

CHAPTER I

INTRODUCTION

This chapter includes the background of the study, and these describe why the researcher chose the topic, the limitations of the research, the formulation of the research and purpose, the significance of the research, and the definition of the key terms.

A. Background of the Research

English is the fundamental language of communication that unifies all people throughout the globe, and it is uncomplicated to locate English in daily life at current moment. Thus, English must be acquired from an early age as many elements in English are necessary for their abilities. English has various talents, including listening, speaking, reading, and writing.

According to Harmer (2008), writing is used for a broad range of reasons; it is generated in many different ways that transmit information and ideas in written form, depending on grammar and vocabulary, since everyone has their own way of thinking and has varied viewpoints on how to represent it. It says that writing demands faultless English with no grammatical problems and superb word selections. To write, the pupils need to read a lot to acquire inspiration (Martina et al., 2020).

Writing is a way of conveying information, ideas, or thoughts into the form of words. To effectively connect with readers, it necessitates having a structured format, grammatical conventions, and appropriate grammar. Academic writing, creative writing, technical writing, professional writing, and journalistic

writing are only a few examples of the many different types of writing. Writing in English can take many forms, including essays, reports, emails, letters, poems, novels, and other literary works.

To accomplish the objectives of studying writing, in particular writing an essay, each pupil has an exclusive method of mastering technique. One of all of them is a method that is used by students and is known as "gaining knowledge of a method. Scarcella and Oxford, as referred to in Putria (2017), outline mastering techniques as specific movements, behaviors, actions, or strategies, including seeking out verbal exchange collaborators or giving oneself support to conquer a difficult language challenge. These techniques are utilized by the students to embellish their very own getting-to-know It manner that learning method is college students very own manner that utilized by their interests so as to cause their to clearly apprehend approximately the material. So, learners will be effective in developing the ability to compose in the event that they practice mastering techniques for the writing system, specifically writing an essay.

According to Webster's New World College Dictionary (2010), an essay is a brief written work that explores a certain subject and reflects the writer's own position on the issue. In English, essay writing is a first-rate task for college kids. It isn't clean for the academics to create an essay since they have to have lots of vocabulary, expertise, genuine grammar, and plenty of records. They want masses of terminology with a view to helping the readers amass the facts within the text. They need to have a large amount of data in an attempt to put forth their opinions,

arguments, tips, etc. Then, allowing the readers to realize the records within the textual content is an outstanding strategy to produce precise writing.

According to Kusumawardani (2018), essay writing is the coronary heart of training since some thing human beings look at in English, at some time they will in all probability be requested to produce an essay. In truth, some pupils have difficulties writing essays. A few college students still have some challenges after they complete an essay. The difficulty is that the academics have restricted skill in essentially a few areas of composing an essay, along with vocabulary and syntax. It gets them a little worried to put their thoughts into words. Therefore, getting to grasp approaches for producing an essay might be extremely crucial to assuring students' satisfaction in their essay writing.

Writing demands complicated abilities such as knowledge of vocabulary, punctuation, concept development, and standard language conventions. Teaching writing requires numerous language components including grammar, paragraph structure, and punctuation. Despite finishing writing I, II, and III classes, many still struggle with critical essays. This is visible in vocal complaints made to the course professor. However, essays are a scientific activity that sharpens the brain and adds fresh information for both the reader and the writer. (Rasyidah & Antoni, 2014).

This research focuses on the strategies employed by college students in writing essays, emphasizing the difficulties they experience because of their low vocabulary and grammatical understanding. Because writing essays is an important topic for students to grasp, the research is critical. By adopting proper

strategy, students may develop their writing abilities and achieve success in their writing endeavors. The study underlines the necessity of overcoming problems and employing strategies as a trick or unique technique to assist students grasp and achieve success in their writing efforts.

As noted above, the researcher is interested in analyzing students' strategies while writing essays. The study will be undertaken in the sixth semester. Therefore, based on the explanation above, the researcher aims for a study named **"Students' Strategies in Writing Essays at the Sixth Semester of English Study Program at University of Pasir Pengaraian."**

B. Setting of the Research

Based on the description above, the sixth-semester students of the English Study Program at University of Pasir Pengaraian have a topic about writing essays. The researcher aims to evaluate their strategies for writing essays.

