

**The Correlation Between Students' Language Learning Strategies and
Writing Achievement on Recount Text of Eight Grade Student
of SMP N 5 Lahat**



**A Thesis
by
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Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul "THE CORRELATION BETWEEN STUDENTS' LANGUAGE LEARNING STRATEGY AND WRITING RECOUNT TEXT OF SMP N 5 LAHAT ", ditulis oleh saudari *Charolin Monika* telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

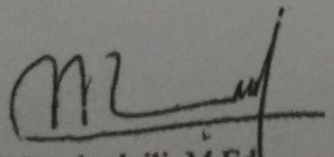
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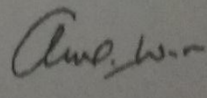
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**The Correlation Between Language Learning Strategies And Writing
Achievement On Recount Text Of Eight Grade Students Of Smp N 5 Lahat**

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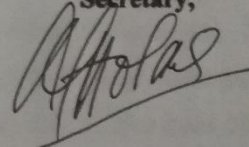
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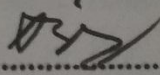
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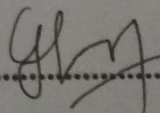


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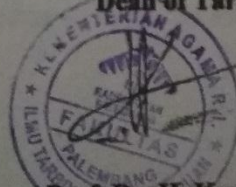

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DEDICATION AND MOTTO

This thesis is dedicated for:

- *My Lord (Allah SWT) who always gives his mercies and graces.*
- *My Lovely Mother your daughter will never can't recompensing all your kindnesses along my life.*
- *My great youngsister Anggun Amellya, S.H , I do thankful to be your sister.*
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MOTTO

"Do Something as soon as Possible and Make it Perfect"

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **“THE CORRELATION BETWEEN LANGUAGE LEARNING STRATEGIES AND WRITING ACHIEVEMENT ON RECOUNT TEXT OF EIGHT GRADE STUDENTS OF SMPN 5 LAHAT”** adalah karya saya sendiri. Apabila ternyata bukan hasil karya saya, saya bersedia diberi sanksi sesuai dengan pasal 70, Undang-undang No. 20 tahun 2003 tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan karya ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi, atau vokasi sebagaimana dimaksud pada ayat 25 (2) terbukti merupakan jiplakan dipidana dengan pidana penjara paling lama dua tahun/atau pidana denda paling banyak Rp. 200.000.000 (dua ratus juta rupiah)”.

Demikianlah pernyataan ini saya buat dengan sebenarnya.

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Yang menyatakan,



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Palembang,
The Writer,

Charolin Monika

CONTENTS

ACKNOWLEDGEMENT	i
CONTENTS.....	ii
ABSTRACT	v
LIST OF TABLE.....	vi
LIST OF FIGURE.....	vii
LIST OF APPENDICES.....	viii
I. INTRODUCTION	1
1.1 Background	1
1.2 Research Problems	6
1.3 Research Objectives	7
1.4 Significance of the Study	7
II. LITERATURE REVIEW.....	9
2.1 Concept of Language Learning Strategy.....	9
2.1.1 Definition of Language Learning Strategy	9
2.1.2 Characteristic of Language Learning Strategy	10
2.1.3 The kinds of Language Learning Strategy	11
2.2 Concept of Writing.....	19
2.3 Recount Text	20
2.3.1 Definition of Recount text.....	20
2.3.2 Purpose of Recount Text.....	21
2.3.3 The Generic Structure of Recount Text	21
2.4 Previous Related Study	22
2.5 Hypotheses	24
2.6 Criteria for Testing Hypotheses	25
III. METHOD OF RESEARCH	26
3.1 The Method of Research	26
3.1.1 Research variable	27
3.2 Operational Definition.....	27

3.3 Subject of The Study	28
3.3.1 Population	28
3.3.2 Sample	29
3.4. Data Collection.....	29
3.4.1 Language Learning Strategy Questionnaire.....	29
3.5.2 Writing Test.....	30
3.5 Data Instrument Analysis	31
3.5.1 Test Validity of Questionnaire	31
3.5.2 Validity of Writing Test	31
3.5.3 Reliability of Questionnaire	31
3.5.4 Reliability of Writing Test	31
3.6 Data Analysis	32
3.6.1 Analysis of Questionnaire	32
3.6.2 Analysis of Writing Test	32
3.7 Correlation Analysis	33
3.8 Regression Analysis	33
IV. FINDING AND INTERPRESTATIONS.....	35
4.1 Research Findings	35
4.1.1 Result of students' Language Learning Strategies	36
4.1.2 Result of Students' Writing Recount Text Achievement.....	39
4.2 Statistical Analysis	40
4.2.1 Normality Test and Linearity Test	40
4.2.1.1 The Result of Normality Test	41
4.2.1.2 The Result of Linearity Test	41
4.3 Correlation between Language learning Strategies and Writing Achievement on Recount Text.....	43
4.4Regression Analysis of Language learning Strategies and Writing Achievement on Recount Text.....	44
4.5 Interpretations.....	45
V. CONCLUSIONS AND SUGGESTIONS	49
5.1 Conclusions	49
5.2 Suggestions.....	50

References	51
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Appendices

CHAPTER I

INTRODUCTION

This chapter describes (a) background, (b) research problems, (c) research objectives, and (d) significance of study:

1.1. Background

Teaching and learning are two essential terms in human life that cannot be defined separately. While learning is a change in an individual caused by experience (Slavin, 2003, p. 138), teaching itself is explained as modeling or helping someone, student, to learn how to do something (Brown, 2007, p. 9). They are hand in hand working together to extend the proficiency of human life. Moreover, the development of a country can be seen from its quality of the education system (Harian Ekonomi NERACA, 2015). The World Economic Forum (WEF) (2016), has ranked the most educated countries in the world. As the top three countries which have the best education system are Netherland, Finland, Singapore. In line with that, in order to improve the quality system of education of Indonesia, Puan Maharani (2015), the Coordinating Ministry of Human Development and Culture, has declerated the 12-year-study-obligation program.

Language learning has been a crucial issue in educational field. Language learning is very important, because through language we can communicate with each other and shares our ideas. There are to ways of communicating he language, namely oral and written. In oral communication, speakers can communicate directly

and they can control the pitch, loudness, speed, rhythm, and pauses. In written communication, the writer necessary task of organizing the sentences with simple sentence and familiar words in order to be easier to understand by the readers. Based on the government policy number 32 in 2013, English is considered as one of the compulsory subject that must be taught from junior high school, since it has become one of the subject that is tested in the Nation Examination (Ujian Nasional, UN). But, in Indonesia, the students do not study about English but they learn how to do their activity by using English. Therefore, the aim of English subject in the high school level is to develop students' potential, in which it is hoped that they could have communicative competence, interpersonal, transactional, and functional aspects by using any kinds of spoken or written text.

In learning language, learning strategies has become crucial part to help the students successful to acquisition the language. According to Abhakorn (2008, p. 186), learning strategies are one of the variable factors that have the profound effects on how individual learners approach language learning and how successful they are. Becoming one of factor that determine language learner successfull in acquisition language makes learning strategy very important for teacher and learners.

Theory about language learning strategies comes from Oxford (1990, p. 1) whoemphasizes that the best language students have used strategy. Oxford also divides language learning strategies into two major classes; direct and indirect. Direct strategy consists of three groups (memory, cognitive and compensation) and indirect consist of three groups (metacognitive, affective, and social).

Oxford (2003, p. 8) claims that learning strategy make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation. It also supported by many studies finding that the use of language learning strategy influenced the students proficiency in foreign language especially in English proficiency. One example is the study conducted by Ou-chun (2011) who found that language learning strategies of EFL students has significance correlation with their English proficiency. It means that by using language learning strategies can help the students to achieve their goal in acquiring English well.

