Mean} - 1 \text{ SD}$	Very Low

2. Inferential Statistics

Inferential statistic of correlation analysis was conducted in order to see the correlation between students' language learning strategies and writing achievement. Inferential statistic was used to make inference about parameters, based on the statistic from sample. Some tests such as normality and homogeneity should be applied before preceding the correlation analysis.

a. Testing Normality

Normality distribution means each variable of two sets of number is normally distribute. Examining the descriptive statistic for each score of data check the normality assumptions used SPSS 16 the computer program descriptive statistic.

The criteria of this testing is if significance score for analysis is higher than standard significance score (0,05), the distribution is normal. The result of testing normality were 0,526

achievements, methacognitive 0,871 and memory 0,441 it can be stated that the data is normal.

It also can be found by manual formula:

$$D = S(x) - f_0(x)$$

$S(x)$ = distribution frequency cumulative

$F_0(x)$ = frequency cumulative theoretic

b. Testing Homogeneity

This test was used to see whether the sample that takes from the population the same characteristic. The testing homogeneity used the computer program named SPSS version 16. The result of testing homogeneity were methacognitive 0.988, memory strategy 0.273 and achievement 0.705 which is higher than 0.05% as the standard significance 0,2303 it can be stated that the data were homogenous because r calculated smaller than r table.

It also can be found by manual formula:

$$X^2 = \sum (f_o - f_e)^2 / f_e$$

X^2 = chi square

f_o = frequensi yang diharapkan

f_e = frequensi yang diamati

E. Correlation Analysis

To measure the strength of the correlation between students' language learning strategies and their writing achievement, the data consist of two types: students' language learning strategies (X), and writing achievement (Y). The researcher used the program computer SPSS.

Then, the researcher compared r calculated with category of "r" Product moment as suggested by Anas (2005:193). Then, to know whether there is significant between X and Y or not, it can be seen by testing hypothesis. To testing hypothesis, the researcher used criteria below:

$H_a = r_{xy} > r_t$ $H_0 = r_{xy} \leq r_t$
--

r_{xy} : r hitung

r_t : r table

H_0 = there is no significant correlation of students' language learning strategy and their writing achievement.

H_a = there is a significant correlation of students' language learning strategy and their writing achievement.

The formula to find r calculated can be used manual (see appendix).

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} : Coefficient correlation

N : Number of respondent

$\sum X$: Score item
$\sum Y$: Sum score item
$\sum X^2$: Squared of score item
$\sum Y^2$: Squared of sum of score item

After that, the researcher compared r calculated with r table to find the result.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

This chapter discusses the description of the data of students' language learning strategies (X) that has been taken from questionnaire and students' writing achievements' score in writing subject (Y) that was gotten from the lecturer. Then, the researcher analyzed the correlation degree between students' language learning strategies and writing achievement. The number of sample was 73 respondents of the fifth semester students of English Department at STAIN Batusangkar in 2015/2016 academic year.

Based on data that has been collected, it was known that the highest score of students' language learning strategies (X) was 126 highest score and the lowest score was 78 in memory strategies and was 188 highest score and the lowest score was 120 in metacognitive strategies. Then, from the data of students' achievement, it was known that the highest score was 89 and the lowest score was 55. For a clearer explanation, the score of students' language learning strategies and their achievement in Writing Fourth Subject were arranged form following data distribution:

Table 9
Data Distribution of Students' Language Learning Strategy (X
(Metacognitive and Memory)) and Students' Achievement (Y)

R/ N	X		Y
	Metacognitive	Memory	Achievement
1	183	96	74,4
2	188	99	88,9
3	159	89	61
4	143	97	64
5	160	123	85
6	160	87	70
7	159	98	70
8	153	100	85,8
9	172	98	80,7
10	133	96	75,6
11	132	88	67,9
12	178	86	55,8
13	120	95	78,3
14	166	100	70,6
15	153	97	76
16	162	80	81,5
17	179	91	71,1
18	175	95	75,5
19	150	99	83,6
20	142	98	85,5

R/ N	X		Y
	Metacognitive	Memory	Achievement
21	138	79	80,7
22	144	108	76,3
23	156	109	70,3
24	172	97	70,7
25	175	107	66,2
26	152	97	81,7
27	170	109	60,6
28	159	98	85,1
29	171	112	58
30	156	117	85,6
31	180	96	75,8
32	186	90	65,8
33	155	100	70,8
34	144	97	70,1
35	154	99	80
36	156	104	87,7
37	157	107	81,8
38	169	90	85
39	170	90	81
40	141	98	81,3

R/ N	X		Y
	Metacog	Memory	Achievement
41	144	88	56,2

R/ N	X		Y
	Metacog	Memory	Achievement
58	161	85	82,5

42	158	105	70,3	59	167	95	82,6
43	126	101	83,3	60	160	98	66,2
44	177	101	85,9	61	173	92	65,8
45	158	95	70,5	62	178	86	67,4
46	161	108	87,6	63	166	87	73
47	179	86	76,5	64	155	92	76,7
48	158	82	72,8	65	166	83	83,3
49	162	111	73,1	66	167	91	56,9
50	159	78	80,1	67	160	97	85
51	150	107	65,3	68	155	83	77,8
52	152	104	81	60	161	94	58,5
53	151	98	87,3	70	146	126	81,6
54	168	111	70,2	71	151	90	75,6
55	170	105	57,7	72	171	103	89
56	156	91	70,6	73	140	98	56,8
57	170	90	65,6				

There were two variables in this research. They were students' language learning strategies (X) and students' achievement in writing fourth subject (Y). The data that has been collected were analyzed using descriptive statistics and inferential statistics by using computer program's called SPSS version 16.

1. Data of Descriptive Statistics

After getting the data of students' language learning strategies

and students' achievement, the data were described by measuring the central tendency and variability of the data. The result of descriptive information of both data can be shown in the table below:

Table 10
Statistical Result of the Description of Students' Language Learning Strategy in and Students' Achievement

Statistics

		achivement	memory	metacognitive
N	Valid	73	73	73
	Missing	0	0	0
Mean		74.30	96.97	159.52
Std. Error of Mean		1.092	1.126	1.614
Median		75.00	97.00	159.00
Mode		70	98	156 ^a
Std. Deviation		9.328	9.618	13.790
Variance		87.019	92.499	190.170
Skewness		-.396	.511	-.409
Std. Error of Skewness		.281	.281	.281
Kurtosis		-.793	.640	.245
Std. Error of Kurtosis		.555	.555	.555
Range		34	48	68
Minimum		55	78	120
		achivement	memory	metacognitive
Maximum		89	126	188
Sum		5424	7079	11645
Percentiles	10	58.80	85.40	141.40
	90	85.00	109.00	178.00

2. Data Description of Students' Achievement

The data were taken from the Final Examination test score of the fourth Semester Students of English Department STAIN Batusangkar in

2015/2016 Academic Year. The test was conducted by the lecturer of writing fourth subject.

To give clearer explanation about students' learning achievement in writing fourth, the scores of data were arranged in the form of the data distribution in the table below:

Table 11
Data Distribution of Students' Achievement

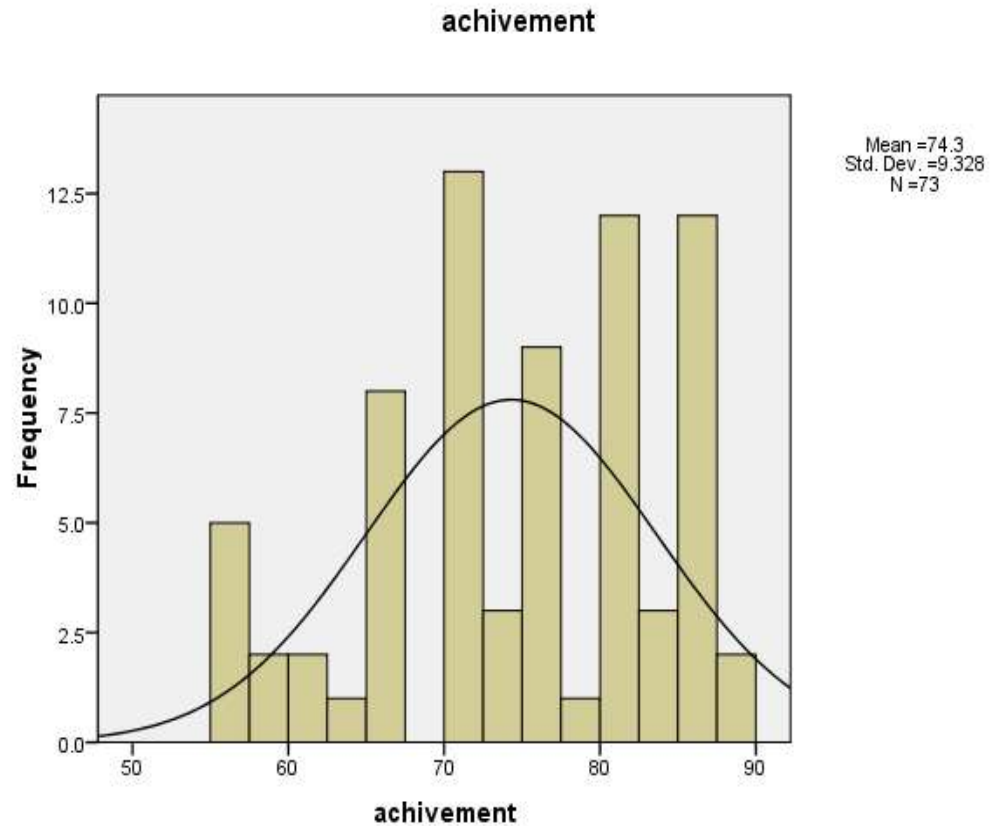
N/R	Achievement	N/R	Achievement	N/R	Achievement	N/R	Achievement
1	74,4	19	83,6	37	81,8	55	57,7
2	88,9	20	85,5	38	85	56	70,6
3	61	21	80,7	39	81	57	65,6
4	64	22	76,3	40	81,3	58	82,5
5	85	23	70,3	41	56,2	59	82,6
6	70	24	70,7	42	70,3	60	66,2
7	70	25	66,2	43	83,3	61	65,8
N/R	Achievement	N/R	Achievement	N/R	Achievement	N/R	Achievement
8	85,8	26	81,7	44	85,9	62	67,4
9	80,7	27	60,6	45	70,5	63	73
10	75,6	28	85,1	46	87,6	64	76,7
11	67,9	29	58	47	76,5	65	83,3
12	55,8	30	85,6	48	72,8	66	56,9
13	78,3	31	75,8	49	73,1	67	85
14	70,6	32	65,8	50	80,1	68	77,8
15	76	33	70,8	51	65,3	69	58,5

16	81,5	34	70,1	52	81	70	81,6
17	71,1	35	80	53	87,3	71	75,6
18	75,5	36	87,7	54	70,2	72	89
						73	56,8

Sum: 5424 Mean: 74,30 N.R = Number of respondent
 Max: 89 Min: 55

From the score of students' achievement, it can be stated that the highest score was 89 and the lowest score was 55. To give clearer explanation about the score of students' learning achievement, it can be seen in the table and histogram below.

Figure 1
Histogram of Frequency Distribution of Students' Achievement



From the data above, it was found that the highest score of students' Learning Achievement was 89 and the lowest score was 55. The mean score (M) was 74,30 and standard deviation (SD) was 9,329.

This data also can be clearly by using analyzing based on five scales that advised by Anas (2005:174): the scales are: high, average and low.

Table 12
The Frequency Data Distribution of Students' Achievement

No	Interval Class	Absolute Frequency	Relative Percentage	Category
1	≥83	12	16.44%	High

2	>53 - <83	51	69.86%	Average
3	≤53	10	13.70%	Low
Total		73	100%	

Based on the description above, it can be seen that from 73 students, there were 12 (16,44%) students have *high* achievement, then, 51 (69.86 %) students have *average* achievement, and 10 (13,70 %) students have *low* achievement.

3. Data Description of Students' Metacognitive Strategy

The total items of metacognitive questionnaire were 43 items. The questionnaire was constructed in two ways, the positive statements and negative statements by using Likert Scale. For positive statements, the scores were 5 for *Always* or *Selalu* (SL), 4 for *Often* or *Sering* (SR), 3 for *Sometimes* or *Kadang –Kadang* (KD), 2 for *Seldom* or *Jarang* (JR), and 1 for *Never* or *Tidak Pernah* (TP). For the negative statements, the scores were 1 for *Always* or *Selalu* (SL), 2 for *Often* or *Sering* (SR), 3 for *Sometimes* or *Kadang –Kadang* (KD), 4 for *Seldom* or *Jarang* (JR), and 5 for *Never* or *Tidak Pernah* (TP).

