STUDENTS’ LEARNING STRATEGIES IN ACCOMPLISHING ACADEMIC WRITING COURSE

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ABSTRACT

Academic writing is one of problematic courses to be accomplished by students in English Language Education program of Universitas Kristen Satya Wacana (UKSW). According to the data gained from Academic Writing course’s lecturers of Faculty of Language Education program of UKSW, there were many students in English Language Education program of UKSW gained unsatisfying result in academic writing course or were struggling to pass the course. Hence, this study aims to discover students’ mostly used learning strategies to be successful in Academic Writing course. This qualitative study observed ten students of English Language Education program of UKSW who were successful in Academic Writing course and obtained an A grade. They were interviewed using questions adapted from Oxford's (1990) Inventory of Learning Strategies which distinguished learning strategies into six groups; cognitive, memory, compensation, metacognitive, affective, and social. The result showed that metacognitive strategies are the strategies mostly used by students who were successful in Academic Writing course. Therefore, the discussion of this study is focusing on elaborating metacognitive strategies as the result found.

Key words: Academic writing, academic writing course, learning strategies, metacognitive strategies.