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PROCEEDING BOOK

POST-PANDEMIC LANGUAGE PEDAGOGY : PERSPECTIVE AND DIRECTIONS

THE MAGISTER'S DEGREE PROGRAM IN
ENGLISH LANGUAGE EDUCATION
**UNIVERSITAS SEBELAS MARET
INDONESIA**

Language Teacher Training and Education International Conference (LTTE)

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Post-Pandemic Language Pedagogy: Perspective and Directions

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Dilarang memperbanyak karya tulis ini dalam bentuk apapun

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The theme was chosen with the reason to pay attention to the academic world about the importance of developing and strengthening the education sector during the COVID-19 pandemic. National academics have produced a lot of research on strengthening and development related to the education sector that has been previously mentioned. However, there are still many that have not been disseminated and widely publicized, so they are not accessible to the people who need them. On this basis, this International Conference has become an event for national academics to present their research, as well as exchange information and deepen their research problems, and develop sustainable cooperation.

There are 25 research papers submitted in parallel sessions. Scientific writing comes from various institutions from Higher Education, Research Institutions and other institutions. By publishing this proceeding this is expected to be useful and can be used as a reference in developing related research in education sector. The editorial board would like to thank you maximally to all parties involved in the settlement of this proceeding.

Best Regard,

LTTE Committee

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**Learning Strategies in English Writing used by Good Language Learners in
Millennial Era: A Positive Case Study in Universitas Negeri Makassar**

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Abstract:

Millennial era can be defined as the life period of generations born in 1980s until 2000s. Millennials have grown up with the internet. This study addresses three objectives: (1) to identify learning strategies of writing skill used by good language learners in Universitas Negeri Makassar in millennial era; (2) to identify media that they use in writing skill; and (3) to describe how long the time they spent in writing skill. The subjects of the study were 40 fourth semester students of English Department at Universitas Negeri Makassar. They were chosen as the subjects since they had the 20% top of Grade Point Average. They were asked to complete a questionnaire of strategies of learning writing skill. The results of the data were analyzed by using coding method. The result shows that, (1) the good language learners use metacognitive strategies (planning and evaluating); cognitive strategies (induction, imagery, using resources, and elaboration of prior knowledge), and also social/affective strategies (self-talk). (2) Most of the good language learners in English Department at UNM reported using online application learning tools, for example YouTube, Social media, Google scholar, Grammarly application, and Duolingo application as their media in improving writing skill. (3) The duration of learning writing skill that the students spent in a week were almost every day. The description of learning strategies in millennial era can be important input for formulating post pandemic language pedagogy.

Introduction

Interest in research aimed at identifying and classifying second or foreign language learning strategies was not popular until the mid-1970s. Basically, these activities originated from literature reviews or research in the field of second language learning, rather than foreign language learning. Stern (1975) initiated them by drawing up a list of ten strategies that good language learners

employ in their learning, including planning, active, emphatic, formal, experimental, semantic, practice, communication, monitoring, and internalization strategies. Then, using Stern's list as a framework, Rubin (1975) identified that good language learners are willing and accurate guessers, are not inhibited, have a strong drive to communicate, monitor their own speech and the speech of others, and focus on meaning as well on form. Similar studies are then carried out by other researchers (Chesterfield & Chesterfield, 1985; Naiman, Froehlich, Stern, & Todesco, 1978). In the later development, the studies covered not only good but also less good language learners with cognitive psychology paradigm as their underlying theoretical basis (O'Malley, Chamot, Stenwe-Manzanares, Russo & Küpper, 1985) resulting in the classification of strategies into metacognitive, cognitive, and social. This area of research is even more popular when Oxford (1990) provided a detailed classification of language learning strategies, which she then converted into a readily-used questionnaire called Strategy Inventory for Language Learning (SILL).

Many researches using Oxford's SILL, has since been conducted around the world and these studies can be classified into three categories. The first are studies attempting to reveal the use of strategies descriptively, such as Merrifield (1996) in French, Oxford and Ehrman (1995) in the United States, Lunt (2000) in Australia, Wharton (2000) in Singapore, and Mistar (2001a) in Indonesia. Most of the studies reveal that the learners are moderate users of the strategies. The second are studies treating learning strategies as a predictor of learning success as measured either by language proficiency or achievement tests. Within this category are studies by Dreyer and Oxford (1996) in South Africa, Mistar (2006) and Setyadi (2004) in Indonesia, and Park (1997) in South Korea. These studies come up with a conclusion that learning strategies correlate significantly with learning success. The last categories are studies attempting to find factors that may affect the use of learning strategies. Motivation, proficiency level, course status, gender, career choice, cognitive styles, personality, and length of study are found to affect the use of strategies (Ehrman & Oxford, 1990; El-dib, 2004; Lee & Oxford, 2008; Mistar, 2001b; Yang, 2007).