Based on the data collection, it was found that the highest score of students' metacognitive strategy was 188 and the lowest score was 120. Then, the mean score (M) was 159.5616 and standard deviation (SD) was 13.85639 (see in appendix). The score of students' metacognitive strategy can be shown in the following table:

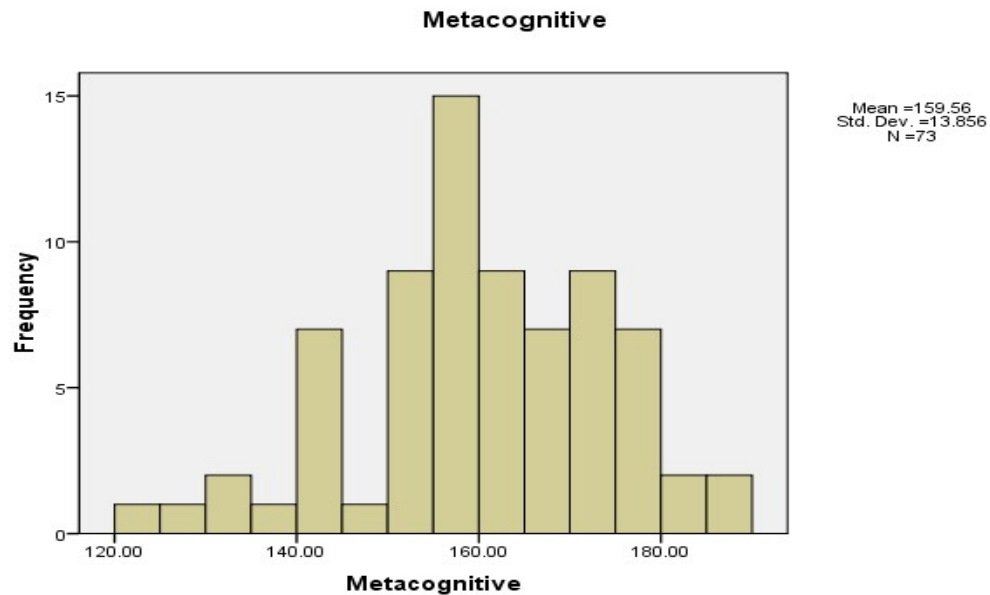
Table 13
The Score of Students' Metacognitive Strategy

N/R	Metacognitive	N/R	Metacognitive	N/R	metacognitive	N/R	Metacognitive
1	183	19	150	37	157	55	170
2	188	20	142	38	169	56	156
3	159	21	138	39	170	57	170
4	143	22	144	40	141	58	161
5	160	23	156	41	144	59	167
6	160	24	172	42	158	60	160
7	159	25	175	43	126	61	173
8	153	26	152	44	177	62	178
9	172	27	170	45	158	63	166
10	133	28	159	46	161	64	155
11	132	29	171	47	179	65	166
12	178	30	156	48	158	66	167
13	120	31	180	49	162	67	160
14	166	32	186	50	159	68	155
15	153	33	155	51	150	69	161
16	162	34	144	52	152	70	146
17	179	35	154	53	151	71	151
18	175	36	156	54	168	72	171
						73	140

Sum: 11648.00 Mean: 159.5616 N.R = Number of
respondent
Max: 188 Min: 120

From the score of students' metacognitive strategies, it can be stated that the highest score was 188 and the lowest score was 120. To give clearer explanation about the score of students' metacognitive strategies, it can be seen in the table and histogram below.

Figure 2
Histogram of Frequency Distribution of Students' Metacognitive Strategy



This data also can be clearly by using analyzing based on tree scales that advised by Anas (2005:174): the scales are: high, average and low

Table 14
The Frequency Data Distribution of Students' Metacognitive Strategy

No	Interval Class	Absolute Frequency	Relative Percentage	Category
1	≥ 173	11	15.07%	High
2	$>145 < 173$	51	69.86%	Average
3	≤ 145	11	15.07%	Low
Total		73	100%	

Based on the description above, it can be seen that from 73 students, there were 11 (15.07 %) students have *high* metacognitive strategy, then, 51 (69.86 %) students have *average* metacognitive strategy, and 11 (15.07 %) students have *low* metacognitive strategy.

4. Data Description of Students' Memory Strategy

Students' Memory Strategy score was gotten from the questionnaire also. In scoring students' Memory Strategy, the researcher score it from the questionnaire that has five alternative answers, namely *Always* or *Selalu* (SL), 4 for *Often* or *Sering* (SR), 3 for *Sometimes* or *Kadang –Kadang* (KD), 2 for *Seldom* or *Jarang* (JR), and 1 for *Never* or *Tidak Pernah* (TP). For the negative statements, the scores were 1 for *Always* or *Selalu* (SL), 2 for *Often* or *Sering* (SR), 3 for *Sometimes* or *Kadang –Kadang* (KD), 4 for *Seldom* or *Jarang* (JR), and 5 for *Never* or *Tidak Pernah* (TP).

The questionnaires consist of the indicators of students' Memory Strategy; the total items are 27 items. From the table above, the researcher knew that the highest score per respondent was 126 from the respondent number 10 about a student has high effort to study in order to get the better result than before. It means that the students never satisfied with the result that they get before and they will always want to achieve the better result than before.

And the lowest score is 78 from the respondent number 50 about students that had high memory strategy did not get influence by other person easily. After that, to know more the description of students' memory strategy from the students from all respondents, see the table below:

Table 15
The Score of Students' Memory Strategy

N/ R	Mem ory	N/ R	Mem ory	N/ R	Mem ory	N/ R	Mem ory	N/ R	Me mor
---------	------------	---------	------------	---------	------------	---------	------------	---------	-----------

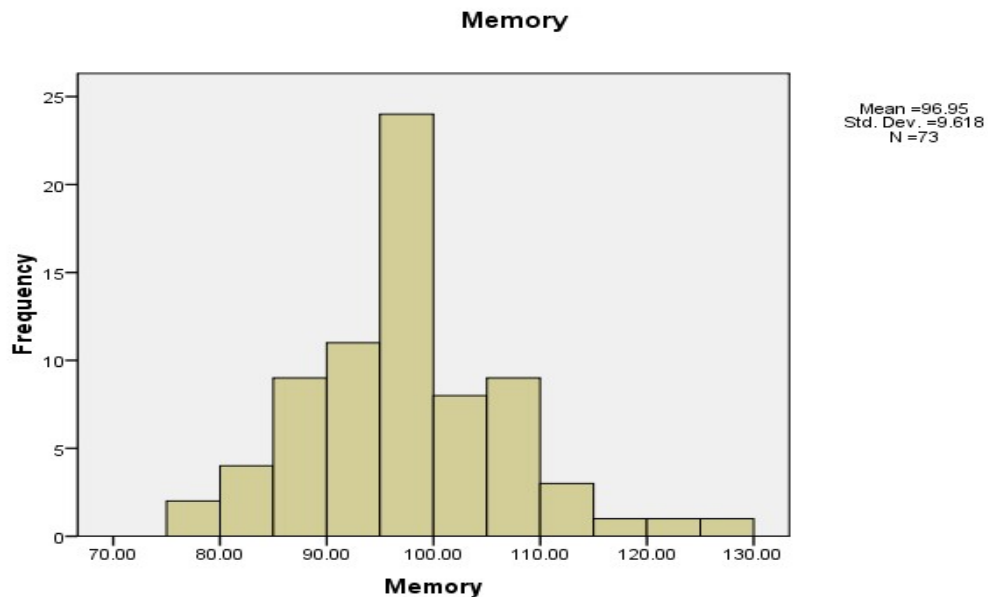
							y		
1	96	16	80	31	96	46	108	61	92
2	99	17	91	32	90	47	86	62	86
3	89	18	95	33	100	48	82	63	87
4	97	19	99	34	97	49	111	64	92
5	123	20	98	35	99	50	78	65	83
6	87	21	79	36	104	51	107	66	91
7	98	22	108	37	107	52	104	67	97
8	100	23	109	38	90	53	98	68	83
9	98	24	97	39	90	54	111	69	94
10	96	25	107	40	98	55	105	70	126
11	88	26	97	41	88	56	91	71	90
12	86	27	109	42	105	57	90	72	103
13	95	28	98	43	101	58	85	73	98
14	100	29	112	44	101	59	95		
15	97	30	117	45	95	60	98		

Sum: 7077.00 Mean: 96.9452
 Max: 126 Min: 78

N.R = Number of respondent

Based on the table above, the highest score was 126 and the lowest score was 78. Moreover, mean score (M) was 96.9450. For clearer explanation about the description of students' memory strategy. It also can be more describe by following histogram below:

Figure 3
Histogram of Frequency Distribution of Students' Memory Strategy



From the data above, it was found that the highest score of students' memory strategy was 126 and the lowest score was 78. The mean score (M) was 96.9450 and standard deviation (SD) was 9.61753. To give clearer explanation about the score of students' memory strategy, it can be seen in the table by Anas (2005:174): the scales are: high, average and low.

Table 16
The Frequency Data Distribution of Students' Memory Strategy

No	Interval Class	Absolute Frequency	Relative Percentage	Category
1	≥ 106	13	17.81%	High
2	$>87 < 106$	49	67.12%	Average
3	≥ 87	11	15.07%	Low
Total		73	100%	

Based on the description above, it can be seen that from 73 students, there were 13 (17.81 %) students had *high* memory strategy,

then, 49 (67.12 %) students had *average* memory strategy, and 11 (15.07 %) students have *low* memory strategy.

B. Data Analysis

To analyze the data, the searcher used inferential statistics, calculating coefficient correlation by using product moment formula (r_{xy}), inferential statistic was analyzed by using SPSS version 16.

1. Testing Normality

The result of testing normality as obtained by using aid of nonparametric test computer program SPSS version 16. The summary for the result of testing normality of students' language learning strategy and students' achievement was presented in the table below:

Table 17
Result of Testing Normality

One-Sample Kolmogorov-Smirnov Test

		Achivement	Memory	Metacognitive
N		73	73	73
Normal Parameters ^a	Mean	74.30	96.97	159.52
	Std. Deviation	9.328	9.618	13.790
Most Extreme Differences	Absolute	.127	.102	.070
	Positive	.075	.102	.060
	Negative	-.127	-.063	-.070
Kolmogorov-Smirnov Z		1.082	.876	.599
Asymp. Sig. (2-tailed)		.364	.427	.865

a. Test distribution is Normal.

Based on the result of testing normality by using computer program SPSS version 16, the test distribution is normal. It can be seen from significance 2 tailed, there were 0,364 in students' achievement, there were 0,865 students metacognitive strategy, and there were 0,427 students memory strategy. After that, the researcher compare with r table significance 5%=0,2303.

2. Testing Homogeneity

To know whether the data were homogenous or not, the researcher used SPSS version 16 applied in finding homogeneity of the data. The result showed that both variables are homogenous because the significant value of X (language learning strategy) and Y (learning achievement) were metacognitive 0.988, memory strategy 0.273 and achievement 0.705 which is higher that 0.2303 as the standard significance 5%. Following table is the output of homogeneity:

Table 18
Chi-Square Test

Test Statistics

	Achievement	Methacognitive	Memory
Chi-Square	30.068 ^a	21.795 ^b	35.274 ^c
Df	35	39	31
Asymp. Sig.	.705	.988	.273

3. Testing Hypothesis

In order to find out the correlation between students' language learning strategy and their writing achievement, and to find out the

correlation between students' metacognitive, memory and their writing achievement, the researcher analyzed it by using SPSS version 16 application. To know the result, see the table below:

Table 19
Result of r Calculated to Find the Correlation between Language Learning Strategy and Achievement

		Achievement	LLS
Achievement	Pearson Correlation	1	-.032
	Sig. (2-tailed)		.788
	N	73	73
LLS	Pearson Correlation	-.032	1
	Sig. (2-tailed)	.788	
	N	73	73

Based on, the coefficient correlation by using formula of Pearson Product Moment, it was found that r calculation (r_{xy}) of this research was -0,032 then, the researcher compared between r calculated and r table. To find r table of this research, the researcher had to find degree of freedom ($df=n-2$) $(73-2)=71$. It can be stated that r table was 0,2303 at the level significance 5%. It means that there was no correlation between strategy and achievement students. For more explanation, see the table below:

Table 20
Level of Significance Pearson Product Moment Correlation Between Language Learning Strategy and Achievement

R_{xy}	Pearson correlation	Df	Level of significance 5%	Remark
Achievement : LLS	-0.032	71	0,2303	H_0 was accepted

After comparing between r calculated (r_{xy}) with r table at the level of significance 5% the researcher determined the significance of coefficient correlation, significance or not. The result was H_0 was accepted, it means there is no significance correlation between students' language learning strategy and their writing achievement.

Then, to find out the result of correlation metacognitive and memory strategy and writing achievement, the researcher analyzed it by using SPSS version 16 application. To know the result, see the table below:

Table 21
Result of r Calculated to Find the Correlation Metacognitive and Memory Strategy, and Writing Achievement
Correlations

		Achivement	Memory	Metacognitive
Achievement	Pearson Correlation	1	.117	-.105
	Sig. (2-tailed)		.324	.377
	N	73	73	73
Memory	Pearson Correlation	.117	1	-.066
	Sig. (2-tailed)	.324		.577
	N	73	73	73
Metacognitive	Pearson Correlation	-.105	-.066	1
	Sig. (2-tailed)	.377	.577	
	N	73	73	73

Based on, the coefficient correlation by using formula of Pearson Product Moment, it was found that r calculation (r_{xy}) of this research was

-0,066 in memory strategy and it was -0.105 in metacognitive strategy then, the researcher compared between r calculated and r table. To find r table of this research, the researcher had to find degree of freedom ($df=n-2$) $(73-2)=71$. It can be stated that r table was 0,2303 at the level significance 5%. It means that there was no correlations correlation between memory, metacognitive strategy, and writing achievement students.

