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# **STUDENTS' LEARNING STRATEGIES IN WRITING ESSAY (A CASE STUDY OF ENGLISH EDUCATION STUDENTS OF UIN JAMBI)**

## **THESIS**

**Submitted as partial fulfilment of requirement to  
Obtain an undergraduate (S1) degree in English Education**



**IANATUL FAJRIAH**

**NIM: 205172803**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
UIN SULTHAN THAHA SAIFUDDIN JAMBI**

**2021**

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**2021**

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Jambi, 2021

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### OFFICIAL NOTE

*Assalamu'alaikum Wr. Wb.*

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*Wassalamu"alaikum, Wr.Wb.*

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### PENGESAHAN PERBAIKAN SKRIPSI

#### THESIS APPROVAL/FINAL TASK

The thesis entitled "Students' Learning Strategies in Writing Essay (a Case Study of English Education Students of UIN Jambi)"

Day : Wednesday  
Date : 13, October 2021  
Time : 14.00- 15.00  
Name : Ianatul Fajriah  
Place : Zoom Meeting (Online)  
Student's Number : 205172803

Title : " Students' Learning Strategies in Writing Essay (a Case Study of English Education Students of UIN Jambi)"

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I who signed below stated that the thesis that I arrange as a requirement to get under graduated degree which is entitled “**Students’ Learning Strategies in Writing Essay ( a Case Study of English Education Students of UIN Jambi)**” is originally and truly my own work.

As certain parts of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules, and ethics of scientific writing.

If later found that some parts of the thesis are not my own work or indicated any element of plagiarism, I am willing to accept the consequences in accordance with rules and regulation prevail. Therefore, in writing this statement, I am in good health and mind.

Jambi, 19 September 2021



Ianatul Fajriah  
205172803

## DEDICATION

In the name of Allah SWT, with the grace of Allah Swt I express my gratitude and Sholawat greeted the Prophet Muhammad Shalallahuaalihi Wasallam. Prophet Muhammad Shalallahuaalihi Wasallam comes completely change the world.

This thesis is dedicated to:

My lovely parents, my beloved father (Sururi) and my beloved mother (Khafidhoh) thank you for always gives me true love, affection, motivation, and everything for my life. Thank you for always giving support, motivation, and prayers in success my study.

Thank you to my brothers (Agus Munif and Najibullah) and also my sister (Isrofaton Nahdliyah) who always gives me support with prayer, love, and patience.

Thank you to Vivi Lisa Rindiani and Indah Toyibah who always support and motivate to finish this thesis. Thanks you are always beside me in certain condition.

May Allah SWT bless us.

Aamiin.

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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease.

(Al-Insyirah 5-6)

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## ACKNOWLEDGE

By saying *alhamdulillahirobbilalamin* I thank God almighty who has bestowed grace and guidance on me so that I can complete my thesis with the title “Students’ Learning Strategies in Writing Essay a Case Study at English Education Students of UIN STS Jambi”. I say greetings to the prophet Muhammad SAW who has become role model to be better.

In the process of completing this thesis task, researcher received many advice and assistance from the researcher's thesis advisor. The first guide who helped in completing the thesis of the researcher is Amalia Nurhasanah, S.Pd., M.Hum, then from the second advisor who helped complete the thesis researchers namely Wahyuni Fitria, M.Pd. Both researchers’ advisor became a person who was very meritorious in the success of researcher to complete this thesis.

Furthermore, this success would also not have been achieved without support, guidance, assistance, encouragement and encouragement from individuals and institutions. Researcher would like to thank:

1. Prof., Dr. H. Su’aidi Asy’ari, MA, Ph.D as Rector of the State Islamic University of Sulthan Thaha Saifuddin Jambi.
2. Dr. Hj. Fadilah, M.Pd, as Dean of Faculty of Education and Teacher Training of the State Islamic University of Sulthan Thaha Saifuddin Jambi.
3. Prof., Dr. Risnita, M. Pd as the vice Dean of Academic affair Education and Teacher Training Faculty of State Islamic University of Sulthan Thaha Saifuddin Jambi. Dr. Najmul Hayat, M.Pd.I as Vice Dean II, Dr. Yusria, S. Ag. M. Ag as Deputy Dean III UIN Sulthan Thaha Saifuddin Jambi.
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5. Edi Rozal, M.Pd as the secretary of English Education Department.



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6. Amalia Nurhasanah, S.Pd., M.Hum as the first advisor who helped the researcher to complete this thesis.
7. All of the lecturers at the faculty of education and teacher training State Islamic University Sulthan Thaha Saifuddin Jambi.
8. The students in sixth semester at English Education Study Program as my research subject.
9. All of my friends in English Education Department “2017” especially my classmates at A Class who has given support and spirit in finishing this thesis.

Finally, researchers hope that this thesis helps provide information for others, especially the scope of education.

Jambi, 11 October 2021

Researcher



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## ABSTRACT

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Department : English Education Study Program  
Thesis Title : Students' Learning Strategies in Writing Essay (a Case Study of English Education Students of UIN Jambi)

The students used different strategies in their learning process in order to make their learning process enjoyable and effective. Here the researcher conducted research with a purpose to identify the learning strategies in writing essay used by the students of English Education Program. This is a qualitative research and used case study as research method. The subject of the research was 22 students who have good score in writing essay. The data of this research are the result of interview with students and documentation. The research finding showed that the students used six learning strategies in writing essay, memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The students used all of strategy in their writing essay process but different way.

Keywords : Learning strategies, writing essay, case study

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NIM : 205172803

Jurusan : Tadris Bahasa Inggris

Judul Skripsi : Students' Learning Strategies in Writing Essay (a Case Study of English Education Students of UIN Jambi)

Siswa menggunakan strategi yang berbeda beda dalam proses belajar mereka untuk membuat proses belajar mereka menjadi nyaman dan efektif. Disini peneliti melakukan penelitian dengan tujuan untuk mengidentifikasi strategi pembelajaran dalam menulis esai yang digunakan oleh siswa Pendidikan Bahasa Inggris. Pendekatan penelitian ini adalah penelitian kualitatif dan menggunakan studi kasus sebagai metode penelitian. Subjek dalam penelitian ini adalah 22 siswa yang memiliki nilai bagus dalam menulis esai. Data pada penelitian ini adalah hasil wawancara dengan siswa dan dokumentasi. Temuan pada penelitian ini menunjukkan bahwa siswa menggunakan enam strategi pembelajaran dalam menulis esai, memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, dan social strategies. Siswa menggunakan semua strategi pembelajaran dalam penulisan esai mereka tetapi dengan cara yang berbeda beda.

Kata kunci : Strategi pembelajaran, menulis esai, studi kasus

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Writing is the process of describing a language so that the writer can convey a message that the reader can understand. Someone can express their ideas, feeling and thought through writing. According to Cox (2007), writing is a way of knowing, of discovering what you know as what you put it down not only in the form of words and phrases but of scribbles and drawings, ideas and images and all other wonderful stuff in your mind that may only become clear as you engage in the process of writing it down.

Writing is someone's activity to convey the ideas to the readers so that it can be understood by the readers. Someone can write something to show their ideas, opinions, thoughts and also feelings to other people. This is supported by Djago Tarigan as cited in Elina (2009) who say that writing is expressing ideas, opinions, thoughts and feelings that are made in written form.

In addition, writing is an activity of expressing, developing, and organizing ideas into written form. Through writing, we can express feeling an ideas in written form (Atmono et al,2015). According to Kroma as cited in Rusni (2010), writing is a kind of activity where the writer expresses all the ideas in his or her mind on the paper from word to sentence, sentence to paragraph and paragraph to essay.