In the terms of communication, Abram (2012) says that writing is the kind of communication text in which it transmits an idea from an addressee to an addresser. Moreover, writing always has a crucial part for someone's future life since the ability to write and impress someone by using it is really needed for professional futures (Huy, 2015, p.53; Mankletow & Carloson, 2012; Searle, 2012; Wright, 2011; and Obama, 2009). Furthermore, writing is important in higher education that the students must develop their writing skill either writing essays, taking notes or applying for scholarships. If students do not know how to express themselves in writing, they will not be able to communicate well with professors, peers, or just about anyone else.

Unfortunately, there is no doubt that writing is considered as difficult activity and students may face the number of challenges producing correct and appropriate texts. Even worse, Madylus (2015), says that writing is a difficult skill even in a mother tongue as there are many skills involved in producing good composition. Then, he proposes some skills which are needed to produce a good writing, they

are; grammar mastery, wide range of vocabulary, accurate punctuation, correct layout, correct register, accurate spelling, good range of sentence structures, linking, imagination, planning, drafting, proof reading, and communication

In the secondary school, based on the course syllabus, related to writing, students have to be able to conduct writing in some genres. The genres suggested in 2006 English Curriculum for junior high school are descriptive, recount, procedure and narrative. Those genres are taught in different semester of students' level. Especially in the second semester in the eighth grade, the students will learn about recount text. It is a kind of text which retells events or experiences in the past which purpose is either to inform or to entertain the audience in which the organization of the text consists of orientation and followed by record of events, and reorientation (Djuharie, 2008; Nafisah & Kurniawan 2007, p. 65; Knapp, 2005, p. 224; Hyland, 2004, p. 135; Anderson & Anderson, 1997, p. 48-50; and Gerot & Wignel, 1994, p. 194).

Still there are some problems encountered by the secondary school students when they make a recount text. Arifiana (2014) finds that the students could spend much time to think about what they write and the word that they should use. Then they may not be able to put their ideas cohesively in a text. Furthermore, she adds that the student had some difficulties in organizing the paragraph and grammatical use. Therefore, there were many mistakes in their writing in grammar, diction and also lack of vocabulary. This finding is also in line with Giyatno (2011) who states that student got difficulties in writing recount text in the case of

expressing idea coherently, organizing the idea, using vocabulary in context, using correct grammar and using correct punctuation and spelling.

Related to the problems above there are some variables that should be deemed, one of them is how learner process new information, and what kinds of strategies, related to foreign language learning, they employ to understand, learn, or remember the information which is acknowledged as language learning strategies (Hakan, Aydin, & Bulent, 2015, p. 1328). Research in the field of second and foreign language education indicates that the use of appropriate language learning strategies leads to improved proficiency and achievement in overall and in specific skills (O'Malley & Chamot, 1995; Charnot & Kupper, 1989; and Wednen & Rubin, 1987) and successful language learners use more learning strategies and more facilitating ones than poor learners (Oxford, 1990; and Chamot & Kupper, 1989). Therefore, learning strategies are included in the most important thing that influence the success of learning language and by using appropriate learning strategies learner can improve their proficiency and achievement.

Furthermore, based on informal interview to the teacher of eight grade students of SMP Negeri 5 Lahat, it was found that the level of satisfactory of the students' writing recount text was still low and some of their scores were poor. The teacher added that most of them had a problem making a correct grammatical sentence. The students also stated that, it was hard for them to recall their memories related to their past activity, and they felt difficulties to choose the correct vocabulary. To make it worse, the teacher thought that the students did not know

what kind of strategies they used mostly when they were studying English which was learnt as what they wanted to be.

Regarding the problems above, several related studies have been undertaken to investigate the correlation between students' language learning strategies and the other related variables. Karlina (2014) finds that there was a positive correlation between listening comprehension and learning strategies of the fourth semester students of Baturaja University. In addition, Chand (2014) reports that there was a weak correlation between learning strategy and academic language proficiency. On the other hand, Hajhashemi, Shakarami, Anderson, Amirkhiz, and Zou (2013) revealed that there was no significant relationship between the students' English language proficiency and their language learning strategies. The findings from the previous studies take an important role in designing this research. This current study is different from the mentioned studies as this study involves the eighthgrade students of SMP Negeri 5 Lahat as participant and writing recount text as the independent variable. This study conduct to find out the correlation between students' language learning strategies and their writing recount text achievement in English subject.

1.2. Research Problems

As the problem stated in the introduction, the researcher formulates the research questions as follows:

1. Is there any significant correlation between students' language learning strategies and their writing achievement on recount text?
2. Does students' language learning strategies significantly influence their writing achievement on recount text?

1.3. Research Objectives

The aims of this research which are:

1. To find out if there is a significant correlation between students' language learning strategies and their writing achievement on recount text.
2. To find out whether or not students' language learning strategies significantly influence their writing achievement on recount text.

1.4. Significance of the Study

This study is expected to give benefits for some parties. First of all, by this research, when teaching a material, by comprehending the concept of language learning strategies, teachers of SMP N 5 Lahat can make an atmosphere and the condition of the class conducive related to their students' language learning strategies. Additionally, the teacher can guide the students to use the most effective strategies which is correspondence to the material taught in line with learning outcomes intended to be achieved. The study is also expected to be beneficial for future research in which it can be one of the references related to the discussed variables. Furthermore, it is hoped that the further research can investigate more deeply about relationship between the variables.

However, it is almost impossible that a variable is only altered by a single variable. Hence, there is a chance that the language learning strategies will not have any correlation. Therefore, in order to reveal one of the secret of the nature, further analysis and research should be conducted in order to elicit the elements that alter the dependent variable.

CHAPTER II

LITERATURE REVIEW

This chapter describes the theoretical framework of (a) concept of language learning strategy, (b) concept of writing and recount text (c) previous related study, (d) hypothesis, and (e) criteria of hypothesis:

2.1. Concept of Language Learning Strategy

2.1.1. Definition of Language Learning Strategy

Based on Darmansyah (2010, p. 20-21), learning strategy is all about perspective, thought, patterns, and direction that taken for gaining effective learning. Based on O'Malley and Chamot (1995), learning strategy is the special thought and behavior that individuals use to help them comprehend, learn, or retain new information. Therefore, learning strategy is what learners taken in order to complete a learning task and enables effective learning.

According to Macaro (2011, p. 17), language learning strategies are what learners engage during learning involving behaviors and thoughts. Meanwhile, Cohen states that language learning strategies constitute the steps or actions consciously selected by the learners. According to Oxford (1990, p. 8), a comprehensive about language learning strategies is specific actions, behaviors, steps, or techniques that student use to improve their own progress in developing skills in a second or foreign language. These strategies can facilitate the student retrieving or using new language. Based on some explanations above, it can be

summarized that the definition of language learning strategies are not only tools to assist language learning, but they are also tools to serve many other purposes both in learning and using a second language by understanding about the learning strategies will direct the students to get their target language.