Then, based on the result metacognitive and memory strategies it can be seen that there was no correlation between two strategies. It can be concluded that H_0 was accepted because r calculated as lower that r table, where r table was 0,2303 at the level significance 5%. For more explanation, see the table below:

Table 22
Level of Significance Pearson Product Moment Correlation
Metacognitive and Memory Strategy, and Writing Achievement

R_{xy}	Pearson correlation	Df	Level of significance 5%	Remark
Memory	-0,066	71	0,2303	H_0 was accepted
Methacognitive -	-0,105	71	0,2303	H_0 was accepted

After comparing between r calculated (r_{xy}) with r table at the level of significance 5% the researcher determined the significance of coefficient correlation, significance or not. The result was H_0 was accepted, it means there is no significance correlation between students' memory and metacognitive strategy and their writing achievement. Then,

there is no significance correlation between students' memory strategy and metacognitive strategy.

C. Discussion

Based on the analysis above, this research showed that the alternative hypothesis H_0 was accepted. It means that, there was no correlation between students' language learning strategy and their writing achievement. Then, there was no correlation between students' memory strategy, metacognitive strategy and achievement. It could be proven from the data analysis by using "r" Product Moment Formula SPSS version 16.

The result of data analysis, it was not appropriate with the theory of language learning strategy and achievement which stated that more use strategy will be help to improve achievement of the students. According Graham (2007: 9) writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge, it acts as a tool for learning subject matter. It is in line with Green and Oxford (1995) it has been asserted that in practice more strategy used is helpful to some learners in enhancing their language learning achievement or proficiency. Based on the result of the questionnaire that has been distributed to the students, the score that they

got did not describe their strategy. Sometimes, the low strategy students could get a high achievement to.

Although in this research there is no correlation between students' language learning strategies and their writing achievement, there is no possibility for the next researcher to find a relation between both of that. In this research, the researcher assumes there are several factors that may cause it the researcher did not find out of relation between both of that.

The factors are explain as below:

1. The score of learning strategy was very high. Then, when the students answered the questionnaire, they did not do it seriously and so that the result was not appropriate with the fact.
2. The score of writing achievement was very low, therefore made the researcher did not find the correlation between language learning strategy and writing achievement.
3. The researcher only focused on two strategy such as memory and metacognitive strategy, meanwhile there are other strategies which comes influence writing achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the researcher concludes that there is no significant correlation between students' language learning strategy and their writing achievement in writing fourth subject, and no significant correlation between students memory strategy and metacognitive strategy. It was find out by comparing rcalculated with rtable on the level of significance 5%. The value of rcalculated in correlation between students' language learning strategy and their writing achievement was -0.032, while rtable was 0.2303. Then r calculated to find correlation between students' the two strategy was -0,066 in memory strategy and -0,105 in metacognitive strategies. It was found that value of rcalculated was lower than value of r table. It means that, the alternative hypothesis (Ho) was accepted. In other words, the high language strategy students do not always have a high achievement in writing subject.

B. Suggestion

Based on the conclusion of the research, the researcher would like to give some suggestion as follows:

a. Students

The researcher would like to suggest to the students, especially English Department Students to consider the factors affecting learning achievement. Even if the research finding found there is no significance

correlation between students' learning strategies and their learning achievement in writing IV Subject, but the student can improve achievement with other factors include; internal factors and external factors. They are: intelligence, aptitude, interest, motivation, attitude, talent, self confidence, self concept, learning habit, learning source, teaching method.

b. Lecturers

The research finding found that there is no significant correlation between students' language learning strategy and their writing' achievement. But the lecturers are still hoped to help the students to improve students' achievement from the other factor specially teaching method.

c. Next Researcher

For the next researcher who wants to do the advanced research about learning strategies that can be applied in learning other skill, hopefully they can do better than what the researcher did. The researcher suggests another researcher to do it in different place, research design, focus and method.

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LAMPIRAN

Appendix 1: Document of Students Achievement Score

PRODI PENDIDIKAN BAHASA INGGRIS

Sekolah Tinggi Agama Islam Negeri Batusangkar

DAFTAR NILAI

KODE MK : KK0143
 MATA KULIAH : WRITING IV
 DOSEN : RINI ANITA, M.PD.
 KELAS : 4 A

NO	NOMOR POKOK	NAMA	Tugas 30.0%	UTS 30.0%	UAS 40.0%	NILAI AKHIR	
						ANGKA	HURUF
1	12104035		11,00	10,00	10,00	10,30	E
2	13104003		90,00	66,00	69,00	74,40	B
3	13104005 ✓		84,00	73,00	58,00	70,30	B
4	13104006		100,00	83,00	85,00	88,90	A
5	13104007 ✓		82,00	57,00	61,00	66,10	B-
6	13104008		87,00	80,00	64,00	75,70	B+
7	13104009 ✓		68,00	70,00	62,00	66,20	B-
8	13104010		74,00	71,00	70,00	71,50	B
9	13104012 ✓		80,00	80,00	70,00	76,00	B+
10	13104013 ✓		84,00	88,00	84,00	85,20	A
11	13104016 ✓		90,00	66,00	76,00	83,20	A-
12	13104017		84,00	85,00	75,00	80,70	A-
13	13104018 ✓		84,00	61,00	33,00	56,70	C
14	13104019		76,00	72,00	78,00	75,60	B+
15	13104020		84,00	73,00	52,00	67,90	B-
16	13104021		68,00	58,00	45,00	55,80	C
17	13104022		84,00	81,00	72,00	78,30	B+
18	13104024		87,00	75,00	55,00	70,60	B
19	13104025		65,00	66,00	43,00	56,50	C
20	13104026 ✓		90,00	81,00	85,00	85,30	A
21	13104027		90,00	70,00	70,00	76,00	B+
22	13104028 ✓		84,00	86,00	87,00	85,80	A
23	13104029		90,00	83,00	74,00	81,50	A-
24	13104030		87,00	66,00	63,00	71,10	B
25	13104032		82,00	83,00	65,00	75,50	B+
26	13104033		50,00	82,00	80,00	83,60	A-
27	13104036		90,00	21,00	63,00	76,50	B+
28	13104039		86,00	80,00	90,00	85,80	A
29	13104040		79,00	86,00	78,00	80,70	A-

Batusangkar, 27 Juni 2015
Dosen

RINI ANITA, M.PD.
NIP.198407232011012012

Appendix 1: Document of Students Achievement Score

PRODI PENDIDIKAN BAHASA INGGRIS

Sekolah Tinggi Agama Islam Negeri Batusangkar

DAFTAR NILAI

KODE MK : KK0143
 MATA KULIAH : WRITING IV
 DOSEN : RINI ANITA, M.PD.
 KELAS : 4 B

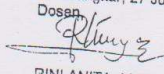
NO	NOMOR POKOK	NAMA	Tugas 30,0%	UTS 30,0%	UAS 40,0%	NILAI AKHIR	
						ANGKA	HURUF
1	11104044		70,00	70,00	59,00	65,60	B-
2	13104042		79,00	82,00	70,00	76,30	B+
3	13104043		82,00	75,00	58,00	70,30	B
4	13104044		90,00	87,00	84,00	86,70	A
5	13104045		87,00	74,00	56,00	70,70	B
6	13104046		34,00	80,00	77,00	80,00	A-
7	13104047		84,00	66,00	45,00	63,00	C+
8	13104048		84,00	70,00	50,00	66,20	B-
9	13104049		87,00	78,00	82,00	81,70	A-
10	13104050		76,00	66,00	45,00	60,60	C+
11	13104051		90,00	57,00	80,00	85,10	A
12	13104052		68,00	58,00	52,00	58,00	C
13	13104055		90,00	86,00	82,00	85,60	A
14	13104056		90,00	70,00	65,00	75,80	B+
15	13104057		76,00	70,00	55,00	65,80	B-
16	13104058		84,00	56,00	37,00	56,80	C
17	13104060		73,00	83,00	60,00	70,80	B
18	13104061		73,00	74,00	65,00	70,10	B
19	13104062		84,00	88,00	78,00	82,80	A-
20	13104063		80,00	80,00	80,00	80,00	A-
21	13104064		90,00	85,00	88,00	87,70	A
22	13104065		90,00	76,00	80,00	81,80	A-
23	13104066		84,00	86,00	85,00	85,00	A
24	13104067		84,00	82,00	78,00	81,00	A-
25	13104068		79,00	80,00	84,00	81,30	A-
26	13104069		84,00	70,00	62,00	71,00	B
27	13104070		90,00	56,00	31,00	56,20	C
28	13104071		79,00	70,00	64,00	70,30	B
29	13104072		90,00	81,00	80,00	83,30	A-

Appendix 1: Document of Students Achievement Score

30	13104074							
31	13104075	86,00	83,00	88,00	85,90	A		
32	13104076	79,00	72,00	63,00	70,50	B		
33	13104077	82,00	86,00	93,00	87,60	A		
34	13104078	73,00	82,00	75,00	76,50	B+		
35	13104079	82,00	66,00	54,00	66,00	B-		
		90,00	78,00	56,00	72,80	B		

Batusangkar, 27 Juni 2015

Dosen


RINLANITA, M.PD.

NIP.199407232011012012



Appendix 1: Document of Students Achievement Score

PRODI PENDIDIKAN BAHASA INGGRIS

Sekolah Tinggi Agama Islam Negeri Batusangkar

DAFTAR NILAI

KODE MK : KK0143
 MATA KULIAH : WRITING IV
 DOSEN : RINI ANITA, M.PD.
 KELAS : 4 C

NO	NOMOR POKOK	NAMA	Tugas 30,0%	UTS 30,0%	UAS 40,0%	NILAI AKHIR	
						ANGKA	HURUF
1	13104081		84,00	85,00	56,00	73,10	B
2	13104082		78,00	85,00	178,00	80,10	A-
3	13104083		84,00	75,00	65,00	73,70	B
4	13104084		84,00	77,00	61,00	72,70	B
5	13104085		62,00	69,00	65,00	65,30	B-
6	13104086		34,00	86,00	75,00	81,00	A-
7	13104087		79,00	88,00	93,00	87,30	A
8	13104089		82,00	76,00	57,00	70,20	B
9	13104090		79,00	56,00	43,00	57,70	C
10	13104091		82,00	76,00	58,00	70,60	B
11	13104092		74,00	70,00	56,00	65,60	B-
12	13104093		79,00	86,00	78,00	80,70	A-
13	13104094		84,00	87,00	78,00	82,50	A-
14	13104095		84,00	86,00	79,00	82,60	A-
15	13104096		84,00	85,00	87,00	85,50	A
16	13104097		82,00	85,00	78,00	81,30	A-
17	13104098		84,00	70,00	50,00	66,20	B-
18	13104099		84,00	62,00	55,00	65,80	B-
19	13104101		79,00	71,00	56,00	67,40	B-
20	13104102		45,00	10,00	10,00	20,50	E
21	13104103		79,00	75,00	67,00	73,00	B
22	13104104		84,00	76,00	57,00	70,80	B
23	13104105		84,00	83,00	64,00	75,70	B+
24	13104106		84,00	81,00	68,00	76,70	B+
25	13104107		84,00	83,00	83,00	83,30	A-
26	13104108		62,00	56,00	10,00	39,40	E
27	13104109		84,00	85,00	75,00	80,70	A-
28	13104110		84,00	67,00	29,00	56,90	C
29	13104111		84,00	72,00	50,00	66,80	B-

Appendix 1: Document of Students Achievement Score

30	13104112	83,00	83,00	88,00	85,00	A
31	13104113	84,00	80,00	83,00	82,40	A-
32	13104114	73,00	70,00	57,00	65,70	B-
33	13104115	84,00	82,00	70,00	77,80	B+
34	13104116	62,00	57,00	57,00	58,50	C
35	13104117	84,00	88,00	75,00	81,60	A-
36	13104118	80,00	80,00	69,00	75,80	B+
37	13104119	84,00	90,00	92,00	89,00	A
38	13104120	84,00	87,00	78,00	82,50	A-

Batusangkar, 27 Juni 2015

Dosen,

RINLANITA, M.PD.