To achieve the goals in learning writing especially in writing an essay, every student has different way in learning process. One of them is strategy that used by students, it is called as learning strategy. Scarcella and Oxford as cited in Putria (2017), learning strategies is specific actions, behaviors steps or technique as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by the students to enhance their own learning. It means that learning strategy is students' own way that used by them in order to make them easy understand about the material. So, the students will be success in learning writing if they applied

learning strategies in writing process especially writing an essay.

In English, essay writing is a major challenge for the students. It is not easy for the students to write an essay because they should have lots of vocabulary, knowledge, good in grammar and many information. They need lots of vocabulary in order to make the readers to gather the information inside the text. They should have much information in order to put their ideas, argument, suggestion, etc. Then, making the readers understand the information inside the text is the best way to build good writing.

According to Kusumawardani (2018), essay writing is the heart of education because whatever people study English, at some point they will probably ask to write an essay. Warbuton as cited in Munadhiro (2019) mentioned that some students fail to achieve their potential simply because they don't understand the basic principle of essay writing. The basic principle of essay is the basic role in writing essay. One of them is the language features used and the structures in essay. The language feature should be in formal language, while for the structures must be completed.

Writing an English essay is not easy because the writer should have a lot of knowledge and information (Apriliya, 2016). Additionally, the writer is required to maintain general structure of essay, the content of what essay talks about. Maintaining the general structure of essay is written to a basic structure without change essay part of the essay itself: introduction, body paragraph and followed by the conclusion. To compose an essay accurately, it is necessary to keep in mind the main hints concerning the content of the essay.

According to Stephen as cited in Kusumawardani (2019), essay and paragraph are different. A paragraph is a group sentences discussing similar or related ideas of a topic. An essay is a connected group of paragraphs. An essay is longer and consists of a group of paragraphs focus on that subject. Through the essay, the the writer can write several types of essay to draw the phenomenon or topic that they want to discuss.

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In fact, some students find some difficulties in writing an essay. Some students still have some problems when they write an essay. The problems are the students have limited knowledge about some aspect of writing an essay, such as vocabulary and grammar. It makes them little confuse to deliver their idea in writing. Therefore, learning strategies in writing an essay is very important to make students success in their essay writing.

In this study, the researcher concentrates on the learning strategies that used by the students in writing an essay. It is important to conduct this research because the students need to improve their essay writing. Moreover, by using appropriate learning strategies, the students will have better writing skill in writing an essay.

As what mentioned above, the researcher is interested in analyze about students' learning strategies in writing essay. The research will conduct at the fourth semester, and currently they are already in sixth semester. Therefore based on explanation above, the researcher intends to conduct a research entitled **“Students' Learning Strategies in Writing Essay (a Case Study of English Education Students of UIN Jambi)”**

## **B. Identification of the Problem**

1. Students have some problems in writing essay
2. Students' learning strategies in writing essay

## **C. Limitation of the Problem**

This research is limited to 22 students that has good score in writing essay at fourth semester and they are currently already in sixth semester at English Education Study Program. Furthermore, this research investigate the students' process of writing an essay in order to know the strategy.



#### **D. Formulation of the Problem**

In this research, the researcher formulates the problem into what are the students' learning strategies in writing essay?

#### **E. Purpose of the Study**

The purpose of the study is to identify what the students' learning strategies in writing essay are.

#### **F. Significance of the Study**

Significance of this research is:

1. The students

The result of this research gives information about the students' learning strategies in writing an essay, so the students can improve their skill to write an essay well.

2. The researcher

The result of this research can help the research to improve the knowledge about what the students' learning strategies in writing an essay are.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Learning Strategies

##### 1. The Definition of Learning Strategies

Learning strategies is a series of plans activity that include the use of methods and the use of various resources in learning. Learning strategies are structured to achieve a specific goal. Learning strategies includes approaches, models, methods and techniques.

Learning strategies refers to method that students use to learn. Ellis as cited in Ningrum (2018) stated that learning strategies are the particular approach or technique that learners employ to try to learn second language. According to Schumker & Deshler as cited in Listyowati (2017), learning strategies an individuals' way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic setting.

Learning strategies for students is very important because everyone has different methods in terms of understanding of a subject. According to Cohen as cited in Ruminingsih (2007), learning strategies are learning processes which are consciously selected by the learners. Dharma (2008) define that learning strategies is learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently.

From statement above about learning strategies, it can conclude that learning strategies is important because learning strategies as like the way to help students more easy get their goal in learning process. So, students will be easier to success in learning especially English if they are able to choose the suitable of learning strategies to apply in their learning.

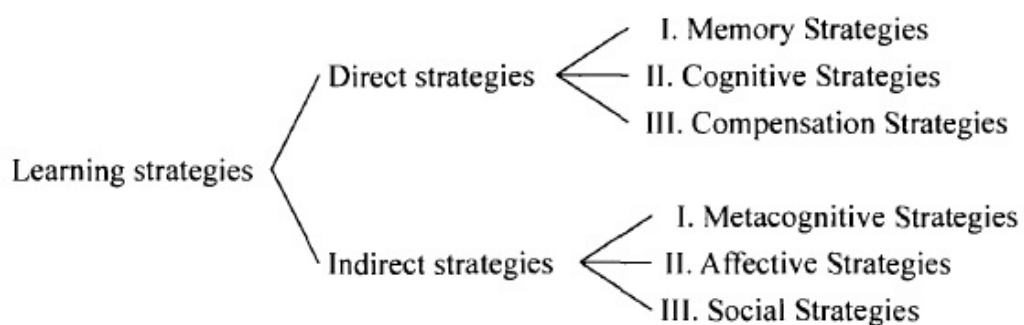
## 2. Kinds of Learning Strategies

Associated to the definition of learning strategies, the next discussion is about the kinds of learning strategies. There are many kinds of learning strategies. Many experts have different opinions about the kinds of learning strategies.

According to Reigeluh and Degeng as cited in Lestari (2015), there are three kinds of learning strategies:

- a. Organizational strategy : a way to organize the contents of field of a study. It refers on how learning and teaching materials were presented.
- b. Delivery strategy : referring to teaching media and how the learners can understand the media that being used.
- c. Management strategy : it is how to organize the interaction between learners and learning strategy variables, which are organizational strategy and delivery strategy. It refers in scheduling and allocation of teaching that organized.

Oxford as cited in Putria (2017), categorizes six learning strategies, memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The first three strategies proposed by Oxford called direct strategies and the last three called indirect strategies.



The researcher reviews further the learning strategies proposed by Oxford since the taxonomy of learning strategies is more specific compared with the others. Moreover, her taxonomy is comprehensible, practical, and consistent with the condition of the learners in dealing with language task. The kinds of language

learning strategies proposed by Oxford then become of this study. Below is the discussion on the learning strategies proposed by Oxford.

a. Direct Strategies

Direct strategies are divided into memory strategies, cognitive strategies, and compensation strategies. All of the direct strategies require mental processing of the language. Memory strategy is used for remembering and retrieving new information. This strategy is divided into four sets, creating mental linkages, applying images and sounds, reviewing well, and employing action. Cognitive strategy is used for understanding producing the language. It consists of practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Compensation strategies allow students to use the language even though they often have large knowledge gaps. It involves guessing intelligently and overcoming limitations in speaking and writing.

b. Indirect Strategies

Indirect strategies are divided into metacognitive, affective, and social strategies. Metacognitive strategies are actions that use cognitive device and provide learners a way to coordinate the learning process. Sets of metacognitive strategies are centering the learning, arranging and planning the learning, and evaluating the learning. Affective strategies used for regulating emotions in learning. Kinds of affective strategies are lowering the learners' anxiety, encouraging themselves, and taking the emotional temperature. Social strategies are used for learning with others. Sets of social strategies are asking questions, cooperating with others, and empathizing with others.