The current trend is to learn skills-based language learning strategies. In the case of writing skills learning strategies, two studies conducted in Europe are mentioned. One is by Kieft, Rijlaarsdam,

and van den Bergh (2006), who studied the effectiveness of adapting writing-to-learn task to different writing strategies (planning writing strategy and revising writing strategy) when teaching literature to 113 tenth-grade high school students in Netherlands. The result showed that a course adapted to the planning writing strategy is more effective for almost all students to improve literary interpretation skill. The other one is a study by Torrance, Thomas, and Robinson (1994), who investigated the writing strategies of graduate research students in the social sciences in UK. They divided the subjects into three categories; planners, revisers, and mixed strategy writers. The planners showed higher productivity than the two strategy writers. The conclusion of the study is that planning can be effective for some students, but planning alone will not guarantee for writing success. In Africa, moreover, Boudaoud (2013), investigating constructive planning strategy in writing used by English students at the University of Constantine, Algeria, yielded that outlining strategy, particularly cognitive and metacognitive, affect not only a better logical organization of ideas in writing, but also a better overall writing quality.

In Asian context, Abdullah et al. (2011) profiled writing strategies of four ESL Malay undergraduate engineering students of a local private university in writing English. It revealed that the skilled and unskilled students shared common writing strategies mainly cognitive, metacognitive, and social strategies to generate ideas in essay writing. Chen (2011), moreover, correlated writing strategies and writing achievement among Chinese non-English majors. The results indicated that pre-writing strategies and revising strategies positively correlate with students' writing achievements. Finally, in Middle East, Alnufaie and Grenfell (2012) studied EFL students' writing strategies in Saudi Arabian ESP writing classes. The result indicated the use of two strategy categories, process-oriented writing strategies and product-oriented writing strategies. Moreover, it showed that 95.9 % of the participants mixed the two kinds of strategies.

Based on the studies explained above, it is clear that, while studies on general strategies of learning a second/foreign language have been carried out in a large number around the world, studies that specifically focus on strategies of learning writing skill are still limited. Moreover, most studies are carried out among senior or junior high school students and rare is done among senior high school students. It is in this context that the present study is carried out and it addresses three

research problems: (1) what strategies do Indonesian university students use in learning writing skill of English?, (2) what media that they use in writing skill?, and (3) how long time they spent in learning writing skill?.

Research Method

In collecting data about learning strategies on writing skill used by successful students of English Department at Universitas Negeri Makassar, the writer uses questionnaire. A questionnaire is a data collection instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. In this research, the researcher uses the questionnaire to collect the data by taking random sampling of questionnaire.

Results

Question 1: What strategies do Indonesian university students use in learning writing skill of English?

Based on the results of data collection and analysis that has been distributed on good students in several different classes and different study programs, it was found that several strategies were used by them in improving their skills in English writing skills.

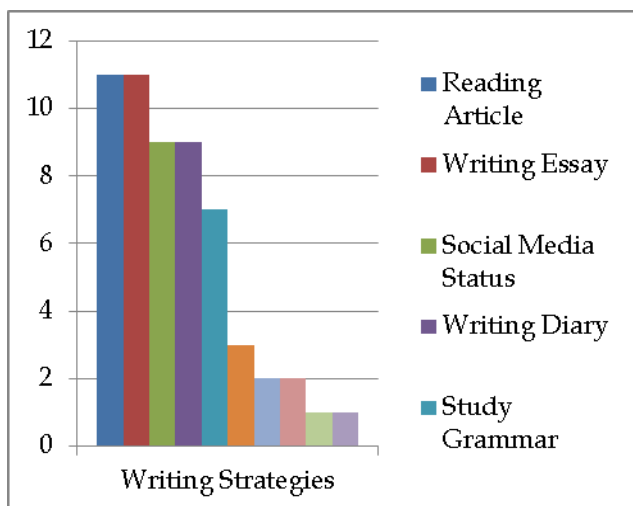


Figure 1. Strategies in Writing

Learning Strategies in English Writing used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar

From Figure 1. it can be seen that some of the most dominant strategies performed by good students in improving their writing skills include reading articles and writing essays by 11 students (27.5%); there were 9 people writing their social media status and writing diaries in English (22.5%); and there are 7 students who study grammar to improve their writing skills (17.5%). The rest is through doing exercises, learning vocabulary, writing poetry, courses/ tutoring and through writing with the Grammarly application.