NIP.198407232011012012



**GRID OF QUESTIONNAIRE OF TRY OUT
METACOGNITIVE STRATEGIES**

Annex 2: Tried Out Questionnaires Indicator

**GRID OF QUESTIONNAIRE OF TRY OUT
METACOGNITIVE STRATEGIES**

AUTHOR	VARIABLE	SUB-VARIABLE	INDICATOR	SUB-INDICATOR	Number of item	
					(+)	(-)
Santot (2009)	Metacognitive strategies	Planning strategies	a. Set goals	1. Menentukan tujuan text yang akan ditulis	9	6
			b. Directed attention	2. Fokus terhadap apa yang akan ditulis	1	8
			c. Activate background knowledge	3. Mengingat beberapa kata yang berhubungan	3	10
			d. Predict	4. Prediksi informasi	5	4
			e. Organization planning	5. Menyusun ide-ide	7	2
			f. Self management	6. Mempersiapkan diri	19	16
		Monitoring strategies	g. Ask if it make sense	7. Bertanya pada diri apakah paham dengan apa yang akan ditulis	11	18
			h. Selectively attend	8. Menseleksi ide-ide	13	20
			i. Deduction/in duction	9. Menggunakan kemampuan (grammar)	15	14
			j. Personalize/ kontekstualiz e	10. Kemampuan pribadi	17	12
			k. Takes notes	11. Membuat coretan-	22	23

2: Tried Out Questionnaires Indicator

			coretan kecil		
		l. Use imageri	12. Menggunakan imajinasi	21	30
		m. Manipulate/act out	13. Membayangkan sesuai dengan kenyataan	25	28
		n. Self talk	14. Saya mampu	27	26
		o. Cooperate	15. Bekerjasama dengan teman	29	24
	Problem solving strategies	p. Inference	16. Menarik makna kata dengan kata lain	36	34
		q. Substitute	17. Menggunakan sinonim	31	38
		r. Ask question to clarify	18. Meminta penjelasan tentang apa yang tidak di mengerti	33	40
		s. Use resources	19. Menggunakan kamus dan sumber lainnya	35	32
	Evaluating strategies	t. Verify prediction and guesses	20. Memprediksi dan menebak	37	39
		u. Summarize	21. Membuat ringkasan	44	46
		v. Check goals	22. Cek tujuan yang akan dicapai	41	48
		w. Self evaluation	23. Mengevaluasi pemahaman	43	47
		x. Strategies evaluation	24. Mengevaluasi strategi yang digunakan	45	42

Appendix 2: Tried Out Questionnaires Indicator

GRID OF QUESTIONNAIRE OF TRY OUT

MEMORY STRATEGIES

Indicator	Variable	Sub-variable	Indicator	Sub-indicator	Number of item	
					(+)	(-)
Indicator (90)	Memory strategy	Creating mental linkages	a. Placing new words into a context	1. Placing new words or expression that have been hear or read in to a meaningful context, such as a spoken or written sentence, as a way of remembering it	1, 9, 17	5, 13, 21
				2. Create their own context	2, 10, 18	6, 14, 22
		Reviewing well	b. Structured reviewing	3. This is especially useful for remembering new material in the target language	3, 11, 19	7, 15, 23
			4. It entails reviewing at different intervals, as first close together and then increasingly far apart	4, 12, 20	8, 16, 24	
	Employing action	c. Using mechanical technique	5. To remember what has been hear or read, mechanical techniques are	25, 26, 27	28, 29, 30	

Annex 2: Tried Out Questionnaires Indicator

				sometimes helpful. For instance, flashcards, with the new word written on one side and the definition written on the other, are both familiar and useful		
--	--	--	--	--	--	--

**GRID OF QUESTIONNAIRE OF TRY OUT
MEMORY STRATEGIES**

Author	Variable	Sub-variable	Indicator	Sub-indicator	Number of item	
					(+)	(-)
Oxford (1990)	Memory strategy	Creating mental linkages	d. Placing new words into a context	6. Placing new words or expression that have been heard or read in a meaningful context, such as a spoken or written sentence, as a way of remembering it 7. Create	1, 9, 1, 7, 2, 10, 18	5, 1, 3, 2, 1, 6, 1, 4, 2, 2

				their own context		
		Reviewing well	e. Structured reviewing	8. This is especially useful for remembering new material in the target language	3, 1, 1, 9	7, 1, 5, 2, 3
				9. It entails reviewing at different intervals, as first close together and then	4, 1, 2, 2, 0	8, 1, 6, 2, 4

				increasingly far apart		
		Employing action	f. Using mechanical technique	10. To remember what has been heard or read, mechanical techniques are sometimes helpful. For instance, flashcards, with the new word written on one side and the definiti	25,26,27	28,29,30

				on written on the other, are both familiar and useful		
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INSTRUMEN PENELITIAN TENTANG PENGGUNAAN
MEMORI DAN METAKOGNITIVE STRATEGI DALAM BELAJAR
WRITING

NAMA :

NIM :

A. Pengantar

Angket ini hanya digunakan untuk kepentingan penelitian ilmiah. Isilah angket ini **apa adanya sesuai dengan yang anda lakukan dan rasakan, bukan yang seharusnya**. Jawaban yang diberikan akan dijamin kerahasiaannya. Atas bantuan dan kerja samanya saya ucapkan terimakasih.

B. Petunjuk pengisian

Isilah angket dibawah ini dengan menceklis (√) salah satu dari pilihan jawaban tersebut:

SL untuk Selalu

SR untuk Sering

KD untuk Kadang-Kadang

JR untuk Jarang

TP untuk Tidak Pernah

C. Contoh pengisian

No.	PERTANYAAN	JAWABAN				
		SL	SR	KD	JR	TP
1	Saya berusaha melatih kemampuan menulis saya dengan cara menulis kalimat-kalimat yang mempunyai makna		√			

Jadi berdasarkan pertanyaan di atas dapat diambil kesimpulan bahwa, untuk memudahkan dalam menulis saya menggunakan kalimat-kalimat yang mempunyai makna.

Bacalah pertanyaan dibawah ini dengan benar dan teliti. Ceklah salah satu jawaban dibawah ini sesuai dengan yang **anda lakukan dan anda rasakan dan bukan yang seharusnya**

BUTIR-BUTIR PERTANYAAN

MEMORY STRATEGIES

No	PERTANYAAN	JAWABAN				
		SL	SR	KD	JR	TP
1	Saya berusaha menggunakan setiap ungkapan yang telah saya dengar (misalnya dari TV, radio atau teman) dalam menulis bahasa Inggris.					
2	Ketika saya mengalami kesulitan dalam menulis bahasa Inggris saya mencoba membuat konteks sendiri dan kata-kata yang telah saya dengar misalnya: to arrive (mencapai), to get up (mempelajari), to get out (mengeluarkan) etc.					
3	Untuk memudahkan saya dalam menulis bahasa Inggris saya berusaha mengulang materi-materi yang telah saya pelajari secara teratur atau terjadwal.					
	Untuk mengatasi kesulitan saya dalam menulis bahasa Inggris saya mengulangi materi dengan interval tertentu yang awalnya lebih sering dan seterusnya semakin jarang					
4	Ketika saya mengalami kesulitan dalam mengembangkan kosakata ketika menulis bahasa Inggris, saya hanya mengandalkan kosa kata yang ada.					
5	Saya mengutamakan kata-kata yang singkat saja di saat memilih bahasa Inggris.					
6	Saya menulis bahasa Inggris semau saya					
7	Bukanlah prioritas saya meriview materi bahasa Inggris yang telah saya pelajari untuk mempermudah saya dalam menulis bahasa inggris					
8	Ketika saya mengalami kesulitan dalam menulis bahasa Inggris saya mencoba menyatukan ide-ide yang saya miliki ke dalam situasi/konteks yang saya fahami.					
9	Untuk mengatasi kesulitan dalam menulis bahasa Inggris, saya mengulangi pelajaran yang telah saya pelajari secara teratur					
10	Saya berusaha untuk mengatasi kesulitan dalam bahasa Inggris dengan belajar menulis secara teratur					
11	Untuk mengatasi kesulitan dalam menulis bahasa Inggris, saya menggunakan kata-kata bahasa inggris yang pernah saya dengar sebelumnya					
12	Saya mengabaikan kata-kata yang baru saya dengar					

	untuk menyatukan ide-ide yang saya miliki saat menuliskannya kedalam bahasa Inggris.					
13	Saya hanya belajar menulis bahasa Inggris jika perlu.					
14	Saya hanya melatih bahasa Inggris apa bila di butuhkan, misalnya jika di suruh dosen					
15	Saya berusaha belajar bahasa Inggris dengan mengulanginya secara teratur yang awalnya sering lama kelamaan semakin jarang					
16	Untuk membantu saya mengatasi kesulitan dalam menulis bahasa Inggris saya menuliskan setiap kata bahasa Inggris yang pernah saya baca					
17	Untuk membantu saya menulis bahasa Inggris, saya mencoba membuat konteks sendiri dari kata-kata yang saya baca baik di Koran, majalah, buku dan lain-lain					
18	Saya berusaha menuliskan setiap kosa kata yang baru saya dapat secara teratur untuk mudah mengingatnya.					
19	Saya mempelajari setiap kosa kata baru bahasa Inggris yang baru saya dapatkan untuk mempermudah saya dalam menulis bahasa Inggris					
	Bukanlah prioritas saya untuk menuliskan setiap kata yang telah saya baca untuk meningkatkan kemampuan menulis bahasa Inggris saya					
20	Kata-kata yang saya baca baik di Koran, majalah, buku dan lain-lain bukanlah hal yang dapat membantu saya dalam menulis bahasa Inggris					
21	Dalam menulis bahasa Inggris saya hanya memanfaatkan kata-kata yang teringat oleh saya.					
22	Saya memiliki permasalahan dalam menulis bahasa Inggris, namun menulis kosakata yang baru bukanlah prioritas utama saya.					
23	Saya menuliskan kata yang baru saya dengar ke dalam kalimat bahasa Inggris pada sebuah kartu dan membuat definisinya di halaman belakangnya.					
24	Saya menuliskan vocabulary baru yang telah saya baca di dalam sebuah kartu dan mempelajari definisinya pada halaman belakangnya.					
	Saya berupaya menggunakan beberapa teknik untuk membantu saya menulis bahasa Inggris.					
25	Saya mengabaikan saja kata-kata bahasa Inggris baru yang telah saya dengar tanpa harus menuliskannya					
26	Bukanlah prioritas saya untuk menuliskan kata-kata baru bahasa Inggris yang telah saya baca.					
27	Saya menuliskan bahasa Inggris semampu saya tanpa					

	harus menggunakan teknik-teknik tertentu.					
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BUTIR-BUTIR PERTANYAAN
METHACOGNITIVE QUESTIONAIRE

No	PERTANYAAN	JAWABAN				
		TP	SR	KD	JR	TP
1	Sebelum menulis saya memusatkan perhatian saya terhadap tujuan yang akan saya capai dan menghiraukan gangguan dari luar.					
2	Saya akan menulis tanpa merancang apa yang harus saya kembangkan saat menulis.					
3	Untuk mengembangkan sebuah teks dalam menulis, saya berusaha mengingat dan menggali kembali beberapa kata mengenai informasi tentang topic yang telah dipilih.					
4	Ketika akan menulis sebuah teks saya menggunakan kosa kata yang hanya saya ingat saat menulis saja.					
5	Sebelum menulis saya akan memprediksi kata-kata yang akan muncul ketika menulis.					
6	Pada saat akan menulis saya menghiraukan apa tujuan yang akan saya tuliskan.					
7	Sebelum menulis saya akan menyusun kata-kata dan kalimat yang akan digunakan saat menulis.					
8	Pada saat akan menulis, ketika ada keributan konsentrasi saya akan hilang.					
9	Sebelum menulis saya terlebih dahulu berusaha menetapkan tujuan apa yang akan saya tuliskan.					
10	Saya akan mengembangkan sebuah teks dalam menulis tanpa mengingat dan menggali kembali beberapa kata mengenai informasi tentang topic yang telah dipilih.					
11	Saya bertanya pada diri sendiri tentang pemahaman saya terhadap topik yang akan saya buat.					
12	Pada saat menulis saya hanya menggunakan kemampuan saya saja, tanpa membandingkan dengan pengalaman pribadi saya.					
13	Saya memilih untuk fokus terhadap topic dan aspek yang spesifik yang dapat membantu dalam mengembangkan sebuah teks					
14	Sewaktu menulis saya hanya mengandalkan kemampuan saya seadanya					
15	Sewaktu menulis saya akan menggunakan seluruh kemampuan <i>grammar</i> saya dalam memahami teks yang akan ditulis					
16	Saya akan mengabaikan kondisi apapun yang mengganggu saya saat menulis.					

	Saya menggunakan pengalaman pribadi saya untuk mengembangkan teks yang akan ditulis dan sesuai dengan topic					
	Saya meminta teman untuk mengajukan pertanyaan tentang pemahaman saya terhadap topic yang akan saya buat					
	Sebelum menulis saya akan mencari kondisi yang dapat membantu saya untuk fokus terhadap topik yang akan saya tulis.					
17	Saya mengabaikan aspek-aspek yang spesifik dalam mengembangkan sebuah teks					
18	Saya menggambarkan dalam pikiran saya informasi tentang teks yang akan saya buat					
19	Sewaktu akan menulis saya akan membuat kata kunci dan konsep seperti singkatan dan kata kunci.					
20	Saya langsung menulis tanpa menggunakan kata kunci, seperti singkatan, graphic atau penomoran.					
21	Untuk memahami teks yang akan saya tulis, saya hanya bekerja sendiri.					
22	Saya membayangkan situasi atau membayangkan objek aslinya yang dapat membantu saya dalam mengembangkan teks yang akan saya tulis					
23	Sebelum menulis sebuah teks saya ragu apakah saya mampu.					
24	Ketika mengalami kesulitan dalam menulis sebuah teks, saya mengatakan pada diri saya bahwa saya mampu.					
25	Saya menulis tanpa membayangkan situasi atau objek yang aslinya, yang dapat membantu saya dalam mengembangkan teks yang saya tulis					
	Untuk memahami teks yang akan saya tulis, saya bekerja sama dengan teman.					
26	Saya langsung menulis tanpa menggambarkan informasi yang akan saya kembangkan					
	Saya akan menggunakan sinonim dari kata atau kalimat yang tidak saya ketahui.					
27	Ketika mengalami kesulitan ketika menulis saya hanya mengandalkan kemampuan, tanpa menggunakan alat bantu lain.					
28	Jika saya tidak tau makna kata atau kalimat dari teks yang akan ditulis, saya meminta penjelasan kembali dan contoh yang sesuai.					
29	Ketika saya tidak mengingat arti kata atau kalimat dari teks, saya hanya mengandalkan kemampuan saya seadanya.					
30	Ketika mengalami kesulitan dalam menulis saya akan					

	megggunakan kamus dan alat bantu lainnya dalam mengembangkan sebuah teks.					
31	Ketika saya tidak mengingat arti kata atau kalimat dari teks yang akan ditulis, saya menggunakan kata lain yang sesuai dengan konteksnya.					
32	Setelah menuliskan sebuah teks, saya mengecek ide yang sudah saya tuliskan apakah sudah sesuai dengan ide yang akan saya tuliskan sebelumnya.					
33	Saat menulis saya hanya menggunakan kata yang saya ketahui saja.					
34	Setelah selesai menulis saya menghiraukan apakah ide yang saya tulis dengan ide sebelumnya sudah sesuai.					
35	Jika saya tidak mengetahui makna sebuah kata, saya hanya diam tanpa meminta penjelasan kembali.					
36	Setelah selesai menulis saya mengecek kembali apakah sudah tercapai tujuan dari topik yang saya kembangkan					
37	Saya mengabaikan strategi apa yang saya gunakan pada saat menulis					
38	Setelah selesai menulis saya mengevaluasi diri saya kembali untuk melihat pemahaman saya terhadap teks yang saya buat					
39	Di akhir penulisan saya membuat kesimpulan tentang ide-ide yang sudah saya tuliskan					
40	Setelah selesai menulis, saya mengevaluasi strategi yang saya gunakan pada saat menulis					
41	Saya hanya mengembangkan ide-idenya saja tanpa membuat kesimpulan di akhir penulisan.					
42	Saya menyelesaikan hasil tulisan saya tanpa mengevaluasi diri untuk melihat pemahaman saya terhadap teks yang saya buat					
43	Setelah selesai menulis, saya mengabaikan tujuan saya pada saat akan menulis					