3. Learning Strategies in Writing

Based on the classification of learning strategies, the writer uses Oxford's point of view that there are six types of strategies. They are memory, cognitive,

and compensation strategies are under the direct class and metacognitive, affective, and social strategies are under the indirect class.

a. Memory Strategies.

Memory strategies are strategies that aid at entering information into long-term memory and retrieving it when needed for communication. Memory strategies help learners to link a new item with something known. Memory strategies divided into four sets. They are creating mental linkages (grouping, associating/elaborating, and placing new words into a context), applying images and sounds (using imagery, semantic mapping, using keywords, and representing sounds in memory), reviewing well (structured reviewing), and employing action (using physical response or sensation and using mechanical techniques).

b. Cognitive Strategies

Cognitive strategies are strategies that require mental operations, operated directly on the incoming information. Cognitive strategies help learners to associate between new and already known information and facilitate the mental restructuring of information. Cognitive strategies involve four strategy sets. They are practicing (repeating, formally practicing with sounds and writing system, recognizing and using formulas and patterns, recombining, and practicing naturalistically), receiving and sending messages (getting the idea quickly and using resources for receiving and sending messages), analyzing and reasoning (reasoning deductively, analyzing expressions, analyzing contrastively, translating, and transferring), and creative structure for input and output (taking notes, summarizing, and highlighting).

c. Compensation Strategies

Compensation strategies are strategies that enable learners to use the new language for either comprehension or production despite limitations of knowledge. Compensation strategies help learners to

overcome knowledge limitations in language skill. Compensation strategies divided into two sets. They are guessing intelligently in listening and reading (linguistic and nonlinguistic clues), overcoming limitations in speaking and writing (switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym).

d. Metacognitive Strategies

Metacognitive strategies are strategies that involve actions beyond purely cognitive devices, and which provide a way for learners to coordinate their learning process. Metacognitive strategies help the learners to manage themselves as learners, the general learning processes, and the specific learning tasks. Metacognitive strategies involve three strategy sets. They are centering your learning (overviewing and linking with already known material, paying attention, and delaying speech production to focus on listening), arranging and planning your learning (finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities), and evaluating your learning (self-monitoring and self-evaluating).

e. Affective Strategies

Affective strategies are strategies that enable learners to control or regulate feelings or emotions, motivations, and attitudes related to language learning. The term affective refers to emotions, attitudes, motivations, and values. Affective strategies make the learners feel secure in completing writing tasks. The affective side of the learners is one of the biggest influences on language learning success or failure. Good language learners are those who know how to control their emotions and attitudes about learning. In one hand, negative feelings can stunt progress, even for the rare learner who fully understands all

the technical aspects of how to learn a new language. On other hand, positive emotions and attitudes can make language learning far more effective and enjoyable. The affective strategies involve : lowering anxiety (using progressive relaxation, deep breathing, or mediation, using music, and using laughter), encouraging yourself (making positive statements, taking risk wisely, and rewarding yourself), taking your emotional temperature (listening to your body, using checklist, writing a language learning diary, and discussing your feelings with someone else).

f. Social Strategies

Social strategies are strategies that facilitate interaction with others, often in a discourse situation. Appropriate social strategies are very important in language learning. This importance strategies is based on the fact that language is a form of social behavior, it is communication that occurs between and among people. Learning a language thus involves other people. The three sets of social strategies are asking questions (asking for clarification or verification and asking for correction), cooperating with others (cooperating with peers and cooperating with proficient users of the new language), and empathizing with others (developing cultural understanding and becoming aware of others' thought and feelings).

## B. Writing

### 1. The Definition of Writing

Someone can communicate in two ways, in oral and written. Someone can use a written form to communicate with others if he or she cannot share their ideas by speaking. Through writing, someone can share their ideas to communicate or giving information to the others. There are some definitions about writing.

Writing is an activity to express ideas, thoughts, experiences and knowledge in the form of notes using symbols or symbols that are systematically made so that can be understood by others easily. Writing also defined as physical

and mental act of discovering ideas, and thinking about how to develop them into statements and paragraphs that will be comprehensible to a reader. Nursisto as cited in Puspitasari et al (2014) mentioned that writing is an activity to change sound into writing to express the ideas.

Pranoto (2004) believe that writing is putting thoughts into written form or telling something through writing. It means that writing can also be interpreted as an expression of feelings that is expressed in writing. In other words, through writing process someone can communicate indirectly.

Tarigan as cited in Furqon (2014) defines that writing is finding or depicting a graphic symbols to describe a language that is understood by someone so that other people can read the symbols of the graphic. So, writing is a communication tool to convey the ideas or share information by using letters. In addition, someone can express the ideas and feelings or share the information by using writing not only by speaking.

According to Lado in cited in Elina (2009), writing is a graphic symbol that represents language so that other people can understand it. So it can be said writing is a process to communicate by using alphabets. Hence, Suningsih (2016) believe that if the reader and the writer can understand the language that used in written communication, it can be said to be a successful communication process.

Based on definition above, it can be conclude that writing is a communication tool between the writer and the readers. Writing is a process to convey the ideas, opinions, thoughts, feelings, and also share the information to the other people. Writing skill should be mastered by the students so that their English is good.

## 2. The Importance of Writing

Writing is a process to convey the ideas or share information that made in a written form. The students have to consider many things to make a good writing. Alfaki as cited in Yulianti (2018) mentioned that it is necessary to master writing skill because it can help students have a well prepared when



finding a job or attend English courses. According to Harmer (2004), there are so many importance of learning writing :

- a. Writing encourages the students to focus on using accurate language  
The students develop their language when they write down what they think or express their ideas in accurate language is a good way
- b. 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 by using grammar that recently learnt. So, it makes the students can understand about the language that has been thought.
- c. Writing is useful as preparation for some activities
- d. Writing can be used as a language practice or speaking  
The students make a short dialogue. Then the students can practice based on their dialogue in oral activities.
- e. Writing is not often time-bound in the course of the conversation  
The students have more time in writing activities. The students can express what are in their mind.  
As what explained above, it can be concluded that writing is very important to be learnt. Writing can help the students to express their ideas, feelings and also share their information in written form. The students should improve their writing skill if they want to use English perfectly.

### 3. Process of Writing

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

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a. Prewriting

Prewriting is the first step to generate ideas, organize 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 question and then answer 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 drawing maps, the writers will be able develop their ideas in later stages. In brainstorming, the writers make list 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 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 rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

e. Proofreading

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

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#### 4. The Nature of Writing

This study is related to writing, so it is important to review the nature of writing. It related to approach in teaching writing. There are three well-known approaches to teaching writing. They are product approach, process approach and genre approach.

##### a. Product Approach

This approach is gounded on behaviorist principle and relates language teaching to linguistic form, discrete linguistic skill and habit formation. It is claimed that language consists of parts, which should be learned and mastered separately in a graded manner. The learners's role is to receive and follow the teacher's instruction. According to this approach, the teaching of writing focuses on the production of texts by individual students, often under time constraints and usually in silence.

Product approach concerns on the result or the final product of students' writing, the coherent, and the error-free text. According to Richards as cited in Ruminingsih (2007), the focus of a product approach is on the ability to produce the correct texts or products. In this approach, the teaching writing is often contiguous with a good text organization, a sufficient content, an appropriate vocabulary usage, accurate grammar and correct mechanics.