2.1.2. Characteristics of Language Learning Strategies

In learning a new language, communicative competence becomes the main goal and strategies emphasizing in strategies that do not only focus on the development of communication competence in foreign language learning but it also deals with :

1. Contribute to the main goal, communicative competence
2. allow learners to become more self-directed
3. expand the role of teachers
4. are problem-oriented
5. are specific actions taken by the learner
6. involve many aspects of the learner, not just the cognitive
7. support learning both directly and indirectly
8. are not always observable
9. are often conscious
10. can be taught
11. are flexible
12. are influenced by a variety of factors. (Oxford, 1990, p.9)

Strategies influence students' habit in learning because they allow students to be independent students and learn responsibly. To make students learn independently and responsibly, teachers have the new roles to make it happens. Teacher is expected to be someone who can identify students' learning strategy and train them in learning strategies. In learning activities, many problems will occur where strategies, as a tool, contribute to solve them. Based on the problem that occur students will also take specific actions or behavior in solving their problem to improve their learning. Language learning strategies are not only talking about cognitive aspect but also many aspect of learners, such as metacognitive, affective, and social. Those other aspects influence indirectly to students learning while a language itself affect directly and both have an equal position to support each other. Not all language learning strategies are visible. There are several strategies that cannot be seen even teacher observe them intensively, such as memorizing or some strategies are used outside the class. When strategies are used, it is usually used consciously. To use appropriate strategies consciously, training of strategies is need to learn and apply the suitable strategies in any situation. Many strategies are used as much as situations happen. In applying strategies. There is no guaranteed to follow the steps for every situation, it depends on students' flexibility in the way their learning activities.

2.1.3. The Kinds of Language Learning Strategies

Linguists differentiate on the categorization of learning strategies. They have different opinion on classifying them. The following discussion discusses about

different beliefs of learning strategies classification. Language learning Strategies have been classified into face groups by Stern's "Zare" (2012, p. 16), they are:

- a. Management and planning strategies which allow learner to connect with learner's purpose to control his own learning.
- b. Counterstrategies which refer to procedures and activities which learners apply to learn or remember the materials and solve the problems.
- c. Communicative strategies which involve the use of verbal or nonverbal instrument for the useful transfer of knowledge.
- d. Interpretational strategies which monitor the learners' development and evaluates their performance
- e. Effective strategies which make learners aware of emotions such as unfamiliarity or confusion, and try to build positive feelings towards the target language in the learning activities.

On the other hand, Hismanoglu (2000, vol. VI, no. 8) tells that categorizes language learning strategies into three major. The first is learning strategies which has two main types; cognitive learning strategies and metacognitive learning strategies. In cognitive learning strategies, it refers to problem-solving that required deeper analysis about learning materials. While metacognitive learning strategies, it refers to self-direct language learning.

The second is communication strategies which used by the learners when they face difficulty in understanding the meaning of the speakers. The last is social strategies which objective is to expose target language and practice it.

Another opinion is based on O'Malley and Chamot (1995, p.44-45) that defined the kind of learning strategies is divided into three types; metacognitive, cognitive, and socio-affective strategies.

a. Metacognitive strategies

This strategy involves process such as planning for learning, thinking about their learning process, self-correctness, and evaluating learning after an activity is completed. The example of this strategy is planning and self-monitoring.

b. Cognitive strategies

This strategy involves direct learning process about the learning material itself and have limited specific learning task. The example of this strategy is repetition and making inference.

c. Socio-affective strategies

This kind of strategy has close relationship with social activity and interacting with the other. The example of socio-affective strategies in cooperation and question for clarification.

Another kind of language learning strategies comes from Oxford (1990, p. 44-45) who mention that language learning strategies are divided into two types; direct strategies and indirect strategies. In direct strategies, it divided into three which are memory strategies, cognitive strategies and compensation strategies. While in indirect strategies also divided into three, which are metacognitive strategies, affective strategies and social strategies.

Oxford's (1990, p. 17) taxonomy of language learning strategies is shows in the following:

1. Direct strategies

a. Memory strategy

Memory strategy involves the mental process for storing new information in the memory and for retrieving them when needed. This strategy has four categories; creating mental linkages, applying images and sounds, reviewing well, and employing action. Creating mental linkages can be applied through:

- 1) grouping or classifying language materials into meaningful units based on the topic,
- 2) associating or elaborating new language information to the concept that already in memory,
- 3) remembering new words using keyword.
- 4) remembering new language information according to its sound.

In reviewing well, it can be done by structured reviewing. And the last is employing action, is achieved by

- 1) physical response or action
- 2) using mechanical techniques in moving or changing something in order to remember the language. (Oxford, 1990, p. 39-43)

b. Cognitive strategy

This strategy is a conscious way in processing the target language. It involves four categories as well; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Practicing consist of

- 1) Repeating, rehearsing, and imitating the language,
- 2) Formally practicing sound and writing system

- 3) Aware in recognizing and using formula or patterns
- 4) Recombining known elements in a new way
- 5) Practicing the new language in natural ways.

In receiving and sending messages involves

- 1) Getting the idea quickly by skimming and scanning
- 2) Using print or non-print resource to understand incoming and producing messages.

Analyzing and reasoning includes

- 1) Using general rules and applying them to the target language in order to reasoning deductively,
- 2) Analyzing expression in order to understand the meaning of the whole expression
- 3) Analyzing contrastively such as comparing elements like sounds, vocabulary or grammar to determine the similarities and differences,
- 4) Translating as the basic for understanding and producing the language
- 5) Transferring the knowledge, concepts, or structure from one language to another.

And the last is creating structure for input and output which requires

- 1) Taking notes specific ideas or topics
- 2) Making a summarize
- 3) Highlighting important information in the passage. (Oxford, 1990, p. 45-47)

c. Compensation strategies

Compensation strategies enable learners to use the language either in speaking and writing even lack of the knowledge. In this strategy consists of guessing intelligently and overcoming limitation in speaking and writing. Guessing intelligently can be achieved by

- 1) Using linguistic clues such as seeking and using language based clues for guess the meaning what is heard or read in the language
- 2) Using other clues such as seeking and using clues that not language-based in order to guess the meaning of the language.

Next is overcoming limitation in speaking and writing can be achieved by

- 1) Switching to the mother tongue
- 2) Asking someone for help
- 3) Using mime or gesture
- 4) Avoid communication partially or totally
- 5) Selecting the topic in order to direct communication
- 6) Adjusting or approximating the messages
- 7) Coining the word to communicate desire idea
- 8) Using synonym. (Oxford, 1990, p. 49-51)

2. Indirect Strategies

a. Metacognitive Strategies

It allows learners to control their cognitive in order to coordinate the learning process. This strategy consists of centering your learning. Arranging and planning your learning, and evaluating your learning. In centering your learning includes

- 1) Over viewing materials and link it with what already known
- 2) Paying attention
- 3) Delaying speech to focus on listening

Arranging and planning your learning steps can be achieved by

- 1) Find out how language works
- 2) Organizing the condition of learning to vrooming optimal earning
- 3) Setting aims for language learning
- 4) Identifying the purpose of language task
- 5) Planning for language task
- 6) Seeking practice for opportunities

And in evaluating your learning involves self-monitoring and self-evaluating.

(Oxford, 1990, p. 138-140)

b. Affective Strategies

Affective strategy assists learners to manage their emotions, motivation, and attitudes toward learning process. It consists of lowering anxiety, encouraging yourself, and taking your emotional temperature. In lowering anxiety can be describe as ; using technique to alternate the tense by deep breathing or meditation, using music, using laughter.

While encouraging yourself includes

- 1) Making positive statements
- 2) Taking risk wisely
- 3) Give reward for yourself.

Last is taking emotional temperature can be achieved by

- 1) Understanding the condition of yourself
- 2) Use checklist to discover feelings, attitudes and motivation
- 3) Writing a language learning diary
- 4) Discuss your feeling with other. (Oxford, 1990, p. 143-144)

c. Social Strategies

This strategy facilitates language learning through interaction with others. It consists of asking questions, cooperating others, and empathizing with others.