THE RESULT OF TESTING VALIDITY FROM MEMORY STRATEGY

No	Item	Revise	Corrected item-Total Correlation	r pada taraf 5%	Interpretasi
1	Saya berusaha menggunakan setiap ungkapan yang telah saya dengar (misalnya dari TV, radio atau teman) dalam menulis bahasa Inggris.	Saya berusaha menggunakan kosakata yang baru saya dengar baik dari TV atau radio saat menulis bahasa Inggris	.220	0,444	Revised
2	Ketika saya mengalami kesulitan dalam menulis bahasa Inggris saya mencoba membuat konteks sendiri dan kata-kata yang telah saya dengar misalnya: to arrive (mencapai), to get up (mempelajari), to get out (mengeluarkan) etc.	Ketika saya mengalami kesulitan dalam menulis bahasa Inggris saya mencoba menuliskan kata-kata yang telah saya dengar misalnya: to arrive (mencapai), to get up (mempelajari), to get out (mengeluarkan) etc.	.341	0,444	Revised
3	Untuk memudahkan saya dalam menulis bahasa Inggris saya berusaha mengulang materi-materi yang telah saya pelajari secara teratur atau terjadwal.	Saya berusaha mengulang materi bahasa Inggris secara teratur yang telah saya pelajari untuk membantu saya dalam mengembangkan sebuah topic saat menulis.	.416	0,444	Revised
4	Untuk mengatasi kesulitan saya dalam menulis bahasa Inggris saya mengulangi materi dengan interval tertentu yang awalnya lebih sering dan seterusnya semakin jarang		-.065	0,444	Discarded
5	Ketika saya mengalami kesulitan dalam	Saya mengabaikan kosakata yang baru	.371	0,444	Revised

	mengembangkan kosakata ketika menulis bahasa Inggris, saya hanya mengandalkan kosa kata yang ada.	saya dengar baik dari TV maupun dari radio			
6	Saya mengutamakan kata-kata yang singkat saja di saat memilih bahasa Inggris.	Ketika saya mengalami kesulitan dalam menulis bahasa Inggris saya hanya pasrah tanpa membuat konteks sendiri dari kata-kata yang telah saya dengar	.360	0,444	Revised
7	Saya menulis bahasa Inggris semau saya		.677	0,444	Valid
8	Bukanlah prioritas saya meriview materi bahasa Inggris yang telah saya pelajari untuk mempermudah saya dalam menulis bahasa inggris		.524	0,444	Valid
9	Ketika saya mengalami kesulitan dalam menulis bahasa Inggris saya mencoba menyatukan ide-ide yang saya miliki ke dalam situasi/konteks yang saya fahami.	Ketika saya mengalami kesulitan dalam menulis bahasa Inggris saya mencoba mencari ide-ide yang dapat membantu saya mengingat kosakata, sesuai dengan konteks yang saya pahami.	.274	0,444	Revised
10	Untuk mengatasi kesulitan dalam menulis bahasa Inggris, saya mengulangi pelajaran yang telah saya pelajari secara teratur		.686	0,444	Valid
11	Saya berusaha untuk mengatasi kesulitan dalam bahasa Inggris dengan belajar menulis secara teratur		.519	0,444	Valid
12	Untuk mengatasi kesulitan dalam menulis		.657		

	bahasa Inggris, saya menggunakan kata-kata bahasa Inggris yang pernah saya dengar sebelumnya			0,444	Valid
13	Saya mengabaikan kata-kata yang baru saya dengar untuk menyatukan ide-ide yang saya miliki saat menuliskannya kedalam bahasa Inggris.	Untuk menyatukan ide-ide yang saya miliki saat menulis bahasa Inggris, saya mengabaikan kata-kata yang baru saya dengar.	.256	0,444	Revised
14	Saya hanya belajar menulis bahasa Inggris jika perlu.	Saya akan melatih kemampuan menulis saya, saat diperlukan saja. Misalnya, saat ada tugas dari dosen.	.223	0,444	Revised
15	Saya hanya melatih bahasa Inggris apa bila di butuhkan, misalnya jika di suruh dosen		.496	0,444	Valid
16	Saya berusaha belajar bahasa Inggris dengan mengulangnya secara teratur yang awalnya sering lama kelamaan semakin jarang	Saya berusaha belajar bahasa Inggris dan mengulangnya secara teratur namun lama kelamaan semakin jarang.	.235	0,444	Revised
17	Untuk membantu saya mengatasi kesulitan dalam menulis bahasa Inggris saya menuliskan setiap kata bahasa Inggris yang pernah saya baca	Untuk membantu saya mengatasi kesulitan dalam menulis bahasa Inggris saya berusaha menuliskan setiap kata bahasa Inggris yang pernah saya baca.	.196	0,444	Revised
18	Untuk membantu saya menulis bahasa Inggris, saya mencoba membuat konteks sendiri dari kata-kata yang saya baca baik di Koran, majalah, buku dan lain-lain	Untuk membantu saya menulis bahasa Inggris, saya berusaha mencoba membuat konteks sendiri dari kata-kata yang saya baca baik di Koran, majalah, buku dan lain-lain.	.356	0,444	Revised

19	Saya berusaha menuliskan setiap kosa kata yang baru saya dapat secara teratur untuk mudah mengingatnya.	Saya berusaha menuliskan setiap kosa kata yang baru saya dapat beserta artinya untuk membantu saya dalam mengingatnya.	.419	0,444	Revised
20	Saya mempelajari setiap kosa kata baru bahasa Inggris yang baru saya dapatkan untuk mempermudah saya dalam menulis bahasa inggris		.523	0,444	Valid
21	Bukanlah priotas saya untuk menuliskan setiap kata yang telah saya baca untuk meningkatkan kemampuan menulis bahasa Inggris saya		-.089	0,444	Discarded
22	Kata-kata yang saya baca baik di Koran, majalah, buku dan lain-lain bukanlah hal yang dapat membantu saya dalam menulis bahasa Inggris	Bukanlah hal yang dapat membantu saya dalam menulis bahasa Inggris, setelah membaca dan mendengar kata-kata bahasa Inggris, baik dari buku, majalah, maupun radio.	.070	0,444	Revised
23	Dalam menulis bahasa Inggris saya hanya memanfaatkan kata-kata yang teringat oleh saya.		.590	0,444	Valid
24	Saya memiliki permasalahan dalam menulis bahasa Inggris, namun menulis kosakata yang baru bukanlah prioritas utama saya.		.653	0,444	Valid
25	Saya menuliskan kata yang baru saya dengar ke dalam kalimat bahasa Inggris pada sebuah kartu dan membuat definisinya	Saya berusaha menuliskan kalimat yang baru saya dengar ke dalam kalimat bahasa Inggris pada	.270	0,444	Revised

	di halaman belakangnya.	sebuah kartu dan membuat definisinya di halaman belakangnya.			
26	Saya menuliskan vocabulary baru yang telah saya baca di dalam sebuah kartu dan mempelajari definisinya pada halaman belakangnya.	Saya berusaha menuliskan kosakata baru yang telah saya baca di dalam sebuah kartu dan mempelajari definisinya pada halaman belakangnya.	.303	0,444	Revised
27	Saya berupaya menggunakan beberapa teknik untuk membantu saya menulis bahasa Inggris.		-.094	0,444	Discarded
28	Saya mengabaikan saja kata-kata bahasa Inggris baru yang telah saya dengar tanpa harus menuliskannya		.503	0,444	Valid
29	Bukanlah prioritas saya untuk menuliskan kata-kata baru bahasa Inggris yang telah saya abaca.		.657	0,444	Valid
30	Saya menuliskan bahasa Inggris semampu saya tanpa harus menggunakan teknik-teknik tertentu.	Saya berusaha menulis teks bahasa Inggris semampu saya tanpa harus menggunakan teknik-teknik tertentu.	.242	0,444	Revised

Valid	Revised	Discarded
11	16	3

Reliability Statistics

Cronbach's Alpha	N of Items
.552	30

THE RESULT OF TESTING VALIDITY FROM METHACOGNITIVE STRATEGY

No.	Item	Revise	Corrected item-Total Correlation	r pada taraf 5%	Interpretasi
1	Sebelum menulis saya memusatkan perhatian saya terhadap tujuan yang akan saya capai dan menghiraukan gangguan dari luar.	Saya akan focus terhadap tujuan yang akan saya capai saat menulis dan menghiraukan gangguan dari luar.	.054	0,444	Revised
2	Saya akan menulis tanpa merancang apa yang harus saya kembangkan saat menulis.		.519	0,444	Valid
3	Untuk mengembangkan sebuah teks dalam menulis, saya berusaha mengingat dan menggali kembali beberapa kata mengenai informasi tentang topic yang telah dipilih.		.454	0,444	Valid
4	Ketika akan menulis sebuah teks saya menggunakan kosa kata yang hanya saya ingat saat menulis saja.	Saya hanya mengandalkan kosakata yang saya miliki saat menulis bahasa Inggris, tanpa memprediksi kata-kata yang akan muncul.	.163	0,444	Revised
5	Sebelum menulis saya akan memprediksi kata-kata yang akan muncul ketika menulis.	Memprediksi kosakata yang akan muncul, sebelum menulis membantu saya dalam menulis teks bahasa Inggris	.073	0,444	Revised
6	Pada saat akan menulis saya menghiraukan apa tujuan yang akan saya tuliskan.		.671	0,444	Valid
7	Sebelum menulis saya akan menyusun kata-kata dan kalimat yang akan digunakan saat menulis.	Sebelum menulis saya terlebih dahulu menyusun ide-ide dan kalimat yang akan digunakan saat menulis.	.127	0,444	Revised

8	Pada saat akan menulis, ketika ada keributan konsentrasi saya akan hilang.	Konsentrasi saya akan hilang apabila ada keributan saat menulis bahasa Inggris	.182	0,444	Revisi
9	Sebelum menulis saya terlebih dahulu berusaha menetapkan tujuan apa yang akan saya tuliskan.	Sebelum menulis teks bahasa Inggris saya berusaha terlebih dahulu menetapkan tujuan apa yang akan saya tuliskan.	.234	0,444	Revisi
10	Saya akan mengembangkan sebuah teks dalam menulis tanpa mengingat dan menggali kembali beberapa kata mengenai informasi tentang topic yang telah dipilih.		.536	0,444	Valid
11	Saya bertanya pada diri sendiri tentang pemahaman saya terhadap topik yang akan saya buat.		.696	0,444	Valid
12	Pada saat menulis saya hanya menggunakan kemampuan saya saja, tanpa membandingkan dengan pengalaman pribadi saya.	Ketika saya tidak mampu menulis bahasa Inggris, saya mengandalkan teman untuk membantu saya.	.114	0,444	Revisi
13	Saya memilih untuk fokus terhadap topic dan ide-ide yang dapat membantu dalam mengembangkan sebuah teks		.519	0,444	Valid
14	Sewaktu menulis saya hanya mengandalkan kemampuan saya seadanya		.624	0,444	Valid
15	Sewaktu menulis saya akan menggunakan seluruh kemampuan <i>grammar</i> saya dalam memahami teks yang akan ditulis	Sewaktu menulis saya berusaha menggunakan seluruh kemampuan <i>grammar</i> saya dalam memahami teks yang akan ditulis.	.244	0,444	Revisi
16	Saya akan mengabaikan kondisi apapun yang mengganggu saya saat menulis.	Dalam kondisi apapun saya akan menulis bahasa Inggris dan mengabaikan hal-hal yang terjadi saat menulis.	.433	0,444	Revisi