Question 2: What media that the students use in writing skill?

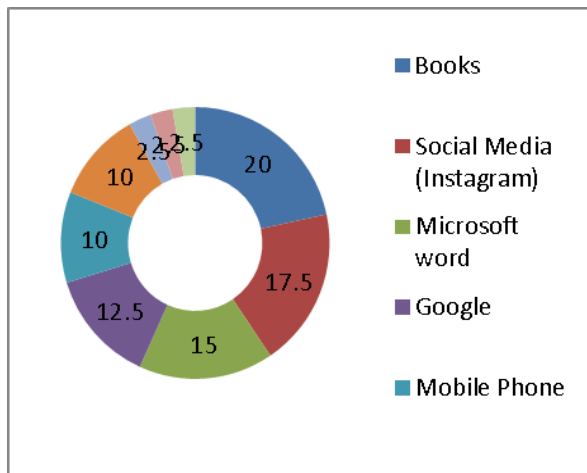


Figure 2. Media in Writing

From Figure 2, it can be seen that there are several media which are commonly used by good students in improving their writing skills, including books, social media, Microsoft word, Google, mobile phones, Grammarly applications, Duolingo applications, dictionaries and YouTube. These are the media that these students use to help them improve their writing skills in English.

Question 3: How long time they spent in learning writing skill.

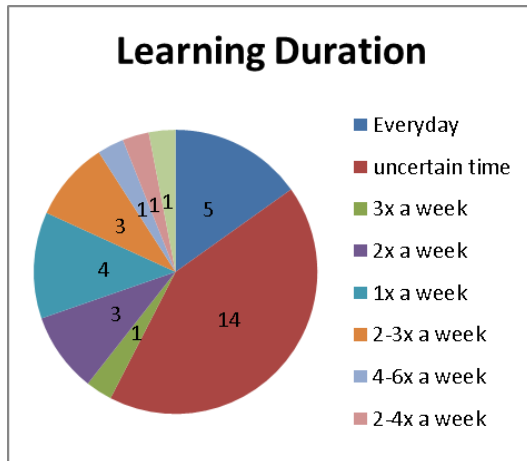


Figure 3. Duration in Writing

From Figure 3, it can be seen that how long is the duration of time used by good students in learning to write in a week. There are 14 people (35%) who set aside time to learn to write every day and 5 students who do not have fixed hours of study a week. The rest are students who take 3x a week, 2x a week once a week take the time to learn this writing skill.

Discussions

Learning strategies carried out by good millennial students in improving their language skills currently use electronic media or e-learning media. They take advantage of technological developments that exist today. E-learning can provide motivation and encourage students to learn language skills, listening, speaking, reading and writing English skills (Sakkir, 2016).

The most dominant strategies undertaken by good students in improving their writing skills were, among others, reading articles and writing essays by 11 students; there are 9 people writing their social media status and writing diaries in English; and there are 7 students studying grammar to improve their writing skills. The media commonly used by good students in improving their language skills, among others, are books, social media, Microsoft Word, Google, mobile phones, Grammarly applications, Duolingo applications, dictionaries and YouTube. The duration of time spent by these good students in improving their writing skills varies, some are learning certain skills every day, some are uncertain for a particular skill. In a week they spend at least 1x and at most 5x a week in learning a language skill.

This is in line with O'Malley and Chamot (1990: 197) who divided Language Learning Strategies into three types: metacognitive strategies, cognitive strategies, and social/ affective strategies. Metacognitive strategies include selective attention (for example: paying attention to certain language aspects such as key words or phrases), planning activities (for example: planning the organization of spoken or written discourse), monitoring activities, and evaluating activities (for example: rechecking understanding after reading or listening to a discourse). Cognitive strategies include activities of repetition, grouping, inference, summarizing, applying, using pictures to understand meaning, and utilizing linguistic knowledge. And, social/ affective strategies include cooperative activities, asking questions for clarification, and self-talk.

Conclusion

This study investigated the categories of strategies of learning English writing skill by Indonesian university students of English Department at Universitas Negeri Makassar and the result showed that they used all of the three categories according to O'Malley and Chamot (1990). There are metacognitive, cognitive and social strategies. Language learning strategies used by good students in improving their English writing skills include metacognitive strategies (activities planning writing organization and evaluation activities); cognitive strategies (repetition activities, inference, application, and utilization of linguistic knowledge) and social/ affective strategies (self-talk).

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