Asking questions can be described as

- 1) Asking clarification or verification
- 2) Asking for correction

Meanwhile, cooperating with others can be applied by

- 1) Cooperating with peers
- 2) Cooperating with proficient user or native speaker of the language.

And last is empathizing with other involves

- 1) Developing cultural understanding
- 2) Becoming aware of others' thoughts and feelings. (Oxford, 1990, p. 146-147)

2.2. Concept of Writing

According to Ghabool (2012, p. 134), writing is an intentional, social communication that involves literacy as well. Writing is also defined as a way of using letters and symbols to represent sounds and words of a language. It is also required to express, elaborate, and communicate thoughts, feelings, ideas, and information. Torrance, Waes and Galbraith (2007, p. 2) define writing as a higher mental process involved in creating a permanent and extended text, which is adapted to an absent readers' needs and which satisfies the writer's communicative goals. Therefore, writing can be defined as an intentional social communication to express, elaborate, and communicate thoughts, feelings, idea and information that involves literacy by using letters and symbols to represent sound and words of a language.

A student's writing is not only used to evaluate the English proficiency, but also to assess the understanding of other subjects such as social studies, law, economics, and physical and natural sciences. Moreover, writing has been considered as a supporting skill which was previously done to reinforce the grammar acquisition, support the memorization of language structures and emphasize, lately, on even oral proficiency as in grammar- translation, audio lingual and communicative methods respectively (Laqaei, 2015, p. 179-180). Writing is also considered as an important part of almost all university level courses (Rezaei&Lovorn, 2010, p. 19).

Harmer (2007, p. 4-6) suggests that writing process has four main elements, they are planning, drafting, editing, final version.

1. Planning: Before write, the writers make plan about what they are going to write. It involves making detailed notes. When do a planning, writers must consider about the purpose, the audience, and the content structure.
2. Drafting: It is the first version of piece of writing and it will be amended later.
3. Editing: After making a draft, then the writers check it again. Then, they should do some revision in order to improve the writing quality. This process can take a help from another people, by asking them to give comment and suggestion.
4. Final version: If editing process is finish, the work can be, now, considered as final version. It could be different from the original one and the first draft, because it has been already altered in the editing process. However, this work is readily to provide to the audience/ reader.

2.3. Recount Text

2.3.1. Definition of Recount Text

Recount text is a piece of text that retells past events, usually in the order in which they happened (Mark & Anderson, 1997, p. 48). It tells significance event happened to the writer and it usually uses the first person as recount tells about writers' lives (Miller, 2006, p. 47).

2.3.2. Purpose of Recount text

The purpose of recount text is to tell what and when something happens to the audience. Miller (2006) states the goals of recount text are to make the writers more understand about them, and for the reader it makes them understand of their own experience and the writer's. While Adibah (2013, p. 3) mention that social function of recount text is to retell events for the purpose of informing or entertaining. In order to achieve the purpose, recount text has generic structure as a base writing. The researcher use this kind of writing in her research as recount text to measure the students writing ability.

2.3.3. The Generic Structure of Recount Text

In order to create well-organized recount text., students should pay attention to the features (past times, proper nouns, word order of events) and the generic structure. The generic structure of recount text should know by students to characterize between recount text and the other kind of text. This structure, as Hallyland states, is orientation, event and reorientation. Orientation is related to setting and participants. And then, event refers to what happened in the sequence. And reorientation is closure of events.

2.4 Previous Related Study

There are some studies related to this study; nevertheless, this study is not a re-study or replication of previous study, since there are different variables discussed.

First, Al-Hebaishi (2012), did a study entitled Investigating the Relationships between Learning Styles, Strategies and the Academic Performance of Saudi English Majors. This study aimed was to identify the learning style and strategies preferences of female EFL majors at Taibah University as well as to investigate the relationship of learning styles and learning strategies to academic performance in the Methodology One Course. Data were collected from sample of 88 participants. The result showed that a significant positive relationship was found between participants' use of learning strategies and their academic performance. This study discussed also about learning strategies but the differences are this study investigated learning strategies of tertiary students and investigated whether or not there was a significant contribution of learning strategies to academic performance.

Second, Muelas and Navarro (2014) did a research entitled Learning Strategies and Academic Achievement. This study aimed to know how to use learning strategies to improve students' academic performance. The subject of the study was 30 students in first course of bachelor's degree belonging to Foment Foundation School in the city of Madrid, Spain. The results revealed that there was a significant correlation between students' academic performance and learning strategies. This study discussed also about learning strategies but the differences are this study investigated whether or not there was a significant contribution of learning strategies to academic achievement.

Third, Liu (2015) directed a study entitled Use of Learning Strategies by EFL Learners: A Study of How It Relates to Language Proficiency and Learner Autonomy. This study was aimed to explore the association between the field of

study, gender, language proficiency, and the use of learning strategies in an EFL educational setting. The participants of the present study included 150 university freshmen taking English classes in central Taiwan. The finding showed that there was a strong relation between language proficiency and learning strategy. This study discussed also about learning strategies but the differences are this study investigated whether or not there was a significant contribution of learning strategies to language proficiency based on field of study and gender.

Fourth, Ghiasvand (2010) managed a study entitled Relationship between Learning Strategies And Academic Achievement; based on Information Processing Approach. This study aimed to compare learning strategies between under-achiever and upper-achiever students of 501 high school students in Qazvin Province from grade 1 to 3. Ninety subjects were selected by random multi-level cluster sampling method. The result told that there is no relationship between learning strategies and academic success. This study discussed also about learning strategies but the differences are this study investigated whether or not there was a significant contribution of learning strategies to academic achievement.

Fifth, Hajhashemi, Shakarami, Anderson, Amirkhiz, & Zou (2013) conducted a study entitled Relations Between Language Learning Strategies, Language Proficiency and Multiple Intelligences. The aim of this study was to investigate any possible relationship between ESL students' MI profiles and their 30 Malaysian students. The finding showed that there is no significant relationship between the students' English language proficiency. This study discussed also about learning

strategies but the differences are this study investigated whether or not there was a significant relationship between learning strategies, language proficiency and multiple intelligences

2.5 Hypotheses

The hypotheses of this study are proposed in the forms of null and alternative hypotheses below:

1. H_0 : There is no significant correlation between students' language learning strategies and their writing recount text achievement.

H_a : There is a significant correlation between students' language learning strategies and their writing recount text achievement.

2. H_0 : Language learning strategies significantly influence students' writing achievement on recount text.

H_a : Language learning strategies does not significantly influence students' writing achievement on recount text.

2.6. Criteria for Testing Hypothesis

Creswell 2005 mention the criterions of hypothesis as follows:

1. If p- value is higher than 0.05 ($p > 0.05$), the level of significance is 0.05, H_0 is accepted and H_a is rejected.

If p- value is less than 0.05 ($p < 0.05$), the level of significance is 0.05, H_0 is rejected and H_a is accepted.

2. If F-obtained is lower than or the same as F-table ($F\text{-obtained} \leq F\text{-table}$), at significance level 0.05, H_0 is accepted.

If F-obtained is higher than F-table ($F\text{-obtained} > F\text{-table}$), at significance level 0.05, H_0 is rejected.

CHAPTER III

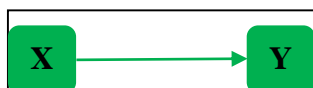
METHOD AND PROCEDURES

This chapter describes (a) method of research, (b) operational definition, (c) subject of research, (d) data collection, and (e) data analysis:

3.1. The Method of Research

The researcher used correlational research in conducting the study. Creswell (2012, p. 338) says that correlational designs provide an opportunity to predict scores and explain the relationship among variables. The research will be in the notions of explanatory research design in order to find out the correlation between variables and explain and interpret the results will be found.