17	Saya menggunakan pengalaman pribadi saya untuk mengembangkan teks yang akan ditulis dan sesuai dengan topic		-.136	0,444	Discarded
18	Saya meminta teman untuk mengajukan pertanyaan tentang pemahaman saya terhadap topic yang akan saya buat.		-.368	0,444	Discarded
19	Sebelum menulis saya akan mencari kondisi yang dapat membantu saya untuk focus terhadap topic yang akan saya tulis		-.071	0,444	Discarded
20	Saya mengabaikan aspek-aspek yang spesifik dalam mengembangkan sebuah teks	Focus terhadap topic, ide-ide dan aspek yang spesifik, bukanlah hal yang dapat membantu saya dalam mengembangkan teks bahasa Inggris.	.072	0,444	Revised
21	Saya menggambarkan dalam pikiran saya informasi tentang teks yang akan saya buat	Saya langsung menulis teks bahasa Inggris tanpa menggambarkan informasi yang akan saya kembangkan saat menulis.	.337	0,444	Revised
22	Sewaktu akan menulis saya akan membuat kata kunci dan konsep seperti singkatan dan kata kunci.		.523	0,444	Valid
23	Saya langsung menulis tanpa menggunakan kata kunci, seperti singkatan, graphic atau penomoran.		.533	0,444	Valid
24	Untuk memahami teks yang akan saya tulis, saya hanya bekerja sendiri.		.605	0,444	Valid
25	Saya membayangkan situasi atau membayangkan objek aslinya yang dapat membantu saya dalam mengembangkan teks yang akan saya tulis	Saat mengembangkan topic bahasa Inggris saya berusaha membayangkan objek yang aslinya untuk membantu saya dalam menulis teks bahasa Inggris.	.069	0,444	Revised

26	Sebelum menulis sebuah teks saya ragu apakah saya mampu.		.556	0,444	Valid
27	Ketika mengalami kesulitan dalam menulis sebuah teks, saya mengatakan pada diri saya bahwa saya mampu.		.585	0,444	Valid
28	Saya menulis tanpa membayangkan situasi atau objek yang aslinya, yang dapat membantu saya dalam mengembangkan teks yang saya tulis		.591	0,444	Valid
29	Untuk memahami teks yang akan saya tulis, saya bekerja sama dengan teman.		-.349	0,444	Discarded
30	Saya langsung menulis tanpa menggambarkan informasi yang akan saya kembangkan.		.482	0,444	Valid
31	Saya akan menggunakan sinonim dari kata atau kalimat yang tidak saya ketahui.		-.159	0,444	Discarded
32	Ketika mengalami kesulitan ketika menulis saya hanya mengandalkan kemampuan, tanpa menggunakan alat bantu lain.		.527	0,444	Valid
33	Jika saya tidak tau makna kata atau kalimat dari teks yang akan ditulis, saya meminta penjelasan kembali dan contoh yang sesuai.		.649	0,444	Valid
34	Ketika saya tidak mengingat arti kata atau kalimat dari teks, saya hanya mengandalkan kemampuan saya seadanya.	Ketika mendapat kesulitan dalam menulis makna sebuah kata yang sesuai dengan konteks, saya hanya mengandalkan kemampuan saya seadanya	.374	0,444	Revised

35	Ketika mengalami kesulitan dalam menulis saya akan menggunakan kamus dan alat bantu lainnya dalam mengembangkan sebuah teks.	Saya menggunakan kamus dan alat bantu lain jika mengalami kesulitan dalam mengembangkan teks bahasa Inggris.	.302	0,444	Revisi
36	Ketika saya tidak mengingat arti kata atau kalimat dari teks yang akan ditulis, saya menggunakan kata lain yang sesuai dengan konteksnya.	Kata yang sesuai dengan konteks yang akan saya tulis, akan saya gunakan ketika kesulitan dalam menulis bahasa Inggris	.307	0,444	Revisi
37	Setelah menuliskan sebuah teks, saya mengecek ide yang sudah saya tuliskan apakah sudah sesuai dengan ide yang akan saya tuliskan sebelumnya.	Setelah menulis sebuah teks, saya mengecek kembali ide yang sudah saya tuliskan apakah sudah sesuai dengan ide yang akan saya tuliskan sebelumnya.	.431	0,444	Revisi
38	Saat menulis saya hanya menggunakan kata yang saya ketahui saja.	Ketika menulis bahasa Inggris, saya hanya mengandalkan kosakata yang saya ketahui saja	.389	0,444	Revisi
39	Setelah selesai menulis saya menghiraukan apakah ide yang saya tulis dengan ide sebelumnya sudah sesuai.		.582	0,444	Valid
40	Jika saya tidak mengetahui makna sebuah kata, saya hanya diam tanpa meminta penjelasan kembali.		.625	0,444	Valid
41	Setelah selesai menulis saya mengecek kembali apakah sudah tercapai tujuan dari topik yang saya kembangkan		.711	0,444	Valid
42	Saya mengabaikan strategi apa yang saya gunakan pada saat menulis		.684	0,444	Valid
43	Setelah selesai menulis saya mengevaluasi diri saya kembali untuk melihat pemahaman saya		.460	0,444	Valid

**GRID OF QUESTIONNAIRE OF TRY OUT
METACOGNITIVE STRATEGIES**

AUTHOR	VARIABLE	SUB-VARIABLE	INDICATOR	SUB-INDICATOR	Number item	
					(+)	(-)
Chamot (1999)	Metacognitive strategies	Planning strategies	a. Set goals	1. Menentukan tujuan text yang akan ditulis	9	6
			b. Directed attention	2. Fokus terhadap apa yang akan ditulis	1	8
			c. Activate background knowledge	3. Mengingat beberapa kata yang berhubungan	3	10
			d. Predict	4. Prediksi informasi	5	4
			e. Organization planning	5. Menyusun ide-ide	7	2
			f. Self management	6. Mempersiapkan diri		10
		Monitoring strategies	g. Ask if it make sense	7. Bertanya pada diri apakah paham dengan apa yang akan ditulis	11	
			h. Selectively attend	8. Menseleksi ide-ide	13	17
			i. Deduction/induction	9. Menggunakan kemampuan (grammar)	15	14
			j. Personalize/	10. Kemampuan pribadi		12

			kontekstualiz e			
			k. Takes notes	11. Membuat coretan- coretan kecil	19	20
			l. Use imageri	12. Menggunakan imajinasi	18	20
			m. Manipulate/a ct out	13. Membayangkan sesuai dengan kenyataan	22	25
			n. Self talk	14. Saya mampu	24	23
			o. Cooperate	15. Bekerjasama dengan teman		23
		Problem solving strategies	p. Inference	16. Menarik makna kata dengan kata lain	31	29
			q. Substitute	17. Menggunakan sinonim		33
			r. Ask question to clarify	18. Meminta penjelasan tentang apa yang tidak di mengerti	28	33
			s. Use resources	19. Menggunaka kamus dan sumber lainnya	30	27
		Evaluating strategies	t. Verify prediction and guesses	20. Memprediksi dan menebak	32	34
			u. Summarize	21. Membuat ringkasan	39	41
			v. Check goals	22. Cek tujuan yang akan dicapai	36	43
			w. Self evaluation	23. Mengevaluasi pemahaman	38	42
			x. Strategies evaluation	24. Mengfaluasi strategi yang digunakan	40	37

**GRID OF QUESTIONNAIRE OF TRY OUT
MEMORY STRATEGIES**

Author	Variable	Sub-variable	Indicator	Sub-indicator	Number of item	
					(+)	(-)
Oxford (1990)	Memory strategy	Creating mental linkages	g. Placing new words into a context	11. Placing new words or expression that have been hear or read in to a meaningful context, such as a spoken or written sentence, as a way of remembering it 12. Create	1, 8 16 2, 9 17	4, 1 2 5, 1 3 2 0

				their own context		
		Reviewing well	h. Structured reviewing	13. This is especially useful for remembering new material in the target language	3, 1 0 1 8	6, 1 4 2 1
				14. It entails reviewing at different intervals, as first close together and then	1 1 1 9	7, 15 22

				increasingly far apart		
		Employing action	i. Using mechanical technique	15. To remember what has been heard or read, mechanical techniques are sometimes helpful. For instance, flashcards, with the new word written on one side and the definition	2 3, 2 4	2 5, 2 6, 2 7

				on written on the other, are both familiar and useful		
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INSTRUMEN PENELITIAN TENTANG PENGGUNAAN
MEMORI DAN METAKOGNITIVE STRATEGI DALAM BELAJAR
WRITING

NAMA :

NIM :

A. Pengantar

Angket ini hanya digunakan untuk kepentingan penelitian ilmiah. Isilah angket ini **apa adanya sesuai dengan yang anda lakukan dan rasakan, bukan yang seharusnya**. Jawaban yang diberikan akan dijamin kerahasiaannya. Atas bantuan dan kerja samanya saya ucapkan terimakasih.

B. Petunjuk pengisian

Isilah angket dibawah ini dengan menceklis (√) salah satu dari pilihan jawaban tersebut:

SL untuk Selalu

SR untuk Sering

KD untuk Kadang-Kadang

JR untuk Jarang

TP untuk Tidak Pernah

C. Contoh pengisian

No.	PERTANYAAN	JAWABAN				
		SL	SR	KD	JR	TP
1	Saya berusaha melatih kemampuan menulis saya dengan cara menulis kalimat-kalimat yang mempunyai makna		√			

Jadi berdasarkan pertanyaan di atas dapat diambil kesimpulan bahwa, untuk memudahkan dalam menulis saya menggunakan kalimat-kalimat yang mempunyai makna.

Bacalah pertanyaan dibawah ini dengan benar dan teliti. Ceklah salah satu jawaban dibawah ini sesuai dengan yang **anda lakukan dan anda rasakan dan bukan yang seharusnya**

BUTIR-BUTIR PERTANYAAN
MEMORY STRATEGIES

No	PERTANYAAN	JAWABAN				
		SL	SR	KD	JR	TP
1	Saya berusaha menggunakan kosakata yang baru saya dengar baik dari TV atau radio saat menulis bahasa Inggris					
2	Ketika saya mengalami kesulitan dalam menulis bahasa Inggris saya mencoba menuliskan kata-kata yang telah saya dengar misalnya: to arrive (mencapai), to get up (mempelajari), to get out (mengeluarkan) etc.					
3	Saya berusaha mengulang materi bahasa Inggris secara teratur yang telah saya pelajari untuk membantu saya dalam mengembangkan sebuah topic saat menulis.					
4	Saya mengabaikan kosakata yang baru saya dengar baik dari TV maupun dari radio					
5	Ketika saya mengalami kesulitan dalam menulis bahasa Inggris saya hanya pasrah tanpa membuat konteks sendiri dari kata-kata yang telah saya dengar					
6	Saya menulis bahasa Inggris semau saya					
7	Bukanlah prioritas saya meriview materi bahasa Inggris yang telah saya pelajari untuk mempermudah saya dalam menulis bahasa Inggris					
8	Ketika saya mengalami kesulitan dalam menulis bahasa Inggris saya mencoba mencari ide-ide yang dapat membantu saya mengingat kosakata, sesuai dengan konteks yang saya pahami.					
9	Untuk mengatasi kesulitan dalam menulis bahasa Inggris, saya mengulangi pelajaran yang telah saya pelajari secara teratur					
10	Saya berusaha untuk mengatasi kesulitan dalam bahasa Inggris dengan belajar menulis secara teratur					
11	Untuk mengatasi kesulitan dalam menulis bahasa Inggris, saya menggunakan kata-kata bahasa Inggris yang pernah saya dengar sebelumnya					
12	Untuk menyatukan ide-ide yang saya miliki saat					

	menulis bahasa Inggris, saya mengabaikan kata-kata yang baru saya dengar.					
13	Saya akan melatih kemampuan menulis saya, saat diperlukan saja. Misalnya, saat ada tugas dari dosen.					
14	Saya hanya melatih bahasa Inggris apa bila di butuhkan, misalnya jika di suruh dosen					
15	Saya berusaha belajar bahasa Inggris dan mengulanginya secara teratur namun lama kelamaan semakin jarang.					
16	Untuk membantu saya mengatasi kesulitan dalam menulis bahasa Inggris saya berusaha menuliskan setiap kata bahasa inggris yang pernah saya baca.					
17	Untuk membantu saya menulis bahasa Inggris, saya berusaha mencoba membuat konteks sendiri dari kata-kata yang saya baca baik di Koran, majalah, buku dan lain-lain.					
18	Saya berusaha menuliskan setiap kosa kata yang baru saya dapat beserta artinya untuk membantu saya dalam mengingatnya.					
19	Saya mempelajari setiap kosa kata baru bahasa Inggris yang baru saya dapatkan untuk mempermudah saya dalam menulis bahasa inggris					
20	Bukanlah hal yang dapat membantu saya dalam menulis bahasa Inggris, setelah membaca dan mendengar kata-kata bahasa Inggris, baik dari buku, majalah, maupun radio.					
21	Dalam menulis bahasa Inggris saya hanya memanfaatkan kata-kata yang teringat oleh saya.					
22	Saya memiliki permasalahan dalam menulis bahasa Inggris, namun menulis kosakata yang baru bukanlah prioritas utama saya.					
23	Saya berusaha menuliskan kalimat yang baru saya dengar ke dalam kalimat bahasa Inggris pada sebuah kartu dan membuat definisinya di halaman belakangnya.					
24	Saya berusaha menuliskan kosakata baru yang telah saya baca di dalam sebuah kartu dan mempelajari definisinya pada halaman belakangnya.					
25	Saya mengabaikan saja kata-kata bahasa Inggris baru yang telah saya dengar tanpa harus menuliskannya					
26	Bukanlah prioritas saya untuk menuliskan kata-kata baru bahasa Inggris yang telah saya abaca.					