C. Limitation of the Research

Based on the setting of the research above, this research concentrates on analyzing student strategies in writing essays at the sixth semester of the English Study Program at University of Pasir Pengaraian.

D. Formulation of the Research

Based on the limitations of the research above, the question in this study was, What are the students' strategies in writing essays at the sixth semester of the English Study Program at University of Pasir Pengaraian?

E. Purpose of the Research

The purpose of this study was to find out what strategies are applied to students' writing essays at the sixth semester of the English Study Program at University of Pasir Pengaraian.

F. Significance of the Research

This study is predicted to be relevant for the following:

1. For students

This research can help students identify their English study program's strategies for writing essays. So that they may increase their ability to do so.

2. For teachers

From this research, the teacher learns concerning English study program students strategies in writing essays.

3. Researcher

This will offer insights into English study program students strategies in writing essays, so that subsequent research may utilize this research as a source of information.

G. Definition of the key terms

1. Writing

According to Harmer (2004), writing is a technique to generate language and convey thoughts, emotions, and views. Writing is a type of communication that enables people to express their opinions.

2. Writing Strategy

According to Zemack & Rumisex (2005), the strategies used in writing will lead to the type of writing that is ultimately intended, although the content still needs to be developed and the details of the language still need to be improved. Writing strategies include brainstorming (making a list, freewriting, mapping), and editing.

3. Essay writing

According to Oshima & Hogue (1999), an essay is a piece of writing that consists of multiple paragraphs. An essay is an intellectual and argumentative analysis of a subject. The subject might be an opinion, a point of view, an experience, or an issue that draws attention.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the review of the related ideas where the researcher puts the viewpoint from the expert. It also covers a review of relevant results and a conceptual framework that was employed by the researcher as a literature review. The researcher provides several theories related to the title of this study to support this research.

A. Review of the Related Theories

A. Concept of Writing

1. The Nature of Writing

Someone can interact in two ways: verbally and in writing. Someone can use a written form to communicate with others if he or she is unable to express their views through speaking. Through writing, someone may communicate their thoughts for connecting with or offering information to others. There are several definitions of writing. According to Harmer (2004), writing is a way to convey thoughts, emotions, and views via language. Writing is a type of communication that enables people to convey their ideas, experiences, and knowledge in an intelligible way.

Writing is an activity to convey ideas, thoughts, experiences, and information in the form of notes using symbols or symbols that are deliberately produced so that they may be understood by others easily. Writing is also the physical and mental process of identifying ideas and incorporating them into reader-friendly statements and paragraphs. Pranoto (2004) believes that writing is

putting ideas into written form or communicating anything via writing. It indicates that writing may also be understood as an expression of thoughts that are expressed in writing. In other words, with the writing process, someone might communicate indirectly.

According to Suningsih (2016), if the reader and the writer recognize the language used in written communication, it may be stated to be an effective way of communicating. Based on the definition above, it can be inferred that writing is a communication instrument between the writer and the reader. Writing is a procedure to transmit ideas, views, thoughts, and emotions, as well as share information with other people.

2. Components of writing

Writing has some components, as can be inferred from the nature of writing described above. Oshima and Hogue (1999) identified four elements of writing. There are also coherence, review, cohesion, and unity. The researcher can clarify with stating:

1. Unity

A paragraph has unity, which simply means that there is just one important idea discussed. The main ideas expressed in the topic sentence must be directly explained or supported by the supporting sentence.

2. Outlining

An outline is like an architect's plan for a house. It means that we should make a plan before writing a paragraph to make sure that all of

our ideas will fit. It helps you organize your ideas and is well worth the effort.

3. Coherence

The term coherence refers to a sentence being coherent. It signifies that the sentences in the next paragraph are connected. Moving from one word to the next should be simple and appropriate.

4. Logical order

The most important thing to keep in mind is to arrange concepts in a style that makes sense to a reader who is used to reading English-style writing.

From the description above, the component of writing is crucial as a reference for getting a good writer since a good paragraph is defined by coherence, cohesion, and unity. If a paragraph includes certain components, it could be excellent.