The procedures are going to be, first; researcher will identify the students' language learning strategies by using questionnaire. Then, the students' writing achievement on recount text will be obtained by using writing test. Third, SPSS 23 will be used in order to find out the correlation between the variables based on the result of questionnaire and writing test. Then, the investigation will be continued to find out the influence of language learning strategies. At last, the researcher discussed the explanation and interpretation of the results. The research design was as follows:



X = Students' Language Learning Strategies

Y = Students' Writing Achievement on Recount Text

3.1.1. Research Variables

A common and useful way to think about variables is to classify them as independent or dependent. Independent variables are those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In commonsense terms, the dependent variable depends on what the independent variable does to it, how it affects it (Fraenkel, Wallen, & Hyun, 2012, p. 80). The independent variable, in this study, is language learning strategies of the eighth grade students of SMPN 5 Lahat. In the other hand, the dependent variable is the students' writing achievement on recount text.

3.2. Operational Definitions

In order to avoid misunderstanding and to make clear definition of variables in this terms, the researcher operationally define the variable in this research.

Language learning strategies refers to the thought and actions that student use during learning language. There are six classifications of language learning strategies in this research. Direct strategies consist three groups (memory, cognitive and compensation) and indirect strategies consist three groups (metacognitive, affective and social).

Writing refers to kind of communication textually using letters and symbols to represent sounds and words of a language. Writing test gives to the student, the student will write about recount text. There are four topics of recount text will give to the student. They are : (1) The best thing that have come to your life, (2) Your

most embarrassed moment, (3) Your last holiday, (4) The thing that you do not want it happen anymore

3.3. Subject of the Study

3.3.1. Population

Population is the larger group to which one hopes to apply the results. (Fraenkel, Wallen & Hyun, 2012, p. 91). The population of this study is all of the eight grade students of SMP Negeri 5 Lahat in the academic year 2016/2017. It consists of 4 classes which the number of students from each class is varied. The distribution of population of the study can be seen below.

Table 3.
Distribution of Population

No	Class	Number of Students
1	VIII. I	32
2	VIII. II	33
3	VIII. III	31
4	VIII. IV	34
Total		130

Source: (Documentation of Administration Staff of SMP Negeri 5 Lahat, 2016)

3.3.2. Sample

In this research, the researcher will use judgemental sampling. Judgmental sampling is one in which each and every member of the population has an equal and independent chance of being selected. Since the minimal number of participants which necessity to establish the existence of a relationship is 50 (Fraenkel, Wallen & Hyun, 2012, p. 94-103), there will be 65 students who are considered as the sample.

Table. 4
Distribution of Sample

No	Class	Number of Students
1	VIII.3	31
2	VIII.4	34
	Total	65

3.4.Data Collection

There will be two kinds of instruments used to collect the data, which are questionnaire and writing test.

3.4.1. Questionnaire

To know the students learning strategies, the researcher will use Strategy Inventory for Language Learning (SILL) version 7.0 from Oxford (1990, p. 229). The questionnaire will translated into Bahasa Indonesia to help student easy to answer the statement. The questionnaire consists of 50 items consist of six

categorized of assessment; (a) memory strategies which represent to remembering effectively, (b) cognitive strategies which represent using mental process, (c) compensation strategies which represent compensation for missing knowledge, (d) metacognitive strategies which represent organizing and evaluating the learning, (e) affective strategies which represent managing emotion, and (f) social strategies which represent learning with others. The questionnaire is using Likert scales which are 1= strongly disagree, 2= disagree, 3= average, 4= agree, 5= strongly agree in which the students should finish it in 25 minutes.

3.4.2. Writing Test

Then, writing test will be used to gain examine the students' writing achievement on recount text. Therefore, the students have to choose one of the given topics related to their past experience and write a recount text. The topics are; (1) The best thing that have come to your life, (2) Your most embarrassed moment, (3) Your last holiday, (4) The thing that you do not want it happen anymore. The test will be last in 45 minutes.

3.5. Data Instrument Analysis

3.5.1. Test Validity of Questionnaire

This study use ready made questionnaire, Strategy Inventory for Language Learning (SILL) from Oxford (1990) and the only language learning strategy instrument that has been checked for Validty in multiple way (Oxford & Burry-Stock, 1995) content validity is 0.99 (Oxford & Burry-Stock, 1995). Furthermore,

the Indonesian Version also has been checked is validity and reliability. It was found that the questionnaire was valid which was .93 (Lestari, 2015).

3.5.2. Validity of Writing Test

To valid the writing test the writer will ask expert judgement to know the topic that use in this research is appropriate or not to in Junior High students.

3.5.3 Reliability of Questionnaire

To find out the reliability of questionnaire the writer will doing try out the questionnaire in SMP N 4 Lahat who have same level and characteristic as the sample. And Cronbach alpha formula will use to see their consistency reliability of questionnaire.

3.5.4. Reliability of Writing Test

To Find out the reliability of writing test the writer will ask help three raters to analyze the speaking test by using rubric recount text from Ramli (2003).

3.6. Data Analysis

3.6.1 Analysis of Questionnaire

The questionnaire of (LLS) use likert scale 1-5. The questionnaire is about never or almost true of me (1), usually not true of me (2), somewhat true of me (3) usually true of me (4), always or almost always true of me (5). If the students choose (1) it means that the students never use that strategy and if the students choose (5)

it means that the students always use the strategy. Students total answer of the questionnaire will be divide with total number of the questionnaire ($\div 50$). After that, the students frequency level in using language learning strategies will appear. The highest frequency level of students in using language learning strategies (LLS) is 5.0 and the lowest level is 1.0.

3.6.2. Analysis of Writing Test

The students' writing test will be analyzed by the three raters, the ones who validated the writing test, by using the rubric for recount text writing assessment adapted from Ramli (2013, p. 7). There are four aspects of the writing scoring system and the scale of each aspect is from one to six. Therefore, the highest point is 16 and the lowest score is 4. Since there will be three raters, the total points from them will be calculated to get the mean scores which is still considered as the raw score. In order to make the researcher analyze the data more easily, the raw sores will be multiplied with 6.25 to make the highest score becomes 100 in which the scores will be considered as the students' writing recount text achievement.

3.7. Correlation Analysis

In finding the correlation between the variables of the study, Pearson Product Moment Coefficient will be used. Then, the significance of the correlation coefficient will be determined by comparing that data of the coefficient r data in the level of significance of 0,34 in the table of product moment (r table). The correlation coefficient could be significant if the r table in the level of significance of 0,34 showed less than r data. In addition, if the data got the positive r value, the correlation might be a significantly positive. Then, if the result got negative r value, there might be a significant negative correlation.

3.8. Multiple Regression Analysis

In order to know the contribution of language learning strategies to listening comprehension of the eight grade students of SMP N 5 Lahat, multiple regression analysis will be applied in this study. In the correlation study, the analysis estimated a statistical process of the correlations between variables or between one or more predictor variables and the criterion variable. The, the result of the analysis indicated the percentage of the predictor variables that contributed to the criterion scores. In addition to, all the statistical calculation above will be completed by SPSS (Statistical Package for Social Science) computer program version 20. If there is influence, further analysis will reveal the best predictor of language learning strategies related to listening comprehension. The last, interpret the reason why the correlation and influence between two variables that may occur.

CHAPTER IV

FINDING AND INTERPRETATION

This chapter presents (1) research finding, (2) Statistical analysis, (3) interpretations.