Brown (2004) mentioned that there are some characteristic of product oriented approach. They are every composition must 1) meet certain standards of English rhetorical style, 2) use accurate grammar and 3) be organized based on the convention to make the audience find it easy to understand the text.

In conclusion, the product approach mostly focuses on students' final products of writing. Familiarization, controlled writing, guided writing, and free writing are some stages used in this approach.

##### b. Process Approach

Process approach emphasizes the cognitive aspect of learning and acknowledge the contributions that the learner brings to the learning

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context. This approach claim that students should be taught systematic thinking skill. Therefore, planning, setting goals, drafting and generating ideas became part of teaching strategies in L2 classroom, particularly in the field of writing.

During the early 1980s, an important shift from the product approach to the process approach occurred (Namshi, 2014). Since the final writing is the ultimate goal, however, the teacher needs to pay attention more on the writing process as students will not only concern about what text they can produce but also how to construct a writing text. That's why process approach also important to build students' knowledge.

Richards as cited in Ruminingsih (2007) stated that successful writers appear to produce better-quality writing because they use more appropriate writing processes. The successful use of writing processes such as planning, organizing, and revising give the learners better control on the content and form of what they write.

In conclusion, process approach is an instructions which emphasize in how the students' effort to compose their writing. Process approach gives student opportunities to discuss, review, reorganize and revise their writing, also leading them to the final writing.

c. Genre Approach

Among the three approaches, genre approach is considered to be new and there are strong similarities with product approach (Harmer 2007) and in some ways, genre approach can be regarded as an extension of product approach (Bedgar and White 2000). Paltridge (2004) explained that genre approach to teaching writing focuses on teaching particular genres such as essays, assignments and other pieces of writing that students need to be able to produce in academic settings. This might include a focus on language and discourse features of the texts, as well as the context in which the text is produced.

Badger and White (2000) argue that proponents of genre approaches are rarely explicit about their theory of learning. However, the use of model text and the idea of analysis implies that learning is partly of imitation and consciously applying rules. Genre approach see writing as essentially concerned with knowledge of language, and being tied closely to a social purpose, while the development of writing is largely viewed as the analysis and imitation of input in the form of texts provided by the teacher.

Having discussed the three approaches to teaching writing, it can be conclude that each has strengths and weakness. The appropriate approach to the teaching of essay writing is expected to be concluded so that teachers as well as lecturer can apply that in the classroom. Process-Genre approach. The process-genre approach integrates the strength of the process approach and the genre approach. Planning, drafting, conferencing, editing and peer review are components of the process approach to teaching writing. Understanding and considering the purpose, audience and context on the other hand, are elements in the genre approach.

Matsuo and Bevan (2002) stated that the essential advantages of a process-genre approach over other writing pedagogies is that emphasizing the notion of genre in writing promotes not only linguistic skills and self-expression but also rhetorical awareness. Therefore, using process genre approach will help students develop their knowledge of various text types such as essays, editorials, business letters, etc. Bedgar and White (2002) propose that Process-Genre provides the situation to help students identify the purpose of the text they are about to produce.

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## C Essay

### 1. The Definition of Essay

In general, an essay is a writing that discusses a theme from the personal point of view of the author. An essay is one of the scientific works which is in the form 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.

An essay is a writing that consists of more than one paragraph. As what Oshima and Hogue (2006) said that an essay is a writing that consist of several paragraphs that discuss about one certain topic. Dalman as cited in Indasworo (2019) also state that an essay is a writing that describes about author's opinion on a certain subject.

Thoreau (2005) mentioned that an essay is a short piece of writing that is the author's point view. So an essay is explain about opinions or point view that made by the author in writing form. It can also be said that an essay is a short essay based on someone's perspective in addressing a problem.

In addition, an essay is a short essay on a problem that attracts attention to investigated and discussed. According to Rahayu as cited in Helaluddin (2017), 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) believe that an essay contain about events that occur in society or environment, experience and author's opinion or views on the matter discussed.

As what mentioned above, it can be conclude that an essay is including a scientific work. An essay is a writing that consists of several paragraphs and discuss about certain topic. The topic can be opinion, point of view, experience or a problem that attracts attention.

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## 2. Parts of an Essay

### a. Introduction

This part consists of general statement about the topic to be discussed. The topic is the subject of discussion. The topic chosen should be interest to the author and being known and also mastered by the author.

The introduction also consists of several sentences or general statements or the main idea of the essay. The topic is not a title. After the author determine one topic, the author can compose a writing outline easily.

A written outline is a plan that contains an outline to be written. A written outline is useful to directing the author to write an essay easily. There are some function of writing outline :

- An essay can be arranged regularly
- An essay can be easily understood by the readers

### b. Body Paragraph

This part consists of set of paragraphs that describe the main ideas. This part aims to explain the topics or issues that have been raised in the introduction. There are some techniques in writing a body paragraph

- Provide examples or illustrations
- Describe the chronology an event
- Define related terms
- Compare or contrast
- Analyze or looking for cause and effect
- Implementing how it works or functions
- Describe the physical or character of the person, place or object

### c. Concluding

This part consists of summary of the important things that have been stated. Things that need to be considered in writing a conclusion are :

- Do not repeat the description that explained in the body paragraph
- Do not include new things that requires further review

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#### D. Related Study

There are some previous studies that are relevant with this study. The first research was conducted by Novalina from University of Nusantara PGRI Kediri. Her research entitled "Students' Learning Strategies in Writing Skill at University of Nusantara PGRI Kediri". The goal of this research is to identify the learning strategies that used by students and how the way students applied those learning in their learning writing. This research was approach qualitative research and used case study as research method. The data obtained from observation and interview. The result of this study showed that most strategy used by students in writing process is cognitive strategy, and followed by affective strategy, metacognitive strategy, compensation strategy, social strategy and memory strategy. Students almost used all of strategy in their writing process but different classification.

The second research was conducted by Listyowati from Muhammadiyah University of Surakarta. Her research entitled "An Analyis of Learning Strategies in writing used by second Semester Students at Department of English Education in Muhammadiyah University of Surkarta". The goal of this research is to find out what the students' learning strategies in writing and the application do these strategies in learning writing. The result of this research showed that four strategies used by students. They are metacognitive strategy, cognitive strategy, and socio-affective strategy. The type of this research was descriptive qualitative research. The object of this research uses four students. The method of collecting data used interview, observation and recording.

The last research was conducted by Ruminingsih from Sanata Dharma University, Yogyakarta. The title of the research is "Learning Strategies in Writing used by Writing III Students of the English Language Education Study Program of Sanata Dharma University". This research was aimed to find out the learning strategies in writing used by students in writing III class

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and to investigate how students with different proficiency levels in writing use the learning strategies in writing. The method used in this research was descriptive research method. The research used a questionnaire and class observation checklist as the research instruments. The research findings showed that the students in writing III students employed the six learning strategies, memory, cognitive, compensation, metacognitive, affective, and social. Memory, cognitive, metacognitive, and affective strategies were used less frequently by the students. The students employed compensation strategies more frequently than the other strategies. It was also found that memory and metacognitive strategies were mostly used by the high proficient learners. Cognitive, compensation, and social strategies were more frequently used by the medium proficient learners. Affective strategies were mostly employed by the low proficient learners.

Based on the explanation of those previous studies, the researcher found the similarities and the differences. The similarities with this research are to find about students' learning strategies in writing. The differences between this research and those previous studies are about instrument for collecting the data. The first study used observation and interview, the second study used interview, observation and recording, and the last study used questionnaire and observation checklist. While in this research, the researcher conducting interview, and also documentation as instrument to collect the data.