3. Process of Writing

According to Harmer (2004), the writing process has at least four steps: Pre-writing, drafting, revising, and editing include the stages of pre-writing such as brainstorming and planning, writing the rough draft, editing, proofreading, and publishing the final draft (Ozagac, 2004).

- a. The first is pre-writing. Before writing the first draft of their document, students must complete this process, which involves thinking, taking notes, speaking with others, brainstorming, planning, and gathering information.

- b. The second is drafting. The rough draft comes when learners get their ideas on paper by organizing them into sentences and paragraphs.
- c. The third is revising. This is the process of reviewing the paper at an ideal level. This process may involve changes such as clarification of the thesis, the reorganization of paragraphs, and the admission of extra information.
- d. The fourth is editing. After improving the quality of the stages by revising them, students need to check the mechanics, including the correction of spelling, grammar, transition signals, and the use of punctuation.
- e. The last is publication.

According to Gardner and Johnson (1997), the learners could publish their written pieces by reading them out loudly to the whole class or for their peers in groups of pairs. The advantages are that the students can receive feedback on their completed work immediately.

Oshima and Hogue (2006) stated that the writing process had four steps: creating or prewriting (the first stage in the writing process), planning or outlining (students have generated some ideas; they must decide what they are going to say about their chosen topic), writing (the rough draft), and polishing (polishing what you have written).

Langan (2013) divides the process of writing into five steps, prewriting, outlining, drafting, revising, and proofreading.

- a. Pre-writing

Prewriting is the first step to generating ideas, organizing thoughts, and prepare for writing the first draft. There are some prewriting strategies. They are freewriting, questioning, mapping, and brainstorming. In freewriting, the writers write whatever comes into their mind. about certain topics. In questioning, the writers think about the topic by writing down questions and then answering them. In mapping, the writers begin by stating a subject in a few words at the center of a blank sheet of paper. They draw lines to connect some words related to the subject. By By drawing maps, the writers will be able to develop their ideas in later stages. In brainstorming, the writers make lists of ideas and details that could be included in their compositions.

b. Outlining

An outline is a brief plan for a paragraph. The outline becomes a foundation of the paragraph. There are three main ideas included in the outline. The ideas are supported by some supporting details.

c. Drafting

The writers create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument.

d. Revising

The writers review, modify, and reorganize their work by by rearranging, adding, or deleting content, and by changing the tone, style, and content appropriate for the intended audience. The goal of this phase of the The writing process is meant to improve the draft.

e. Proofreading

In this final stage of the writing process, the writers check their work carefully for spelling, grammar, and punctuation errors. They may use dictionary or other sources, such as grammar books, to check for spelling, grammar and punctuation errors.

From the explanation above, the process of writing is useful as a reference for being a good writer. Because good writing is determined by analyzing the assignment, brainstorming, organizing ideas, writing the first draft, rewriting the first, and writing the final draft.

4. The Importance of Writing

Writing is a process to convey ideas or share information in written form. The students have to consider many things to make a good paper. According to Harmer (2004), there are so many benefits to learning to write:

1. Writing encourages students to focus on using accurate language. The students' language skills are developed when they write down what they think or express their ideas in accurate language.
2. Writing is often used as a language reinforcement tool that has been thought of. In teaching writing, the teacher asks students to make a sentence using grammar that they have recently learned. So, it makes the students understand the language that has been used.
3. Writing is useful as preparation for some activities.
4. Writing can be used as language practice or for speaking. The students have a short dialogue. Then the students can practice based on their dialogue in oral activities.

5. Writing is not often time-bound in the course of a conversation. The students have more time for writing activities. The students can express what is on their minds. As explained above, it can be concluded that writing is very important to learn. Writing can help the students express their ideas and feelings and also share their information in written form. The students should improve their writing skills if they want to use English perfectly.

According to Antoni (2016), Writing is one of the most important skills in language learning, including English as a foreign language. Good writing skills play a big part in determining success, whether it's writing a report, proposal, or assignment in school. Writing is one of the language skills; it is not easy work. But it takes much study and practice to develop this skill. In writing, a writer must have the ability to employ the grammar to inform the writing and also how to organize or express an idea or thought clearly.