4.1 Research Finding

There are two kinds of research finding in this study; (1) the result of students' language learning strategies and (2) the result of students' writing recount text achievement.

4.1.1. Result of Students' Language learning Strategies.

The total number of students in the eight grade students in SMP N 5 Lahat was 130 students and 65 students participated in this study. The 50 items of strategy inventory language learning (SILL) were used to investigate the participants English learning strategies. The SILL questionnaire uses likert scale in answering the statement in the questionnaire, the students choose number 1-5. (1) never or almost true of me, (2) usually not true of me, (3) somewhat true of me, (4) usually true of me, (5) always or almost always true of me. The students choose which number that is appropriate for them. The answer of the questionnaire was calculated by using formula from Oxford (1990). The students total answer in each part of SILL is divided with the total statement in each part, the highest average score from each part of SILL indicated with strategy groups the student tend to use most frequently. After that, all the SUM from different part of SILL was divided by (:50).

The result average describes students' frequency in using language learning strategies (LLS). The highest frequency level is 5.0 and the lowest is 1.0.

Table 4 showed the descriptive statistic of variable measured. The data presented were minimum score and maximum score, mean score, and standard deviation of the result of students' language learning strategies.

Table 4
Descriptive Analysis of Language Learning Strategies
Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
language learning strategies	63	1.76	3.70	2.5387	.40257
Valid N (listwise)	63				

The descriptive statistical analysis of LLS for the participants is shown below. The maximum score is 3,70, the lowest score is 1.76. The means of the LLS scores for the participants is 2.5387 and the standard deviation is .40257.

It was revealed that from the questionnaire, all six levels of LLS were all perceived by the students with different number. One students had more than 1 LLS they are memory and compensation strategy, and affective strategy was the most dominant one. The details are in the following table:

Table 5

Distribution of Language Learning Strategies

Based on the descriptive data above, there were 20.3 % students who had memory strategy, 26.5% had cognitive strategy, 18.7 % had compensation strategy, 4.6 % had metacognitive strategy, 29,6 % had affective strategy, and no students had social strategy.

Table 6

Distribution of Language Learning Strategies Level

Based on the distribution data above, there were 2 students who had high level of learning strategy used, it means they always used learning strategy when they learning language especially in writing achievement on recount text. 36 students had medium level of learning strategy used, it means they were sometimes used learning strategy when they learning language especially in writing achievement on recount text. 25 students also had medium level of learning strategy used but in second category of medium level, it means they were generally not use learning strategy when they learning language especially in writing achievement on recount text. Lastly there were no student had low level of learning strategy used.

4.1.2 Result of Students' Wring Recount Text

Table 7 showed the descriptive statistic of variable measured. The data presented were minimum score and maximum score, mean score, and standard deviation of the result of students' writing achievement on recount text.

Table 7
Descriptive Statistic of Writing Recount Text
Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
writing recount text	63	37.00	74.00	50.5476	8.30588
Valid N (listwise)	63				

The maximum score is 74.00 and the lowest score is 37.00. The mean of the writing recount text score of the participants is 50.5476 and the standard deviation is 8.30588, the score indicated that the level of wring recount text of the participants was low.

For each category, 7 students had good writing recount text, 44 students had adequate writing recount text, and 12 students had fair writing recount text. The distribution is presented in the following table:

Table 8

Distribution of Writing Recount Text

4.2 Statistical Analysis

They are three statistical analysis that the researcher applied in this research study:

1. the statistical analysis of normality and linearity.
2. The statistical analysis of correlation analysis between students' language learning strategies and writing recount text in all of participants.
3. The statistical analysis of regression analysis between students' language learning strategies and writing recount text in all of participants.

4.2.1. Normality Test and Linearity Test.

Normality and linearity test were conducted prior to data analysis through SPSS 23th version for windows. As parametric statistic, correlation and regression were used in this research. It is fundamental to see if the distribution of the data are normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test.

The data are interpreted normal if $p > 0,05$. If $p < 0,05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The result of normality is shown in the table below indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .013 for language learning strategies and .032 for writing recount text.

Table 9
Normality Test

One-Sample Kolmogorov-Smirnov Test			
		language learning strategies	writing recount text
N		63	63
Normal Parameters ^{a,b}	Mean	2.5387	50.5476
	Std. Deviation	.40257	8.30588
Most Extreme Differences	Absolute	.104	.105
	Positive	.104	.105
	Negative	-.075	-.070
Test Statistic		.104	.105
Asymp. Sig. (2-tailed)		.085 ^c	.079 ^c

a. Test distribution is Normal.

The normal QQ plot of each variable are illustrated in the following figures:

Figure 1.distribution of Language Learning Strategies Data

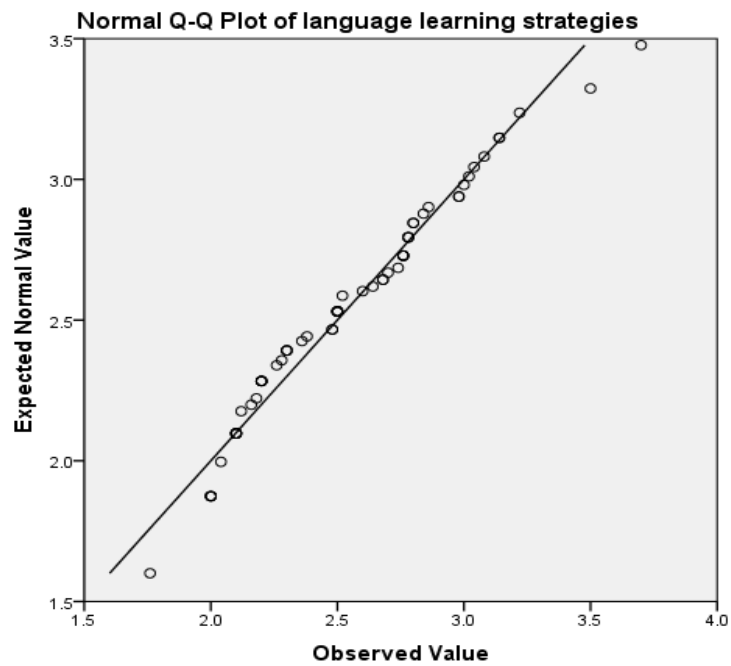
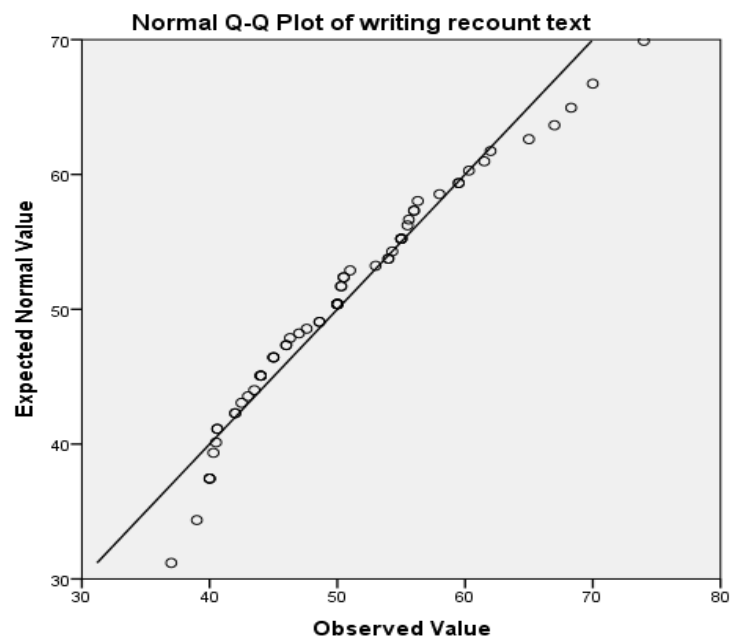


Figure 2. Distribution Writing Recount Text Data



4.2.1.2. The result of linearity test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The result showed that, the deviation from linearity between learning strategies and writing recount text was .853. To sum up all the data were linear for each correlation and regression.