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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The design of this research is a qualitative research. According to Creswell, qualitative method are the methods for exploring and understanding meaning by a number of individuals or groups of people who are ascribed to social or humanitarian problems. This qualitative research process involves important efforts, such as asking questions and procedures, collecting specific data from participants, analyze the data inductively starting from the themes that specific to general themes, and interpret the meaning of data. The purpose of this research is to describe about students' learning strategies in writing essay at English Education Study Program students.

#### B. Setting and Subject of the research

##### 1. Setting of the research

This research was conducted at the fourth semester students of English Education Program at State Islamic University Sultan Thaha Saifudin Jambi on basically currently already in sixth semester.

##### 2. Subject of the research

The subject of this research were the fourth semester students of English Education Program at State Islamic University Sultan Thaha Saifudin Jambi on basically the students currently already in Sixth Semester. The participant of this research consisted of 22 students. They were selected purposively that has good score in writing essay.

#### C. Data Source

Data source is the subject where the data can be obtained. Sutopo (2006) mentioned that a data source is a place where the data is obtained that using certain methods, whether in the form of humans, artifacts, or documents. In this research, the data source is taken from result of students' interview and also documentation.

## D. Instrument for Collecting the Data

There were three instruments to collect the data in qualitative research. They were observation, interview and also documentation. Due to the Covid-19 pandemic situation, teaching and learning process was held online. The students used e learning for writing learning process. So, in this situation the researcher can not conduct the observation. Therefore, in this research the researcher used interview and documentation to collect the data.

### 1. Interview

Esterbeg as cited in Sugiyono (2015) stated that an interview is a meeting that conducted by two people to exchange information and an idea by means of question and answer, so that it can be taken into a conclusion or meaning in a particular topic. In the interview process, the researcher asked the students by some question about the process how they write an essay in order to know the strategy that they used in writing essay. In this research, the researcher wants to conduct an interview via zoom, but the students do not want to do it. So, the interviews were carried out via Whatsapp.

### 2. Documentation

In this research, the researcher analyzed documents. The researcher analyzed the students' tasks in making essay related to the material taught in the classroom. The researcher read the students' essay to identify the strategy related to learning strategies in writing essay.

## E. Technique of Data Analysis

This research used qualitative data. So, this research was analyzed by using descriptive qualitative. According to Miles and Huberman in Denzin & Lincoln as cited In Vildia (2017) , in analyzing the data, the researcher needs some steps. There are data reduction, data display, and also conclusion drawing and verification.

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### 1. Data Reduction

Data reduction is a stage of qualitative data analysis technique. Data reduction is the simplification, classification, and removal unnecessary data so it can be easier to draw a conclusion.

### 2. Data Display

Data display is defined as an organized, compressed assembly of information that permits conclusion drawing and/or action taking, is a second, inevitable, part of analysis. The researcher typically needs to see a reduced set of data as a basis for thinking about its meanings.

### 3. Conclusion Drawing and Verification

The last step is conclusion drawing and verification. The conclusion also verified throughout the study. The conclusion were drawn since the researcher compiled notes, statements, patterns, configuration and prepositions.

## F. Triangulation

In this study, the researcher used triangulation. Triangulation is various methods used by researchers to obtain data. According to Sugiyono (2015), triangulation is defined as a data collection technique that combines various existing data collection techniques and data sources. By the stimulated technique, the researcher can look for the strategies that used by students in writing essay and hopefully the researcher will understand more about what has been discovered.

## CHAPTER IV

### RESEARCH FINDINGS

#### A. Research Findings

The research findings were discovering learning strategies in writing essay used by fourth semester students at English Education Study Program. Data collection was carried out through interviews with students at fourth semester and they are currently in sixth semester that has good score in writing essay and also students' essay that have been collected. The strategies that used by students in their process of writing essay are described below.

##### 1. Learning Strategies used by students in writing essay

###### a. Introduction

###### 1. Metacognitive Strategy

In this strategy, the students always prepare some plans in introductory paragraph. The students have different plans before they start to write introductory paragraph.

*"Yes I always prepare some plans such as how I choose a good topic"* (P, interview 20 October 2021)

*"Of course I prepare some plans before I write an introductory paragraph. The important plan that I prepare is main idea and also topic for my essay"* (T, interview 20 October 2021)

###### 2. Compensation Strategies

This strategy is about how the students choosing topic. Most of students choose the topic based on their ability or their experience.

*"I choose a topic based on my ability"* (M, interview 18 October 2021)

*"I choose a topic based on my experience or my daily life"* (S, interview 19 October 2021)

*"I will choose a topic based on what I master or based on what I know"* (N, interview 19 October 2021)

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### 3. Memory Strategies

In this strategy, the students always review their previous material. Memory strategies help the students to remember and memorize the particular things. Before writing an introductory paragraph, the students try to memorize their previous material.

*“I read again my notes before I write introduction paragraph. I think it is important before I write introduction”* (Y, interview, 18 October 2021)

*“Before I write introductory paragraph, I learn again the previous material”* (B, interview 19 October 2021)

### 4. Cognitive Strategy

In this strategy the students do repetition. The students repeated the keywords in introductory paragraph.

*“Yes, because the keyword is a word that will I introduce in introductory paragraph. So I often do repetition the keywords”* (P, interview 20 October 2021)

*“I think I always do repetition words, not only in introductory but also in body paragraph”* (R, interview 18 October 2021)

For repetition the keywords, the researcher also analyzed the data of documentation. The researcher analyzed students' essay that have been collected. Here the researcher found the repetition of keywords that occurred in students' introduction paragraph as follow:

#### Example 1

*We are currently experiencing a pandemic called the Corona virus. Corona virus or severe acute respiratory syndrome corona virus 2 (SARS-CoV-2) is a virus that attacks the respiratory system. This disease caused by a viral infection is called COVID-19. Corona virus can cause mild disturbances to the respiratory system, severe lung infections, to death. Severe acute respiratory syndrome corona virus 2 (SARS-CoV-2), better known as the Corona virus, is a new type of corona virus that is transmitted to humans. This virus can affect anyone, both infants, children adults, the elderly, pregnant woman, and nursing mothers. Corona virus infection is called*

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*COVID-19 and was first discovered in the city of Wuhan, China, at the end of December 2019.*

#### Example 2

*All of Moslem are waiting Eid Al-Fitr moment after a month of fasting. The true day of victory for those who fast and can handle all of passion. The moment when all of family members gathered in house and apologize to each other and especially to their parents. Not for that, people also visit to neighbor's house and asking for sorry to their mistake as long as they know each other. It's feel so peace in Eid Al-Fitr moment. A lot of preparation is done when Eid Al-Fitr arrives. Start from make some cookies or traditional cake, buy new muslim dress or new worship equipment, buy new sandals or any else. But, something happen corona virus attack my country so it makes Eid Al-Fitr this year really different with Eid Al-Fitr last year.*

From the example 1, the writer repeated the word “corona virus” six times and from the example 2 the writer repeated the word “Eid Al-Fitr” five times.

### b. Body Paragraph

#### 1. Metacognitive Strategies

This strategy is about planning in students' body paragraph. For this strategy, the researcher asked the students what they do before writing body paragraph. Most of students have some plans in writing body paragraph. According to some students, they prepare some plans to make them easier in developing the paragraph.

*“I usually making outline before I write body paragraph. By doing that I can develop the paragraph in body easily” (M, interview 19 October 2021)*

*“In body paragraph consist of long explanation. So it can be easier if I make some of drafts” (N, interview 19 October 2021)*

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## 2. Cognitive Strategies

The students also used cognitive strategies in body paragraph. The strategies that used by students were using resources, highlighting and repetition.