B. Concept of Essay

1. The Definition of Essay

In general, an essay is a piece of writing that discusses a theme from the personal point of view of the author. An essay is one of the scientific works that is composed of thoughts, ideas, and opinions. In another meaning, an essay is a written work in the form of an opinion or someone's opinion on a problem. According to Oshima and Hogue (1999), an essay is a piece of writing that consists of several paragraphs. An essay is an intellectual and argumentative

exploration of a topic. As Oshima and Hogue (2006) said, "an essay is a piece of writing that consists of several paragraphs that discuss a certain topic.

A short piece of writing (typically no more than 3000 words) on a particular subject that is understandable to the reader "by itself" is called an essay. In an essay, you are typically required to react to a title or question by formulating an argument that will persuade the reader of a particular point of view. (West et al., 2019).

According to Thoreau (2005), an essay is a short piece of writing that presents the author's point of view. So an essay is an explanation of opinions or points of view expressed by the author in writing form. It can also be said that an essay is a short essay based on someone's perspective on addressing a problem.

In addition, an essay is a short essay on a problem that attracts attention and is investigated and discussed. According to Rahayu (2007), an essay is a writing that discuss about a problem that starting from presenting a problem, expressing imagination and author's opinion personality that supported by facts and theory. While Wijayanti (2012) believes that an essay should contain information about events that occur in society or the environment, personal experience, and the author's opinion or views on the matter discussed, As mentioned above, it can be concluded that an essay includes a scientific work. An essay is a piece of writing that consists of several paragraphs and discusses a certain topic. The topic can be an opinion, a point of view, an experience, or a problem that attracts attention.

Mastering writing requires a deep understanding of grammar and writing conventions, making it a crucial skill for learners. Essay writing requires

creativity and critical thinking, as per Bloom's cognitive taxonomy. Higher-order thinking skills include analyzing, evaluating, and creating. The lecturer challenges students to think critically in writing, involving activities like exploring, assessing, interpreting, synthesizing, and informing to create a product (Niati et al., 2023).

2. Parts of an Essay

Writing an essay has three parts: 1) Introduction, 2) Fill (body), and 3) conclusion (West et al., 2019). In an essay, There are expanded sections in separate paragraphs. In essays on more detailed topics, the body consists of several paragraphs (three to five paragraphs). The introductory paragraph consists of background information that serves to attract the attention of the main reader. Thesis statement that reveals the subject and focus of the essay. The essence of an essay, called the body, consists of several paragraphs; these supporting paragraphs describe and support the main idea. The concluding paragraph or conclusion contains a summary of the main ideas discussed in the essay (Zemack & Rumisex, 2005; Saver, 2006; Eripuddin, 2016).

According to (Aderibigbe, 2018), parts of an essay include:

a. Introduction

The introduction is the first part of an essay, providing a background and introduction to the topics to be discussed. It serves as an introduction to the content of the essay, answering questions and providing summaries. The introduction should be brief, abstract, and dense, with a focus on the author's argument and arguments.

The introduction also includes a general statement about the topic to be discussed, which should be of interest to the author and mastered by them. The topic should not be a title, but rather a general statement that starts from the general idea of the topic and progresses to a specific idea.

The thesis statement is the final stage of the introduction, which aims to state the specific topic of the essay, list subtopics of the main topic, and mention the method of organization. It should start with directing the reader's attention to the subject or problem, explaining the author's experience with the subject, and establishing bridges with the readers by pointing out shared beliefs, attitudes, and experiences.

In summary, the introduction is a crucial part of an essay, grabbing the reader's attention and introducing the topic. The introduction consists of two stages: general statements and thesis statements, which serve three purposes: stating the specific topic, presenting subtopics, and mentioning the method of organization. By starting with a general common issue, the writer can effectively communicate the author's authority and establish bridges with the reader.

b. Body Paragraph

The body paragraph is a crucial section of an essay, containing content, ideas, and discussion that contains strong arguments and insights. It is essential to structure the contents as well as possible, especially if the question consists of several parts. The body paragraph consists of a set of paragraphs that describe the main ideas and discuss the topics or issues raised in the introduction. Techniques

for writing a body paragraph include providing examples or illustrations, describing the chronology of an event, defining related terms, comparing or contrasting, analyzing cause and effect, and describing the physical or character of the person, place, or object.