Table 10
Linearity test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
writing recount text * language learning strategies	Between Groups	(Combined)	4115.657	34	121.049	20.976	.000
		Linearity	3985.464	1	3985.464	690.638	.000
		Deviation from Linearity	130.194	33	3.945	.684	.853
	Within Groups		161.580	28	5.771		
	Total		4277.237	62			

4.3 Correlation between Language Learning Strategies and Writing Recount Text

This part answered the first research problem by analyzing the result of descriptive statistic for questionnaire and writing recount text. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between language learning strategies and writing recount text. The correlation coefficient or r -obtain (.000) was lower than r table (0.2404) than the level of probability (p) significance (sig.2-tailed) was .000. it means that p (.000) was higher than .05. Thus, there was significant correlation between the variables.

Table 11
Correlation Between Language Learning Strategies and Writing Recount Text

Correlations			
		language learning strategies	writing recount text
language learning strategies	Pearson Correlation	1	.965**
	Sig. (2-tailed)		.000
	N	63	63
writing recount text	Pearson Correlation	.965**	1
	Sig. (2-tailed)	.000	
	N	63	63

** . Correlation is significant at the 0.01 level (2-tailed).

Because there is correlation between the variables, it means that language learning strategies influence student writing recount text and H_0 was rejected.

4.3 Regression between Language learning strategy and writing recount text achievement

The result of this answered the second problem of the study, based on Pearson Product Moment Correlation Coefficient, there is a significant correlation between language learning strategy and writing recount text achievement did influence students' writing achievement. It means that H_0 is rejected and H_a is accepted. Regression by method analysis were used to see influence students' language learning strategy and writing recount text achievement..

Table 12
Regression of Language learning strategy and writing recount text achievement

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,965 ^a	,932	,931	2,18705

a. Predictors: (Constant), language learning strategies

The result showed that R square (R^2) of language learning strategy was (.932). It means that language learning strategy had contribution on students' writing recount text achievement with (9,32%).

4.3 Interpretations

There are some interpretation in this study. First, there was a correlation between language learning strategies and writing recount text achievement. Based on the result language learning strategies significantly influence 9,32% with sig 0,00 was lower than 0,05 to students' writing recount text achievement. It means that H_0 is rejected and H_a is accepted. Based on the finding above, on the table 5, it was shown that the students of SMP N 5 Lahat used 5 from 6 learning strategies: which are memory, cognitive, compensation, metacognitive, and affective strategy.

Second, affective strategy become the most depending learning strategy that used by student of SMPN 5 Lahat. More than 29% students use affective strategy. Affective strategy assists learners to manage their emotions, motivation, and attitudes toward learning process. It consists of lowering anxiety, encouraging yourself, and taking your emotional temperature like using music, using laughter, writing a language learning diary (Oxford, 1990, p. 143). It means the students easier to understand the material when the teacher use the interesting media in learning process.

Moreover, the social strategy become the bottom line of the least strategy used by students of SMP N 5 Lahat. 0 % students use social strategy. This strategy facilitates language learning through interaction with others. It consists of asking questions, cooperating others, and empathizing with others (Oxford, 1990, p. 146). It means the student could not interact with their society through learning process. Many student feel embarrassed when they wanted to ask something that they did not know, and also were afraid to make mistake.

The result of students' writing recount text achievement showed; 7 students had good category, it happened because the writing test was not too difficult for them, they often wrote their daily activity in English. 44 students had adequate category, and 12 students had low category because they were poor in the aspect of writing especially, grammar, mechanics, and fluency. The researcher concluded that the student found the difficulty when they wrote, even though they are writing about their own experience. Writing is considered very difficult, complex and challenging skill to master (Graham, Harris & Mason, 2005).

The result of this study is similar to the study of Al-Hebaishi (2012), entitled *Investigating the Relationships between Learning Styles, Strategies and the Academic Performance of Saudi English Majors*. This study aimed was to identify the learning style and strategies preferences of female EFL majors at Taibah University as well as to investigate the relationship of learning styles and learning strategies to academic performance in the Methodology One Course. Data were collected from sample of 88 participants. The result showed that a significant positive relationship was found between participants' use of learning strategies and their academic performance.

Muelas and Navarro (2014) showed in their studied *Learning Strategies and Academic Achievement, there was a significant correlation between students' academic performance and learning strategies*. This study aimed to know how to use learning strategies to improve students' academic performance. The subject of the study was 30 students in first course of bachelor's degree belonging to Foment Foundation School in the city of Madrid, Spain. Liu (2015) directed a study entitled

Use of Learning Strategies by EFL Learners: A Study of How It Relates to Language Proficiency and Learner Autonomy. This study was aimed to explore the association between the field of study, gender, language proficiency, and the use of learning strategies in an EFL educational setting. The participants of the present study included 150 university freshmen taking English classes in central Taiwan. The finding showed that there was a strong relation between language proficiency and learning strategy.

From the result of the analysis, it can be concluded that the students are interested in learning the language when they used interesting media. In contrast, the students were not really interested in learning the language with their friends.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter describes (a) conclusion of the study, and (b) suggestion of the study:

5.1 Conclusions

Based on the findings of the study, there are two conclusions. First, the students' language learning strategies had a significant correlation to students' writing achievement on recount text. It can be seen based on Pearson Product Moment Correlation Coefficient, r -obtain (0.00) of Emotional Intelligence was higher than r -table (0.2404) then, the level of probability (p) significance (sig.2-tailed) was (0.00) lower than 0.05.

Affective strategies became the most dominant strategies that used by the student, the percentage of affective strategy used is 29,6%. And social strategy became the bottom line of learning strategy least, the percentage of social strategy used is 0 %.

Multiple regression used to see the influence of language learning strategies and writing achievement on recount text of the students, based on the result language learning strategies was significantly influence 9,32 % to writing achievement on recount text of students of SMP N 5 Lahat. From all the result it can be conclude that H_0 is rejected and H_a is accepted.

5.2 Suggestions

From the conclusion, there are some suggestions that can be given. First, by comprehending the concept of language learning strategies, teachers can make an atmosphere and the condition of the class conducive related to their students' language learning strategies when teaching the material. Additionally, the teacher can guide the students to use the most effective strategies which is correspondence to the material taught in line with learning outcomes intended to be achieved.

Second, based on the result of the study, it is recommended that further research be conducted by considering whether certain teaching strategies by applying the use of language learning strategies can be successful for the students' writing achievement in recount text. More importantly, to improving the students' writing achievement in recount text, teacher should still consider appropriate teaching strategies that can be integrated with students' learning strategies.

Third, this study is also expected to be beneficial for future research in which it can be one of the references related to the discussed variables. Furthermore, it is hoped that the further research can investigate more deeply about relationship between the variables.

However, it is almost impossible that a variable is only altered by a single variable. Hence, there is a chance that the language learning strategies will not have any correlation. Therefore, in order to reveal one of the secret of the nature, further analysis and research should be conducted in order to elicit the elements that alter the dependent variable.