*"I usually look for references from google"* (S, interview 18 October 2021)

*"Body paragraph explain some points, so I look for references from internet"* (T, interview 20 October 2021)

*"In body paragraph I write some points to develop my paragraph. I usually look for the references from internet or journal to get the inspiration "* (P, interview 20 October 2021)

*"I usually look for references from internet"* (B, interview 19 October 2021)

Most of students get the references from internet for their body paragraph. While for highlighting, the students usually highlight some important points in body paragraph.

*"Yes I always highlight some points when I write body paragraph especially important points"* (B, interview 19 October 2021)

*"I think highlight the important point is needed in body paragraph. It's help me to remember important things that I write"* (Y, interview 18 October 2021)

Beside using resources and highlighting, some students also do repetition the keywords in body paragraph.

*"Body paragraph is the longest part in essay. So there is a possibility if most students repeated the keywords including me"* (R, interview 18 October 2021)

*"Yes I repeated the keywords in body paragraph, because I think the keywords is main words to explain in body paragraph. So I often do repetition the keywords not only in body paragraph but also in introduction for me"* (M, interview 18 October 2021)

For repetition the keywords in body paragraph, the researcher also analyzed the data of documentation. The researcher analyzed students' essay that have been collected. Here the researcher found the repetition of keywords that occurred in students' body paragraph as follow:



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#### Example 1

*First, liquid water is an useful form water. It is like mineral water for drink. When we feel thirsty, liquid water is the best. It is better drink liquid water after finished sports. And liquid water can use for cooking. We need water for cooking rice and gainful for clean vegetables. Even we need liquid water to take a bath.*

#### Example 2

*The first differences about Eid Al-Fitr this year and Eid Al-Fitr last year is about family. My parents are live in village while my uncle and my aunt live in city. Every Eid Al-Fitr moment they always visit to my house and live for a few night. But not for this year, the government make new rules that everyone must stay at their home and don't go anywhere during corona virus even in Eid Al-Fitr. The government suggest to apologize each other via social media and telephone.*

From the example 1, the writer repeated the word “liquid water” five times and from the example 2 the writer repeated the word “Eid Al-Fitr” four times.

### c. Concluding

#### 1. Metacognitive Strategies

The students also applied metacognitive strategies in concluding paragraph. The strategies that used by students is self-evaluation.

*“To write the concluding paeagraph I read again in part of introduction and body paragraph and then I can write part of concluding. After that, I revise my essay,I usually read again my essay” (P,interview 20 October 2021)*

*“I read and check again my introduction and body paragraph before I write concluding paragraph. After I write the concluding paragraph, I revise my essay by read again my essay to check if something goes wrong” (T, interview 20 October 2021)*

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## 2. Social Strategies

Social strategies involve other people. In this strategy, the researcher asked the students if they had ever asked someone to check their essay.

*“Yes, sometime I ask my friend to check my essay”*  
(S,interview 18 October 2021)

*“Sometime I check my essay just by read again and again my essay, but sometime I also ask to my friends who can more understand”* (R, interview 18 October 2021)

*“Yes, sometime I ask my friend to ask her/his opinion”*  
(M,interview 19 October 2021)

## 3. Affective Strategies

In this strategy the students used progressive relaxation. The students feel enjoy after they finish their essay.

*“After I finish my essay I feel really enjoy”* (M, interview 19 October 2021)

*“I feel happy and enjoy after I finish my essay”* (M, interview 18 October 2021)

*“Yes I feel happy enjoy because I can finish my essay”* (R, interview 18 October 2021)

Based on explanation above, it showed that students applied almost learning strategy in writing essay. In introduction paragraph, the students applied metacognitive, compensation, memory and cognitive strategies. In body paragraph, the students applied metacognitive and cognitive strategies. In concluding paragraph, the students applied metacognitive, social and affective strategies. The students combine memory, cognitive, compensation, metacognitive, affective and social strategies.

## B. Discussion

In the learning process, students can learn quickly in every subject or several subject. Every student has their own strategies to finish their essay writing paper. This session discuss about the result of the finding about the students’ learning strategies in writing essay. The result connected with some theoris that discuss about the students’ learning

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strategies in writing an essay and comparing the result with the previous studies.

The result will be discussed the students' strategies in writing an essay. The students have their own strategies in writing an essay. They have their own choices which strategies that help them easier to finish their essay writing paper. The students used the strategies that supported by some theorists. According to Anne Whiteaker as cited in Munadhiro (2019), beginning writers should have a good strategy to work best of them. Doroty E Zemach as cited in Munadhiro (2019), when the writers start to write, the writer do more than just put words together to make sentences. Good writers go through several strategies to produce a piece of writing. Based on the result of this research, it was shown that the students in sixth semester that has good score in essay used all of the learning strategies in writing essay. They are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. It means that the students applied all of the learning strategies to make their writing process easier.

According to Anne Whitaker statement that the goal of academic writing is not to show of everything that the students know about their topic, but rather to show that the students understanding and critical thinking about the students' topic. This statement supported the result of the finding that the students used their own strategy and steps to finish their essay writing paper. Anne Whitaker also suggests the students to use the steps or strategy such as choosing a topic, brainstorming and planning. The result of the finding showed that most of the students have some plannings in writing an essay such as making an outline to help them finished their essay writing paper.

Based on the result of this research, the students applied all of the learning strategies in writing an essay. This is different from the research finding by Listyowati, that the subjects of her research do not use all of the learning strategies. The subject of her research applied four learning

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strategies from the six learning strategies. They are metacognitive, cognitive and socio-affective strategies. So, the finding different with this research finding that show most of the students applied of the learning strategies in writing an essay.

According to Ruminingsih in her research findings, showed that the subjects of her research employed all of the learning strategies, memory, cognitive, compensation, metacognitive, affective, and social strategies. Memory and metacognitive strategies were mostly used by the high proficient learners. Cognitive, compensation, and social strategies were more frequently used by the medium proficient learners. Affective strategies were mostly employed by the low proficient learners.

The result of Ruminingsih's research and this research found the same result. The students applied all of the learning strategies in their writing. The differences between this research and Ruminingsih's research are the subject of the research. In Ruminingsih's research, she divided the subject into high proficient learners, medium proficient learners, and low proficient learners. While in this research the subject of the research are the students that get good score in writing an essay.

Based on interview that conducted with the students, they cover their problems in writing essay by applied learning strategies in their learning process in writing essay. They covered their problems by doing some ways in order to make their learning process in their writing was run well.

Based on all the explanation above, the students applied all learning strategies to overcome their problem in process of writing essay. They are memory, cognitive, compensation, metacognitive, affective and social strategies. They used learning strategies in different way. It showed that 22 students that has good score in writing essay applied all learning strategy but in different way of learning strategies.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion indicate the students' learning strategies in writing essay. The data found the result of the research and discussion from the previous chapter, about what are the students' learning strategies in writing essay at English Education Students of UIN Jambi. From the findings and the discussion in the previous chapter, show that the students used all of the learning strategies in writing essay. They are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

#### B. Suggestion

##### 1. Suggestion for students

The researcher suggests that the students study the learning strategies because the learning strategies contribute their academic success. The students may evaluate their learning, modify their learning strategies, and share the strategies with their classmates. The students are also suggested to use the learning strategies in writing wisely. As a result, they will be more independent and become better learners.

##### 2. Suggestion for researcher

For other researcher probably can investigate this research in more specific research and details. I hope this research is useful and useful as a reference for the research.

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## APPENDIX I

### Question of interview

- Introduction
  1. Do you prepare some plans in introduction? What did you do?
  2. How do you choose a topic?
  3. Do you review about the material before writing introduction? What did you do?
  4. Do you often do repetition keywords in introduction?
  