A paragraph is a group of sentences that discuss the same subject, with three basic parts: the topic sentence, supporting sentences (at least three supporting sentences), and concluding sentences. Each body paragraph supports the thesis statements and typically consists of at least three important issues/topics or problems separated by each paragraph in the body. The writer should provide evidence or experience to support the idea in the topic sentences.

Concluding sentences are not necessary in the body paragraph, especially when the ideas are closely related. They can start by explaining the nature of the problem, its history, and causes, and its relevance to the reader's problems, desires, and interests. Overall, the body paragraph is a crucial part of an essay, showcasing the author's core thought and addressing the issues raised in the introduction.

c. Concluding

In conclusion, the essay serves as a cover essay, providing a summary of the entire content. It is important to avoid repeating the description in the body paragraph and not including new ideas that require further review. Two stages should be completed to end the essay: re-statement topic sentences and the summary of the essay. In re-statement topic sentences, the writer should restate the same meaning in different words. The concluding paragraph serves as the

signal of the end, reminding the reader of the main point and leaving them with final thoughts on the topic.

It can begin by explaining the implications of the thesis statements in different words and summarizing the text. The writer can provide comments, suggestions, opinions, judgments, and recommendations about the discussed topics, but it is not allowed to add new ideas in the concluding paragraph.

3. Types of Essays

According to Eripuddin (2016), there are some kinds of essays: descriptive essays, heading essays, personal essays, reflective essays, and essay criticism, as follows:

1. Descriptive Essay.

A descriptive essay may discuss any topic or thing that catches the author's interest. He was able to explain things like a house, shoes, hobbies, and more. Always keep in mind that different people can see the same thing, occurrence, or event from various perspectives.

2. Heading essay.

These can be found in newspapers and magazines. This essay has a special function: it describes the views and attitudes of newspapers and magazines on the topics and issues in the community.

3. Personal Essay.

This essay is almost the same as the one depicting the character. However, a self-written personal essay by the author "I am me," the author will assert. I'll describe my life and my philosophy of living. On himself, he pulled back the curtain.

4. Reflective essay.

A reflective essay is written formally in a serious tone. The author reveals the deep, earnest, and careful nature of some important topics related to life, such as death, politics, education, and human nature. This essay is addressed to scholars.

5. Essays Criticism.

In the essay, the writer's critique focuses on the description of the art, for example, painting, dance, sculpture, theater, and literature. The essay can be a critique of traditional art, the work of an artist in the past, or contemporary art.

C. Students Strategies

One way a writer can learn to write more effectively is to study the process of becoming a successful writer. A writer can learn how successful writers begin their writing activities, develop their ideas, and move on to the final draft. Writers must adopt strategies in order to manage themselves, become good writers, and manage their various writing tasks more easily.

According to Mohite (2014), writing strategies are tools that provide students with more control over their writing process and boost their self-confidence as independent writers. After all, writers constantly employ writing techniques to keep their writing effective and congruent with their goals. Writing strategies include free writing, planning, creating ideas, collaborating, remembering the reader, purpose, and context, revising writing, drafting, and proofreading (Alnufaie, M., & Grenfell, M., 2012).

The essay is a project for all students in writing college, and the essay is an independent project, so the students need some strategies for their essay.

According to Zemack & Rumisex (2005), there are student strategies that can help in writing essays, as follows:

1. Brainstorming

Brainstorming is a strategy for generating ideas related to a topic. A brainstorming strategy can help students use their prior knowledge in their writing activity and recognize what skills and information they have and what they need to know (Rao, 2007). You will learn three types of brainstorming: making list, freewriting, and mapping.

a. Making list

Write single words, short phrases, or complete sentences related to the topic in question (Dorothy, 2003).

b. Freewriting

When you freewrite, you write whatever comes into your head about your topic without stopping. Most freewriting exercises take about five to ten minutes. You can practice fluency (writing swiftly and smoothly) by engaging in freewriting. You don't have to care about accuracy (using proper language and spelling) when you freewrite. Don't check your dictionary when you freewrite. Don't stop if you make a mistake.