27	Saya berusaha menulis teks bahasa Inggris semampu saya tanpa harus menggunakan teknik-teknik tertentu.					
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BUTIR-BUTIR PERTANYAAN
METHACOGNITIVE QUESTIONAIRE

No	PERTANYAAN	JAWABAN				
		SL	SR	KD	JR	TP
1	Saya akan focus terhadap tujuan yang akan saya capai saat menulis dan menghiraukan gangguan dari luar.					
2	Saya akan menulis tanpa merancang apa yang harus saya kembangkan saat menulis.					
3	Untuk mengembangkan sebuah teks dalam menulis, saya berusaha mengingat dan menggali kembali beberapa kata mengenai informasi tentang topic yang telah dipilih.					
4	Saya hanya mengandalkan kosakata yang saya miliki saat menulis bahasa Inggris, tanpa memprediksi kata-kata yang akan muncul.					
5	Memprediksi kosakata yang akan muncul, sebelum menulis membantu saya dalam menulis teks bahasa Inggris					
6	Pada saat akan menulis saya menghiraukan apa tujuan yang akan saya tuliskan.					
7	Sebelum menulis saya terlebih dahulu menyusun ide-ide dan kalimat yang akan digunakan saat menulis.					
8	Konsentrasi saya akan hilang apabila ada keributan saat menulis bahasa Inggris					
9	Sebelum menulis teks bahasa Inggris saya berusaha terlebih dahulu menetapkan tujuan apa yang akan saya tuliskan.					
10	Saya akan mengembangkan sebuah teks dalam menulis tanpa mengingat dan menggali kembali beberapa kata mengenai informasi tentang topic yang telah dipilih.					
11	Saya bertanya pada diri sendiri tentang pemahaman saya terhadap topik yang akan saya buat.					
12	Ketika saya tidak mampu menulis bahasa Inggris, saya mengandalkan teman untuk membantu saya.					
13	Saya memilih untuk fokus terhadap topic dan ide-ide yang dapat membantu dalam mengembangkan sebuah teks					
14	Sewaktu menulis saya hanya mengandalkan kemampuan saya seadanya					
15	Sewaktu menulis saya berusaha menggunakan seluruh kemampuan <i>grammar</i> saya dalam memahami teks yang akan ditulis.					
16	Dalam kondisi apapun saya akan menulis bahasa Inggris dan mengabaikan hal-hal yang terjadi saat menulis.					

17	Focus terhadap topic, ide-ide dan aspek yang spesifik, bukanlah hal yang dapat membantu saya dalam mengembangkan teks bahasa Inggris.					
18	Saya langsung menulis teks bahasa Inggris tanpa menggambarkan informasi yang akan saya kembangkan saat menulis.					
19	Sewaktu akan menulis saya akan membuat kata kunci dan konsep seperti singkatan dan kata kunci.					
20	Saya langsung menulis tanpa menggunakan kata kunci, seperti singkatan, graphic atau penomoran.					
21	Untuk memahami teks yang akan saya tulis, saya hanya bekerja sendiri.					
22	Saat mengembangkan topic bahasa Inggris saya berusaha membayangkan objek yang aslinya untuk membantu saya dalam menulis teks bahasa Inggris.					
23	Sebelum menulis sebuah teks saya ragu apakah saya mampu.					
24	Ketika mengalami kesulitan dalam menulis sebuah teks, saya mengatakan pada diri saya bahwa saya mampu.					
25	Saya menulis tanpa membayangkan situasi atau objek yang aslinya, yang dapat membantu saya dalam mengembangkan teks yang saya tulis					
26	Saya langsung menulis tanpa menggambarkan informasi yang akan saya kembangkan					
27	Ketika mengalami kesulitan ketika menulis saya hanya mengandalkan kemampuan, tanpa menggunakan alat bantu lain.					
28	Jika saya tidak tau makna kata atau kalimat dari teks yang akan ditulis, saya meminta penjelasan kembali dan contoh yang sesuai.					
29	Ketika mendapat kesulitan dalam menulis makna sebuah kata yang sesuai dengan konteks, saya hanya mengandalkan kemampuan saya seadanya					
30	Saya menggunakan kamus dan alat bantu lain jika mengalami kesulitan dalam mengembangkan teks bahasa Inggris.					
31	Kata yang sesuai dengan konteks yang akan saya tulis, akan saya gunakan ketika kesulitan dalam menulis bahasa Inggris					
32	Setelah menulis sebuah teks, saya mengecek kembali ide yang sudah saya tuliskan apakah sudah sesuai dengan ide yang akan saya tuliskan sebelumnya.					
33	Ketika menulis bahasa Inggris, saya hanya mengandalkan kosakata yang saya ketahui saja					
34	Setelah selesai menulis saya menghiraukan apakah ide					

	yang saya tulis dengan ide sebelumnya sudah sesuai.					
35	Jika saya tidak mengetahui makna sebuah kata, saya hanya diam tanpa meminta penjelasan kembali.					
36	Setelah selesai menulis saya mengecek kembali apakah sudah tercapai tujuan dari topik yang saya kembangkan					
37	Saya mengabaikan strategi apa yang saya gunakan pada saat menulis					
38	Setelah selesai menulis saya mengevaluasi diri saya kembali untuk melihat pemahaman saya terhadap teks yang saya buat					
39	Di akhir penulisan saya membuat kesimpulan tentang ide-ide yang sudah saya tuliskan					
40	Mengevaluasi strategi yang saya gunakan setelah menulis adalah mayoritas utama saya.					
41	Saya hanya mengembangkan ide-idenya saja tanpa membuat kesimpulan di akhir penulisan.					
42	Saya menyelesaikan hasil tulisan saya tanpa mengevaluasi diri untuk melihat pemahaman saya terhadap teks yang saya buat					
43	Setelah selesai menulis, saya mengabaikan tujuan saya pada saat akan menulis					

Memory

Achievement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 29	1	1.4	1.4	1.4
31	1	1.4	1.4	2.7
37	1	1.4	1.4	4.1
43	1	1.4	1.4	5.5
45	2	2.7	2.7	8.2
50	2	2.7	2.7	11.0
52	2	2.7	2.7	13.7
55	3	4.1	4.1	17.8
56	4	5.5	5.5	23.3
57	2	2.7	2.7	26.0
58	2	2.7	2.7	28.8
60	1	1.4	1.4	30.1
63	2	2.7	2.7	32.9
64	2	2.7	2.7	35.6
65	4	5.5	5.5	41.1
66	1	1.4	1.4	42.5
67	1	1.4	1.4	43.8
68	1	1.4	1.4	45.2
69	2	2.7	2.7	47.9
70	5	6.8	6.8	54.8
72	1	1.4	1.4	56.2
73	1	1.4	1.4	57.5
74	1	1.4	1.4	58.9
75	4	5.5	5.5	64.4
78	6	8.2	8.2	72.6
79	1	1.4	1.4	74.0
80	4	5.5	5.5	79.5
82	2	2.7	2.7	82.2
83	1	1.4	1.4	83.6
84	1	1.4	1.4	84.9
85	3	4.1	4.1	89.0
87	1	1.4	1.4	90.4
88	3	4.1	4.1	94.5
90	1	1.4	1.4	95.9
92	1	1.4	1.4	97.3
93	2	2.7	2.7	100.0
Total	73	100.0	100.0	

Metacognitive

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 78	1	1.4	1.4	1.4
79	1	1.4	1.4	2.7
80	1	1.4	1.4	4.1
82	1	1.4	1.4	5.5
83	2	2.7	2.7	8.2
85	1	1.4	1.4	9.6
86	3	4.1	4.1	13.7
87	2	2.7	2.7	16.4
88	2	2.7	2.7	19.2
89	1	1.4	1.4	20.5
90	5	6.8	6.8	27.4
91	3	4.1	4.1	31.5
92	2	2.7	2.7	34.2
94	1	1.4	1.4	35.6
95	4	5.5	5.5	41.1
96	3	4.1	4.1	45.2
97	6	8.2	8.2	53.4
98	8	11.0	11.0	64.4
99	3	4.1	4.1	68.5
100	3	4.1	4.1	72.6
101	2	2.7	2.7	75.3
103	1	1.4	1.4	76.7
104	2	2.7	2.7	79.5
105	2	2.7	2.7	82.2
107	3	4.1	4.1	86.3
108	2	2.7	2.7	89.0
109	2	2.7	2.7	91.8
111	2	2.7	2.7	94.5
112	1	1.4	1.4	95.9
117	1	1.4	1.4	97.3
123	1	1.4	1.4	98.6
126	1	1.4	1.4	100.0
Total	73	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	120	1	1.4	1.4	1.4
	126	1	1.4	1.4	2.7
	132	1	1.4	1.4	4.1
	133	1	1.4	1.4	5.5
	138	1	1.4	1.4	6.8
	140	1	1.4	1.4	8.2
	141	1	1.4	1.4	9.6
	142	1	1.4	1.4	11.0
	143	1	1.4	1.4	12.3
	144	3	4.1	4.1	16.4
	146	1	1.4	1.4	17.8
	150	2	2.7	2.7	20.5
	151	2	2.7	2.7	23.3
	152	2	2.7	2.7	26.0
	153	2	2.7	2.7	28.8
	154	1	1.4	1.4	30.1
	155	3	4.1	4.1	34.2
	156	4	5.5	5.5	39.7
	157	1	1.4	1.4	41.1
	158	3	4.1	4.1	45.2
	159	4	5.5	5.5	50.7
	160	4	5.5	5.5	56.2
	161	3	4.1	4.1	60.3
	162	2	2.7	2.7	63.0
	166	3	4.1	4.1	67.1
	167	2	2.7	2.7	69.9
	168	1	1.4	1.4	71.2
	169	1	1.4	1.4	72.6
	170	4	5.5	5.5	78.1
	171	2	2.7	2.7	80.8
	172	2	2.7	2.7	83.6
	173	1	1.4	1.4	84.9
	175	2	2.7	2.7	87.7
	177	1	1.4	1.4	89.0
	178	2	2.7	2.7	91.8
	179	2	2.7	2.7	94.5
	180	1	1.4	1.4	95.9
	183	1	1.4	1.4	97.3
	186	1	1.4	1.4	98.6
	188	1	1.4	1.4	100.0

Total	73	100.0	100.0
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Appendix 12: The Table of Distribution of r Table

Tabel r untuk df = 51 - 100

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678
76	0.1876	0.2227	0.2630	0.2900	0.3655
77	0.1864	0.2213	0.2613	0.2882	0.3633
78	0.1852	0.2199	0.2597	0.2864	0.3611
79	0.1841	0.2185	0.2581	0.2847	0.3589
80	0.1829	0.2172	0.2565	0.2830	0.3568
81	0.1818	0.2159	0.2550	0.2813	0.3547
82	0.1807	0.2146	0.2535	0.2796	0.3527
83	0.1796	0.2133	0.2520	0.2780	0.3507
84	0.1786	0.2120	0.2505	0.2764	0.3487
85	0.1775	0.2108	0.2491	0.2748	0.3468
86	0.1765	0.2096	0.2477	0.2732	0.3449
87	0.1755	0.2084	0.2463	0.2717	0.3430
88	0.1745	0.2072	0.2449	0.2702	0.3412
89	0.1735	0.2061	0.2435	0.2687	0.3393
90	0.1726	0.2050	0.2422	0.2673	0.3375
91	0.1716	0.2039	0.2409	0.2659	0.3358
92	0.1707	0.2028	0.2396	0.2645	0.3341
93	0.1698	0.2017	0.2384	0.2631	0.3323
94	0.1689	0.2006	0.2371	0.2617	0.3307
95	0.1680	0.1996	0.2359	0.2604	0.3290
96	0.1671	0.1986	0.2347	0.2591	0.3274
97	0.1663	0.1975	0.2335	0.2578	0.3258
98	0.1654	0.1966	0.2324	0.2565	0.3242
99	0.1646	0.1956	0.2312	0.2552	0.3226
100	0.1638	0.1946	0.2301	0.2540	0.3211

Appendix 13: Attendance List of Tried Out Respondents

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**ATTENDANCE LIST OF TRY OUT QUESTIONAIRE
METACOGNITIVE AND MEMORY STRATEGY TBI- A**

(A Study of the fourth Semester Students of English Department of STAIN Batusangkar
in Academic Year 2015/2016)

Date of tried out: 11 January 2016

NO.	NAME	NIM.	SIGNATURE
1	ARFI MARDIA	13.104.005	1
2	CUT MELRISA	13.104.009	2
3	DIMAS DICSA YUDISTAMA	13.104.013	3
4	EZI FADHILATURRAHMAH	11.104.016	4
5	FATHMASIYAH	13.104.018	5
6	LAILATUL HAIR	13.104.036	6
7	MAULANI AGUSTIN	13.104.049	7
8	MEGA PUSPITA SARI	13.104.064	8
9	MEKA EMAS LIRI	13.104.047	9
10	NOVITA MAISY	13.104.064	10
11	RANDI KURNIA	13.104.089	11
12	RISDA HAYATI	13.104.098	12
13	SARI RAHAYU PUTRI	13.104.083	13
14	SEPRIMA UCIARI NINGSIH	13.104.084	14
15	SUCI ANUGRAH	13.104.097	15
16	TIARA OKTAVIA	13.104.104	16
17	VIDIAN WULANDARI	13.104.109	17
18	VIVI YULITA SARI	13.104.111	18
19	YANI SURYANI	13.104.113	19
20	ZULVI ASNI	13.104.120	20