- Body Paragraph
  1. What did you do before writing body paragraph?
  2. How do you find the references?
  3. Do you highlight the points in body paragraph?
  4. Do you often do repetition keywords in body paragraph?
  
- Concluding
  1. What did you do to write concluding paragraph? Do you revise your essay?
  2. Have you ever ask someone to check your essay?
  3. How do you feel after you finish your essay?

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## Interview's Script

Name : BS

R : Apakah anda menyiapkan beberapa rencana dalam introduction? Apa yang anda lakukan?

B : Iya kak saya menyiapkan beberapa rencana. Saya selalu memikirkan apa yang akan saya tulis saya juga menyiapkan topik yang akan saya tulis

R : Bagaimana anda memilih topik?

B : Kalau untuk topik saya selalu pilih topik yang saya bisa kak pokoknya yang sesuai kemampuan saya

R : Apakah anda mereview materi sebelumnya sebelum menulis introduction paragraf?

B : Sebelum menulis introduction paragraf, saya mempelajari lagi materi sebelumnya

R : Apakah anda sering melakukan pengulangan keywords pada introduction paragraf?

B : Kayaknya sering kak

R : Apa yang anda lakukan sebelum menulis body paragraf?

B : Body paragraph itu kan panjang ya kak. Jadi supaya agak lebih mudah saya biasanya menyiapkan dulu poin poin yang akan saya tulis di body paragraf

R : Bagaimana anda menemukan referensi?

B : Dari internet kak

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R : Apakah anda highlight poin poin pada body paragraf?

B : Ya kak. Saya selalu highlight beberapa poin ketika saya menulis body paragraph terutama poin yang penting

R : Apakah anda sering melakukan pengulangan keywords pada body paragraf?

B : Iya sering kak karena di body paragraph itu yang di jelaskan banyak

R : Apa yang anda lakukan untuk menulis concluding paragraf? Apakah anda merevisi esai anda?

B : Saya baca dari awal kak kemudian baru saya bisa menyimpulkan di bagian concluding. Iya kak saya selalu merevisi tulisan esai saya

R : Apakah anda pernah meminta seseorang untuk memeriksa esai anda?

B : Kalau saya jarang sih kak. Tapi kalau pernah ya pernah meminta kepada teman saya

R : Apakah anda merasa senang / enjoy setelah selesai menulis esai?

B : Iya kak rasanya lega sekali kalau sudah selesai menulis

Name : YA

R : Apakah anda menyiapkan beberapa rencana dalam introduction? Apa yang anda lakukan?

Y : Iya kak biasanya selalu menyiapkan beberapa. Yang saya lakukan itu selalu memikirkan tentang topik yang akan saya tulis kak dan bagaimana cara awal untuk menulis introduction

R : Bagaimana anda memilih topik?

Y : Saya pilih apa yang saya kuasai

R : Apakah anda mereview materi sebelumnya sebelum menulis

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introduction paragraf?

Y : Iya kak saya baca lagi catatan saya sebelum menulis introduction. Saya pikir itu sangat penting sebelum saya memulai menulis introduction

R : Apakah anda sering melakukan pengulangan keywords pada introduction paragraf?

Y : Iya kak sering kak

R : Apa yang anda lakukan sebelum menulis body paragraf?

Y : Saya siapkan dulu outline nya kak setelah itu baru saya menulis bagian body paragraf

R : Bagaimana anda menemukan referensi?

Y : Saya cari referensi dari google

R : Apakah anda highlight poin poin pada body paragraf?

Y : Saya rasa highlight poin yang penting itu dibutuhkan dalam body paragraf. Itu membantu saya untuk mengingat sesuatu yang penting yang saya tulis

R : Apakah anda sering melakukan pengulangan keywords pada body paragraf?

Y : Iya sering kak di introduction saya juga sering mengulangi keywords jadi tidak hanya di body paragraf

R : Apa yang anda lakukan untuk menulis concluding paragraf? Apakah anda merevisi esai anda?

Y : Saya periksa dan baca lagi dari pertama lalu saya tulis concluding nya. Iya kak setelah saya selesai saya revisi

R : Apakah anda pernah meminta seseorang untuk memeriksa esai anda?

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Y : Iya kak terkadang saya meminta tolong teman saya kak

R : Apakah anda merasa senang / enjoy setelah selesai menulis esai?

Y : Rasanya setelah selesai menulis itu plong gitu kak pokoknya enjoy lah

Name : RP

R : Apakah anda menyiapkan beberapa rencana dalam introduction? Apa yang anda lakukan?

R : Kalau rencana selalu menyiapkan, misalnya seperti pemilihan topik

R : Bagaimana anda memilih topik?

R : Saya memilih topik yang sesuai dengan kemampuan saya dan yang saya ketahui

R : Apakah anda mereview materi sebelumnya sebelum menulis introduction paragraph?

R : Iya kak karena dengan mereview materi yang telah lalu dapat merangsang otak kita

R : Apakah anda sering melakukan pengulangan keywords pada introduction paragraf?

R : Saya rasa saya selalu melakukan pengulangan keywords, tidak hanya di introduction tetapi juga di body paragraph. Untuk concluding itu kan berisi kesimpulan jadi saya rasa jarang melakukan pengulangan keywords di concluding, yang sering itu di introduction dan body paragraf

R : Apa yang anda lakukan sebelum menulis body paragraf?

R : Ada beberapa kak. Tapi yang paling sering saya lakukan sebelum menulis bagian body itu membuat kerangka tulisan terlebih dahulu

R : Bagaimana anda menemukan referensi?

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R : Kalau referensi saya paling sering dari internet kadang juga jurnal

R : Apakah anda highlight poin poin pada body paragraf?

R : Iya kak. Saya selalu highlight poin poin penting dalam bagian body

R : Apakah anda sering melakukan pengulangan keywords pada body paragraf?

R : Body paragraph itu bagian yang terpanjang di esai. Jadi ada kemungkinan kebanyakan siswa mengulangi keywords termasuk saya

R : Apa yang anda lakukan untuk menulis concluding paragraf? Apakah anda merevisi esai anda?

R : Saya pahami dulu bagian introduction dan body setelah itu saya susun concluding nya setelahnya baru saya revisi

R : Apakah anda pernah meminta seseorang untuk memeriksa esai anda?

R : Kadang kadang saya cek esai saya hanya dengan membaca lagi dan lagi tapi kadang kadang juga saya meminta kepada teman saya yang lebih paham

R : Apakah anda merasa senang / enjoy setelah selesai menulis esai?

R : Iya kak tentu saya merasa enjoy karena saya bisa menyelesaikan esai saya

Name : PAH

R : Apakah anda menyiapkan beberapa rencana dalam introduction? Apa yang anda lakukan?

P : Ya saya selalu menyiapkan beberapa rencana seperti bagaimana saya memilih topik yang bagus

R : Bagaimana anda memilih topik?

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P : Saya pilih yang mudah dan yang pasti itu sesuai dengan kemampuan saya

R : Apakah anda mereview materi sebelumnya sebelum menulis introduction paragraf?

P : Iya kak karena kalau mereview atau mengulang materi sebelumnya lumayan agak dapat inspirasi

R : Apakah anda sering melakukan pengulangan keywords pada introduction paragraf?

P : Iya kak, karena keywords adalah kata utama yang akan saya perkenalkan dalam introduction paragraf

R : Apa yang anda lakukan sebelum menulis body paragraf?

P : Saya selalu menyusun daftar daftar terlebih dahulu sebelum saya kembangkan di body paragraf

R : Bagaimana anda menemukan referensi?