It takes intensely for a little amount of time and is confident similar to brainstorming. The subject matter does not even have to be related to the topic after you write something. To look at the words and sense whether or not they really say what you are trying to express. Free writing can help students overcome

a sense of block and can even help you get other things off your mind so that you can focus on your assigned topic (Oktavianti et al., 2021).

c. Mapping

To make a map, use a whole sheet of paper, and write your topic in the middle, with a circle around it. Then put the next idea in a circle above or below your topic, and connect the circles with line. The lines indicate a connection between the two ideas.

Mapping is a way of visually analyzing the parts of a subject. Mapping is one of the most important preparations for producing quality writing. This technique could help generate ideas and connect them together. Place individual ideas and connect them together in lines. The writer might start by writing the topic in the middle of the page and drawing a circle around it. Ideas that are related to your main topic and connect the center circle with a line Third, make a list—that is, write individual words, phrases, or sentences that are connected to your topic (Oktavianti et al., 2021).

2. Editing

You will need to go back and edit your ideas after you have a great deal of them. This is the time choose which ideas are the most interesting, and which are the most relevant to (important or necessary for) your topic.

Professional editors employ editing strategies to improve the clarity, coherence, and general standard of an essay. It comprises finding and correcting grammar, punctuation, spelling, and syntax errors, as well as enhancing the essay's organization, flow, and structure. An editor polishes the essay's content to

ensure that it supports the thesis or argument and clearly expresses the intended message. They could suggest alterations to improve the introduction and thesis statement, strengthen the conclusion, or reorganize the paragraphs or sections for a better logical flow. Examining the essay's use of evidence, such as substantiating specifics, instances, or quotations, and ensuring they are accurate may also be included in the editing process.

B. Review of the related findings

The first research was done by (Fajriah, 2021) “Students’ learning strategies in writing essay (a case study of English education students of UIN Jambi).” The focus of the research is to identify the learning strategies in writing essay used by the students of English Education Program. In this research, the researcher uses qualitative research and a case study as research methods. The data for this research are the result of interviews with students and documentation. The researcher's findings showed that the student used six learning strategies in writing essays: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The students used all of the strategies in their essay writing process, but in different ways.

The second journal is “*EFL students' writing strategies in Saudi Arabian ESP writing classes: Perspectives on learning strategies in self-access language learning, written by Alnufaie, M., and Grenfell, M. (2012).*” The research of Alnufaie, M., and Grenfell, M. (2012) analyzed the L2L writing strategies of second-year Saudi students who were studying English as a foreign language and English for Specific Purposes at one of the Saudi Industrial Colleges: Jubail

Industrial College (JIC). Alnufaie, M., & Grenfell, M. (2012) argue that writing strategies include free writing strategies, planning, creating ideas, finding meaning, groups or pairs, remembering the reader, purpose and context, revising writing, drafting, and proofreading.

The third is research by (Oktoma, 2018) "Writing Strategies Used by University Students in Argumentative Essays."

This study analyzes the writing strategies used by Based on McLean's (2012) theory, there are several writing strategies that will help writers or students, especially college students, to complete their writing tasks well. The writing strategies are divided into 4 steps, such as: using the writing process, managing time, setting goals, and using existing knowledge resources in college. The method used in this research is the qualitative method. Based on the data analysis of third-year students at a private university in Kuningan, West Java, several conclusions can be drawn. The students used more than one writing strategy when they wrote argumentative essays. The strategies used by the students are in the writing process, time management, goal setting, and the use of multiple sources of lectures. The study showed that the most frequently used strategy by the students was using the writing process strategy 17 (42.5%). This strategy helped students overcome the limitations of writing argumentative essays. The findings also show other writing strategies used by students, such as reading more material, making drafts or outlines, doing writing free, making a squad consisting of several boxes to classify each essay structure, and one of the students referred to other internet-related activities such as reading more English journals and articles. Those