Batusangkat, 11 January 2016

Researcher

Appendix 14: Attendance List of Questionnaire Respondents

**ATTENDANCE LIST OF SAMPLE QUESTIONNAIRE
METACOGNITIVE AND MEMORY STRATEGY TBI- A**
(A Study of the fourth Semester, Students of English Department of STAIN Batusangkar
in Academic Year 2015/2016)

Date of sample: 14 January 2016

NO.	NAME	NIM.	SIGNATURE
1	AMALIA REZA PUTRI	13 104 003	1
2	ARIF RAHMAT ILAHI	13 104 006	2
3	AYU GUSTINA	13 104 007	3
4	CITRA YOHANA	13 104 008	4
5	FIRMA YULIA NENGSIH	13 104 026	5
6	DEMITRIA NELZA	13 104 010	6
7	DIAN RAMADINI	13 104 012	7
8	IFANASYAHESTI	13 104 020	8
9	FAHIMA	13 104 017	9
10	FAUZI ANTONI	13 104 019	10
11	FEBBY ANANDA ETRESIA	13 104 020	11
12	FEBI NOFRIYANTI	13 104 021	12
13	FEBY KURNIA PUTRA	13 104 022	13
14	FERLINA SAFITRI	13 104 024	14
15	FILA RAMA YANTI		15
16	ICHWANIAH	13 104 027	16
17	INDRA GUSTAMA	13 104 029	17
18	INTAN PERMATA INDRA	13 104 030	18
19	JANUARI KRISTI	13 104 032	19
20	JANUARIFA WILDA	13 104 037	20
21	LUCKY MELAN SARI	13 104 039	21
22	M.RIDHA WALIDEN	13 104 040	22

Batusangkar, 14 January 2016


 Researcher

Appendix 14: Attendance List of Questionnaire Respondents

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**ATTENDANCE LIST OF SAMPLE QUESTIONNAIRE
METACOGNITIVE AND MEMORY STRATEGY TBI- B
(A Study of the fourth Semester Students of English Department of STAIN Batusangkar
in Academic Year 2015/2016)**

Date of sample: 14 January 2016

NO.	NAME	NIM.	SIGNATURE
1	MAGHFIRA DALIANA	13 104 041	1
2	MARIYANI	13 104 042	2
3	MEGA ASRIYANTI	13 104 045	3
4	MELIA NOVITA MARSA	13 104 048	4
5	MELIA OKTAVINA	13 104 049	5
6	META RISYA	13 104 046	6
7	META WAHYUNI	13 104 057	7
8	MUHAMMAD REZA	13 104 052	8
9	MUTHIA HANDIKA	13 104 055	9
10	MUTIA PAJRI NENCI	11 104 056	10
11	MUTIARA SUKMA ARDI	13 104 057	11
12	NOVIANI NURMITA SARI	13 104 060	12
13	NOVITA AMELIA	13 104 061	13
14	NOVRIZAL	13 104 063	14
15	OCHTA NOVELDI	13 104 064	15
16	PUTRI HIDAYATI	13 104 065	16
17	PUTRI MALINA	13 104 066	17
18	RAHMADANI	13 104 067	18
19	RAMA FEBRIAN	13 104 068	19
20	RANTI PUSPITA SARI	13 104 070	20
21	RESKI WULANDARI	13 104 071	21
22	RESTI ADRIANI	13 104 072	22
23	RIAN RIAN TO	13 104 074	23
24	RIKI JUNI SAPUTRA	13 104 075	24
25	RIKO RIFANDO	13 104 076	25
26	RINDY VIRADILLAH	13 104 077	26
27	RISNAWATI	13 104 079	27
28	ROVINA	13 104 081	28

























Batusangkar, 14 January 2016


 Researcher

Appendix 14: Attendance List of Questionnaire Respondents

**ATTENDANCE LIST OF SAMPLE QUESTIONNAIRE
METACOGNITIVE AND MEMORY STRATEGY TBI- C**
(A Study of the fourth Semester Students of English Department of STAIN Batusangkar in
Academic Year 2015/2016)

Date of sample: 14 January 2016

NO.	NAME	NIM.	SIGNATURE
1	SARAH WILIA FELDI	13 104 082	1 
2	SILVA NOVIKA	13 104 085	2 
3	SILVARINA	13 104 086	3 
4	SILVIA MATELMIA	13 104 087	4 
5	SISKA SEPRIANTI	13 104 089	5 
6	SODI METRIANTO	13 104 090	6 
7	SRI AYU NINGSIH	13 104 091	7 
8	SRI HUSNUL HAYATI	13 104 092	8 
9	SRI SUHARTIKA		9
10	SRI WAHYUNI	13 104 094	10 
11	SUBAGUS RIYANDIKA	13 104 095	11 
12	SUCI AGGRAINI		12
13	SUCI RAHMADHANI	13 104 098	13 
14	SYAFRIZAL	13 104 095	14 
15	SYAMRATUL FUADI	13 104 101	15 
16	TAUFIQ		16
17	TESA WAHYUNI	13 104 105	17 
18	TILKA MARNI		18
19	TRI PUTRI MULYANI	13 104 106	19 
20	TUKMA HANDAYANI	13 104 107	20 
21	VIDIA MAILIZA		21
22	VIVI YANDRA LEONA ANGGRAINI	13104110	22 
23	WAHYUNI RESTU AMALIA	13 104 112	23 
24	YOFA SUYANTI		24
25	YULIANA	13 104 115	25 
26	YUNDA SEPTARIO VIRGO	13 104 116	26 
27	ZIKRA AMELIA	13 104 117	27 
28	ZULFADLI	13 104 118	28 
29	ZULMAI HAJJI RIANI BUR FAJR AL	13104119	29 
30	NAIBATUL HUSNI	13 104 088	30 
31	Rovina	13 104 081	

Batusangkar, 14 January 2016

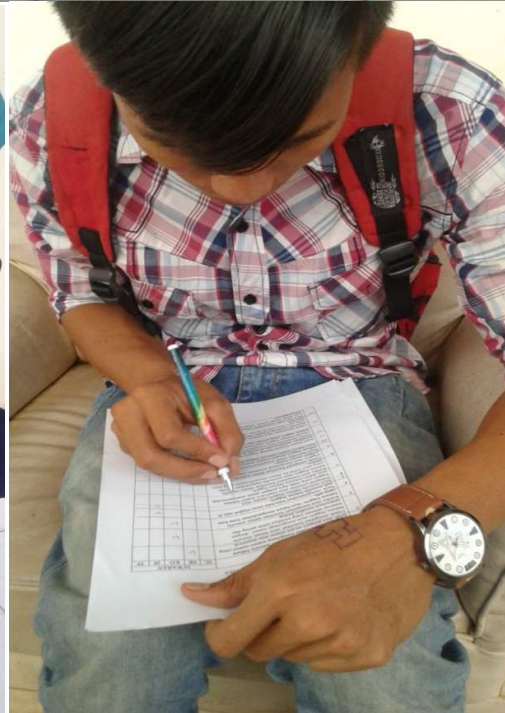
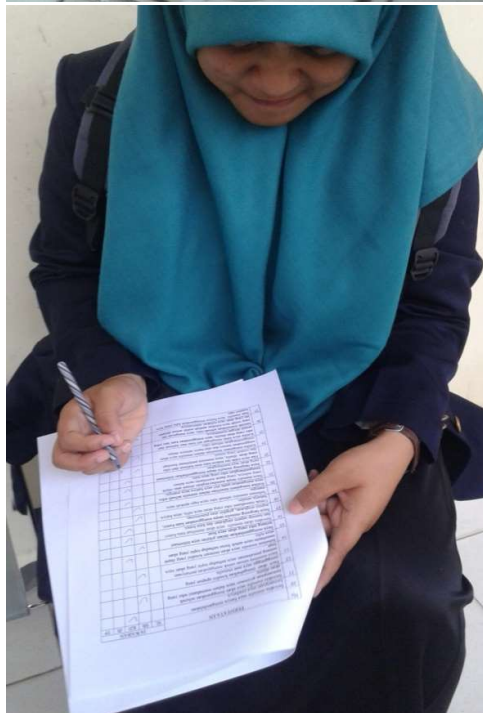

Researcher







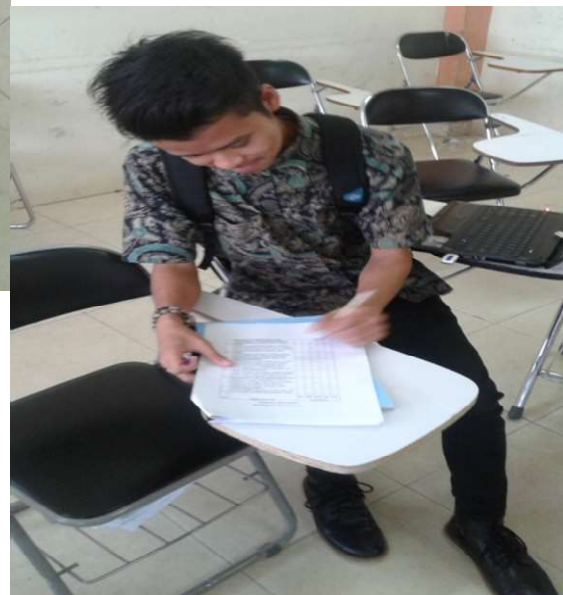












Appendix 18: level significance 5%

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Nukilan Tabel Nilai Koefisien Korelasi "r" Product
Moment dari Pearson untuk Berbagai df.*

df. (degrees of freedom) atau: db. (derajat bebas)	Banyak variabel yang dikorelasikan:	
	2	
	Harga "r" pada taraf signifikansi:	
	5%	1%
1	0,997	1,000
2	0,950	0,990
3	0,878	0,959
4	0,811	0,917
5	0,754	0,874
6	0,707	0,834
DB 7	0,666	0,798
8	0,632	0,765
9	0,602	0,735
10	0,576	0,708
11	0,553	0,684
12	0,532	0,661
13	0,514	0,641
14	0,497	0,623
15	0,482	0,606
16	0,468	0,590
17	0,456	0,575
18	0,444	0,561
19	0,433	0,549
20	0,423	0,537

*Dinukil dari: Henry E. Garrett, *Statistics in Psychology and Education*,
(New York: Longmans, Green and co.), hlm. 437-439, dengan penyesuaian
seperlunya; sesuai dengan kebutuhan variabel yang dikorelasikan hanya
dibatasi 2 buah.



**SEKOLAH TINGGI AGAMA ISLAM NEGERI
BATUSANGKAR
PUSAT PENELITIAN DAN PENGABDIAN PADA MASYARAKAT**

*Jl. Sudirman No.137 Kuburajo Lima Kaum Batusangkar 27213, Telp. (0752) 71150, Ext 135, Fax. (0752) 71879
http://www.stainbatusangkar.ac.id e-mail: p3m.stainbatusangkar@gmail.com*

SURAT IZIN PENELITIAN

Nomor : Sti.02/IX/TL.00/39.8 /2016

Berdasarkan surat Saudara/i Nomor Surat: Istimewa pada Tanggal 06 Januari 2016 perihal Mohon Izin Penelitian. Setelah di pelajari, maka Pusat Penelitian dan Pengabdian Pada Masyarakat (P3M) STAIN Batusangkar menyatakan tidak keberatan atas Penelitian dimaksud sehingga dapat memberikan Surat Keterangan/Rekomendasi Penelitian kepada:

• **N a m a / N I M** : Mesi Lili Dahlia / 11104062
Tempat/ Tanggal Lahir : Padang Panjang, 02 November 1991
Kartu Identitas : NIK : 1304024211910001
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris
Alamat : Jorong Kubu Nan Limo Nagari Batipuh Baru Kecamatan Batipuh Kabupaten Tanah Datar

J u d u l : *The Correlation Between Students' Language Learning Strategies and Their Writing Achievement (A Study of the Fourth Semester Students of English Department of STAIN Batusangkar in Academic Year 2015/2016)*

Lokasi Penelitian : STAIN Batusangkar
Waktu : 08 Januari s.d 08 Maret 2016
Dosen Pembimbing 1 : Irwan, M.Pd.
2 : Rahmawati, M.Pd.

Dengan ketentuan sebagai berikut:

1. Kegiatan penelitian tidak boleh menyimpang dari maksud dan objek seperti tersebut di atas
2. Memberitahukan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menunjukkan Surat Keterangan/Rekomendasi Penelitian ini kepada Ketua Jurusan, Ketua Program Studi atau Kepala Unit yang terkait
3. Mematuhi dan menghormati semua peraturan yang berlaku di STAIN Batusangkar
4. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka Surat Keterangan/Rekomendasi Penelitian ini akan **DICABUT** kembali
5. Surat Keterangan/Rekomendasi Penelitian ini berlaku dari tanggal: 08 Januari s.d 08 Maret 2016
6. Melaporkan Hasil Penelitian kepada Ketua STAIN Batusangkar Cq. Kepala P3M.

Batusangkar, 07 Januari 2016

 Irwan, S.H., M.Hum.
 197503031999031004

Tembusan disampaikan kepada Yth.

1. Ketua STAIN Batusangkar (Sebagai Laporan)
2. Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (Sebagai Laporan)
3. Ketua Jurusan Tarbiyah STAIN Batusangkar.
4. Ketua Program Studi Tadris Bahasa Inggris STAIN Batusangkar.
5. Peringgal.