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KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
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Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG

Nomor : B-5685/Un.09/IL/PP.009/8/2016
Tentang

PENUNJUKKAN PEMBIMBING SKRIPSI
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

- Menimbang : 1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/i tersebut dalam rangka penyelesaian skripsinya.
2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.
- Mengingat : 1. Undang - Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
2. Undang - Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 9 Tahun 2003 tentang Wewenang Pengelakan, Pemindahan dan pemberhentian Pegawai Negeri Sipil;
5. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Keputusan Menteri Agama RI Nomor 53 Tahun 2015 tentang ORTAKER UIN Raden Fatah;
7. Peraturan Menteri Keuangan Nomor 53/FMK.02/2014 tentang Standar Biaya Masukan;
8. DIPA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016;
9. Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 669B Tahun 2014 tentang Standar Biaya Honorarium dilingkungan Universitas Islam Negeri Raden Fatah Palembang;
10. Peraturan Presiden Nomor 129 Tahun 2014 tentang Alih Status IAIN menjadi Universitas Islam Negeri;

MEMUTUSKAN

- Menetapkan
PERTAMA : Menunjuk Saudara 1. Manahulaili, M.Ed NIP. 19720415 200312 2 003
2. Amalia Hasanah, M.Pd NIP. 19750731 200701 2 001

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing - masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara :

Nama : Charolin Monika
NIM : 12250016
Judul Skripsi : The correlation between students Language learning strategies and their writing achievement on tccount text of eight grade students in SMP N 5 Lahat.

- KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.
- KETIGA : Kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.
- KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 13 Desember 2016
Dekan,

Prof. Dr. H. Kasinyo Harto, M.Ag.
NIP. 19710911 199703 1 004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip





FORMULIR
KONSULTASI REVISI SKRIPSI

Nama : Charolin Monika
NIM : 12250016
Juruan : English education study program
Fakultas : Tarbiyah
Judul : The correlation between language learning strategy and writing achievement on recount text of eight grade students of SMP N 5 Lahat.

Pembimbing 1 : Manalullaili, M.Ed

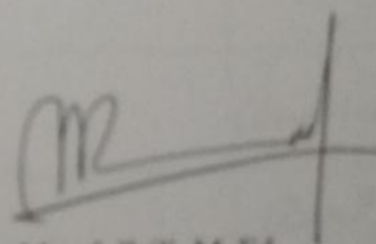
Hari / Tanggal	Masalah yang dikonsultasikan	Ttd
	Chapter 1 → <i>Revise as suggested</i>	<i>ef</i>
	chapter 1 → OK !	<i>ef</i>
	<i>Revise as suggested</i> chapter 2 →	
	<i>OK!</i> Chapter 2 → Bring chapter 3	<i>ef</i>
	Chapter 3 & 4 → Revise it !	<i>ef</i>
	Chapter 3 → OK	<i>ef</i>
	Chapter 4 & 5 → Revise	<i>ef</i>
12/17 /4	Ch 4 & 5 → OK !	<i>ef</i>

12 / 17 A	All chapter abstract, etc — OK! Go to Monagorah	/

Palembang,

2017

Dosen pembimbing



Manahullaili, M. Ed



FORMULIR
KONSULTASI REVISI SKRIPSI

Nama : Charolin Monika
NIM : 12250016
Jurusan : English Education Study Program
Fakultas : Tarbiyah Faculty
Judul Skripsi : The Correlation Between Students' Language Learning Strategies and Their Writing Achievement on Recount Text of Eight Grade Student of SMP N 5 Lahat
Pembimbing II: Amalia Hasanah, M Pd

No	Hari / Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Pembimbing
1	Wed / 14/12/2016	Chapter I → Revise Bring chapter II	Amalia Hasanah
2	Friday / 16/12/2016	Chapter I → DOU Chapter II → Revise Bring chapter III	Amalia Hasanah
3	Wed / 21/12/2016	Chapter II → DOU Chapter III → Revise	Amalia Hasanah
4	Friday / 23/12/2016	Chapter III → DOU! Do your research!	Amalia Hasanah
5	Thu / 23/12/2016	Chapter IV → Revise Bring chapter V	Amalia Hasanah
3	Fri / 24/12/2016	Chapter IV → DOU! Chapter V → Revise!	Amalia Hasanah
6	Wed / 13/2/2017	All Chapter → DOU!	Amalia Hasanah

Palembang, Desember 2016

Dosen Pembimbing

Amalia Hasanah
NIP. 19730131200701201

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Nomor
Lampiran
Perihal

B-149/Un.09/IL/PP.00.9/1/2017

Palembang, 09 Januari 2017

Mohon Izin Penelitian Mahasiswa/i
Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah
Palembang.

Kepada Yth,
Kepala SMP Negeri 5 Lahat
di

Lahat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu
Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin
untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan
Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i
kami

Nama	: Charolin Monika
NIM	: 12250016
Prodi	: PBI
Alamat	: Jl. Mayor Ruslan 3 No. 131 Lahat
Judul Skripsi	: The correlation between students Language learning strategies and their writing achievement on tecount text of eight grade students in SMP N 5 Lahat.

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i
diucapkan terima kasih.

Wassalamu'alaikum W. Wb



Dr. H. Kasinyo Harto, M. Ag.
NIP. 197109111997031004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip





**PEMERINTAH KABUPATEN LAHAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 LAHAT**

Alamat : Jl. Kapten Siin Lahat Tengah Telp. 0731 - 322534

SURAT KETERANGAN IZIN PENGUJIAN SOAL

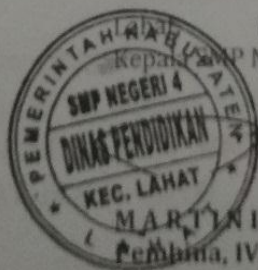
Nomor : **420 / 51** / Pendik/ 2017

Berdasarkan Surat Universitas Islam Negeri Raden Fatah Palembang Fakultas Tarbiyah dan Keguruan Nomor: In. 03/1.1/PP.00.9/ / 2016 tanggal 18 Januari 2017 perihal Pemohonan Ijzin Ujian Soal Mahasiswa/ i Fakultal Tarbiyah UIN Raden Fatah Palembang , Kepala SMP Negeri 4 Lahat dengan ini menerangkan bahwa :

Nama : CHAROLIN MONIKA
Nim : 12250016
Jurusan/program studi : Pendidikan Bahasa Inggris
Tahun Akademik : 2016 / 2017

Telah melaksanakan Pengujian Soal di SMP Negeri 4 Lahat tanggal 9 Januari 2017 untuk keperluan Penyusunan Penelitian Skripsi dengan judul " *The Correlation between student' language learning strategy and writing achievement on recount text of eight grade students of SMPN 5 Lahat* .

Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Februari 2017

Kepala SMP Negeri 4 Lahat

MARTIN I.S. Pd

Pembina, IV/a

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SURAT KETERANGAN

Nomor: 423.6/26.8/SMPN 5/2017

Yang bertanda tangan dibawah ini kepala sekolah SMP N 5 Lahat menerangkan bahwa:

Nama	: CHAROLIN MONIKA
Nim	: 12250016
Jurusan/Progran Study	: TARBIYAH/PENDIDIKAN BAHASA INGGRIS
Perguran Tinggi	: UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

Benar mahasiswa tersebut telah selesai melaksanakan penelitian di SMP Negeri 5 Lahat pada tanggal 13 januari 2017 dalam rangka penulisan skripsi yang berjudul "THE CORRELATION BETWEEN STUDENTS' LANGUAGE LEARNING STRATEGIES AND WRITING RECOUNT TEXT ACHIEVEMENT".

Demikian surat keterangan kami buat, untuk dapat digunakan sebagaimana mestinya.

Lahat, 18 Febuari 2017
DINAS PENDIDIKAN
KEC. LAHAT
H. SUPARJO S.Pd, M.Si

NIP. 196712251994121001