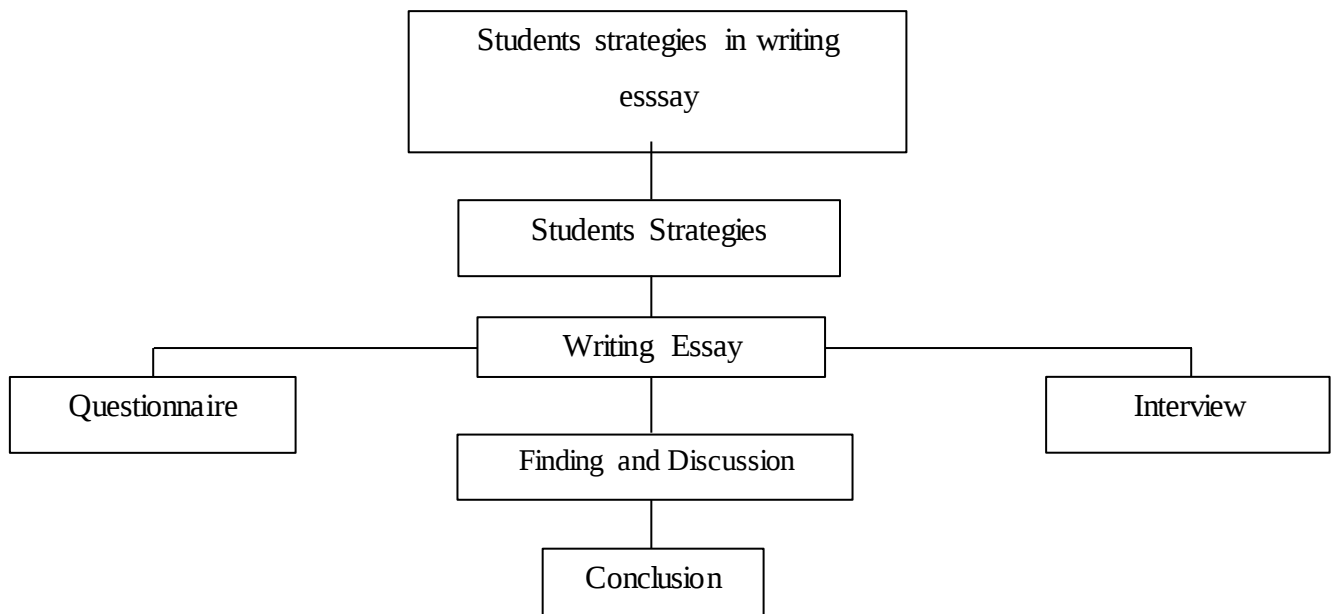
strategies are used to overcome students' difficulties in writing argumentative essays.

The fourth journal is written by (Ambarwati & Listyani, 2021) "Procedural Essay Writing: Students' Problems and Strategies." This study was done to investigate the problems faced by students in writing procedural essays as well as the strategies to overcome the problems. This study attempted to answer two research questions: What problems do students face when writing procedural essays? And what are students' strategies to overcome the problems in writing procedural essays? This study used a qualitative method. To collect the data, the researchers used two instruments, which are open-ended and closed-ended questionnaires and interviews. The participants of this research were 27 students from batch 2020 who took the procedural writing class in the 2020/2021 academic year. The results of this research showed that there were three problems faced by students when writing procedural essays. Those problems were problems with topic development, problems with vocabulary, and problems with grammar. The result also indicated the most common strategies used by students to overcome the problems, such as receiving feedback from teachers, making an outline, and asking friends for help.

Based on the research and journal above, the researcher wants to find out English study program students' strategies in writing essays.

C. Conceptual Framework

Figure 1. Conceptual Framework of the research



From the figure, this research was to analyze the students strategies in writing essay. The researcher used questionnaire and interview to collect the data of the research. The data would be analyzed in chapter 4 and also there would be a finding of the research and conclude the result of this research in chapter 5.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology, the research explained about research design, setting of the research, population and sample, instrument of the research, data collection method and technique of data.

A. Research Design

This research was intended as a descriptive qualitative design. According to Sugiyono (2017:8), qualitative research methods are sometimes designated naturalistic research methods given that the research is carried out in a natural context. A qualitative descriptive study is part of qualitative research. The goal of descriptive research was to identify the outcome of analysis. In this study, the researcher aimed at analyzing students strategies in writing essays at the sixth semester of the English Study Program at the University of Pasir Pengaraian.

B. Setting of the Research

This research at Pasir Pengaraian University. Located in Tuanku tambusai Street, Rambah Hilir Sub District of Rokan Hulu Regency. The participants of this research are students 23 at the Sixth semester of English Study Program at University of Pasir Pengaraian.

C. Population and Sample of the Research

Population is a generalization zone consisting of the item or topic having a specified amount and features established by the researcher to study and then form a conclusion (Sugiyono, 2017:8). The population in this research is English study program students from the sixth semester of the English study program at

the University of Pasir Pengaraian. This study consists of a total population and a sample of 23 students.

D. Instrument of the Research

1. Questionnaire

According to Sugiyono (2010), a questionnaire is a method of gathering data by providing a collection of questions or written statements for respondents to answer. In this situation, researchers send surveys to students. The study used a questionnaire as the primary instrument, including 20 questions, which were given to the students. The students were given a total of 45 minutes to complete the questionnaire. Afterwards, student questionnaire scores will be analyzed. The response to the questionnaire is expected to assist the study in identifying the strategies used by students in writing essays. The questionnaire, derived from expert perspectives on writing strategies, will be subjected to both validity and reliability assessments.

According to Gay (1981:432), a Likert scale is an instrument that asks an individual to respond to a statement by four indicators: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The following are the indicators of the questionnaire:

Table 3.1 Indicator of Questionnaire

INDICATOR (OPTIONS)	SCORE
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

(Dewi et al, 2020)

The Likert scale questionnaire part contains 20 items from three sub-indicators. According to Walgito (2010:102–104), perception contains the following indicators:

1. Absorption of the signal or item from outside the person

Stimuli or objects are received and processed by the five senses independently, not jointly. The brain's absorption of the five senses will result in a picture, reaction, or impression.

2. Understanding the item

After the picture arises in the brain, the image is structured, classed, and processed such that an understanding of an item is created.

3. Individual assessment or evaluation of an item

After comprehension is developed, an assessment of the person is created. Individuals compare immediately gained knowledge with standards or norms subjectively organized by the person, even if an item is the same. Therefore, perception is individual.

2. Interview

The second instrument utilized to complete the data in this study was an interview. Furthermore, Jamshed (2014, p. 87) indicates that an interview is an instrument that is utilized the most in gathering the data for qualitative research. This form of semi-structured interview was employed in this investigation. A semistructured interview is minimally structured, although the writer will acquire the information in a more in-depth interview (Jamshed, 2014, p. 87).

According to Sulyanto (2018:164), interviewing is a way of obtaining data where the researcher directly conducts a discussion with the respondent to discover information from respondents. During the interview, the researcher does not have to meet face-to-face directly but via particular means, such as telephone, conference, or online chat. This approach has the benefit of enabling researchers to dig out as much information as possible. Many of the key responses are because the interview process might continue to evolve. The downside of this strategy is that it is costly and takes a long time, as well as the difficulty of establishing a suitable time between applicants and responses to interviews. Another drawback is that the interview process might continue to evolve, so if the interviewer can't manage the flow of the discussion, the interview can stray from the aim to be attained (Sulyanto, 2018:165).

This study employs a structured interview, which is one of the strategies of gathering the data where research provides the same question to each respondent. In this research, the researcher interviews some of the selected respondents about

the reasons they have for taking the learning strategies that they have filled out in the questionnaire.

E. Technique of Collecting The Data

Data collection strategies are the most crucial phase in research, according to Sugiyono (2017:224), given that the main goal of research is to get data. In this study, questionnaires and interviews were used to collect data. The researcher uses questionnaires and interviews to gather data for this study. At this point, the researcher comes to the class and asks students to complete the questionnaire and interview sheet, and after that, I gather the findings of the students' papers. one by one. The researcher presents a questionnaire to the students, which they must complete in 45 minutes. Then, the researcher calculates to find out the students' strategies in writing essays for this study. Then, the researcher interviews all the samples of this investigation.

F. Technique of Analyzing the Data

Data analysis is fundamental because with the data, the researcher gets the advantage of issue solving and acquiring the final study. According to Spradley (1980), every type of analysis involved way-thinking. Methodical analysis of anything to establish its components, responses, and connection to the whole. Analysis is an investigation into patterns.

The study using descriptive methods requires gathering information on students strategies in writing essays at the Sixth Semester of the English Study

Program of the University of Pasir Pengaraian. This study was conducted using descriptive analysis, with the following:

1. Data collection using a questionnaire
2. Conducting interviews to validate the data gathered from surveys