P : Dalam body paragraph saya menyiapkan beberapa poin untuk dikembangkan. Jadi saya mencari referensi dari internet ataupun jurnal

R : Apakah anda highlight poin poin pada body paragraf?

P : Iya kak saya highlight beberapa poin dan mengingat ingat poin utama dalam tulisan saya

R : Apakah anda sering melakukan pengulangan keywords pada body paragraf?

P : Iya sering kak karena body itu banyak yang di jelaskan

R : Apa yang anda lakukan untuk menulis concluding paragraf? Apakah anda merevisi esai anda?

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P : Untuk menulis concluding, saya membaca bagian introduction dan body paragraph setelahnya saya bisa menulis concluding. Iya kak saya selalu revisi esai saya dengan lebih teliti lagi

R : Apakah anda pernah meminta seseorang untuk memeriksa esai anda?

P : Iya kak pernah saya meminta kepada orang lain untuk cek esai saya setelah saya cek sendiri

R : Apakah anda merasa senang / enjoy setelah selesai menulis esai?

P : Iya kak perasaan saya senang karena berhasil menyelesaikan tulisan saya

Name : TS

R : Apakah anda menyiapkan beberapa rencana dalam introduction? Apa yang anda lakukan?

T : Tentu saya menyiapkan beberapa rencana sebelum menulis introduction. Rencana yang paling penting yang saya siapkan adalah main idea dan juga topik untuk esai saya

R : Bagaimana anda memilih topik?

T : Saya memilih topik berdasarkan apa yang saya kuasai atau pengalaman saya

R : Apakah anda mereview materi sebelumnya sebelum menulis introduction paragraf?

T : Iya kak dengan mereview yang telah lalu saya dapat melihat letak kesalahan saya jadi saya bisa memperbaikinya

R : Apakah anda sering melakukan pengulangan keywords pada introduction paragraf?

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T : Sepertinya sering kak karena itu kata utama

R : Apa yang anda lakukan sebelum menulis body paragraf?

T : Saya baca lagi bagian introduction kemudian saya menyusun outline untuk ditulis di body paragraf

R : Bagaimana anda menemukan referensi?

T : Body paragraf menjelaskan beberapa poin. Jadi saya mencari referensi dari internet

R : Apakah anda highlight poin poin pada body paragraf?

T : Iya kak selalu saya highlight beberapa poin utama

R : Apakah anda sering melakukan pengulangan keywords pada body paragraf?

T : Iya sering kak seperti di introduction

R : Apa yang anda lakukan untuk menulis concluding paragraf? Apakah anda merevisi esai anda?

T : Saya membaca dan cek lagi yang introduction dan body paragraf sebelum saya menulis concluding paragraf. Saya revisi esai saya dengan membaca lagi esai saya untuk cek jika ada yang salah

R : Apakah anda pernah meminta seseorang untuk memeriksa esai anda?

T : Iya kak terkadang

R : Apakah anda merasa senang / enjoy setelah selesai menulis esai?

T : Iya kak rasanya enjoy dan senang setelah menyelesaikan esai saya



Name : NF

R : Apakah anda menyiapkan beberapa rencana dalam introduction? Apa yang anda lakukan?

N : Iya kak yang saya lakukan itu pertama menentukan topik nya kemudian baru memulai menulis introduction paragraf

R : Bagaimana anda memilih topik?

N : Saya akan pilih topik berdasarkan apa yang saya kuasai atau berdasarkan apa yang saya tahu kak

R : Apakah anda mereview materi sebelumnya sebelum menulis introduction paragraf?

N : Iya kak saya mencoba mengingat materi sebelumnya agar saya sedikit mendapatkan refrensi lalu saya tulis introduction nya

R : Apakah anda sering melalukan pengulangan keywords pada introduction paragraf?

N : Iya kak sepertinya sering

R : Apa yang anda lakukan sebelum menulis body paragraf?

N : Pada body paragraph itu berisi penjelasan yang panjang. Jadi akan lebih mudah jika saya membuat beberapa draft

R : Bagaimana anda menemukan referensi?

N : Paling sering dari google kak tapi terkadang jurnal juga

R : Apakah anda highlight poin poin pada body paragraf?

N : Iya kak yang poin poin penting itu saya highlight supaya mengerti poin utama dalam bagian body

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R : Apakah anda sering melakukan pengulangan keywords pada body paragraf?

N : Iya sering kak sama halnya pada introduction

R : Apa yang anda lakukan untuk menulis concluding paragraf? Apakah anda merevisi esai anda?

N : Saya memikirkan terlebih dahulu inti dari tulisan saya kemudian saya buat concluding nya. Iya kak setelah selesai saya selalu revisi

R : Apakah anda pernah meminta seseorang untuk memeriksa esai anda?

N : Iya pernah kak saya meminta biasanya kepada teman saya yang lebih pandai untuk periksa esai saya

R : Apakah anda merasa senang / enjoy setelah selesai menulis esai?

N : Iya saya merasa enjoy serta happy setelah selesai esai saya

Name : MPU

R :Apakah anda menyiapkan beberapa rencana dalam introduction? Apa yang anda lakukan?

M : Hal utama yang saya siapkan itu topik yang akan saya tulis

R : Bagaimana anda memilih topik?

M : Saya akan memilih topik sesuai dengan apa yang saya pahami atau pengalaman saya

R : Apakah anda mereview materi sebelumnya sebelum menulis introduction paragraf?

M : Iya kak saya baca lagi materi yang sebelumnya sebelum saya menulis introduction

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R : Apakah anda sering melakukan pengulangan keywords pada introduction paragraf?

M : Iya kak lumayan sering karena keywords itu kan poin utama yang akan dijelaskan

R : Apa yang anda lakukan sebelum menulis body paragraf?

M : Saya biasanya membuat outline sebelum menulis body paragraph. Dengan begitu saya bisa mengembangkan paragraf dengan mudah

R : Bagaimana anda menemukan referensi?

M : Saya cari referensi dari google kaka tau biasanya dari jurnal di google scholar

R : Apakah anda highlight poin poin pada body paragraf?

M : Tentu kak. Highlight poin pada bagian body itu penting saya rasa untuk mengetahui hal hal penting apa saja yang terkandung

R : Apakah anda sering melakukan pengulangan keywords pada body paragraf?

M : Iya sering kak

R : Apa yang anda lakukan untuk menulis concluding paragraf? Apakah anda merevisi esai anda?

M : Untuk menulis concluding, saya membaca lagi dari awal agar saya dapat membuat kesimpulannya. Iya kak setelah selesai saya revisi esai saya

R : Apakah anda pernah meminta seseorang untuk memeriksa esai anda?

M : Iya kadang kadang saya meminta kepada teman yang lebih paham kak untuk menanyakan pendapatnya

Name : SH

R : Apakah anda merasa senang / enjoy setelah selesai menulis esai?

M : Setelah saya selesai esai saya, saya merasa sangat enjoy

R :Apakah anda menyiapkan beberapa rencana dalam introduction? Apa yang anda lakukan?

S : Iya kak terutama apa yang akan saya tulis

R : Bagaimana anda memilih topik?

S : Saya memilih topik berdasarkan pengalaman atau kehidupan sehari hari

R : Apakah anda mereview materi sebelumnya sebelum menulis introduction paragraf?

S : Iya kak sebelum menulis introduction saya pahami lagi materi yang sebelumnya

R : Apakah anda sering melakukan pengulangan keywords pada introduction paragraf?

S : Iya saya rasa sering kak

R : Apa yang anda lakukan sebelum menulis body paragraf?

S : Saya pikirkan terlebih dahulu kemudian saya mulai membuat beberapa list untuk saya kembangkan di body paragraf

R : Bagaimana anda menemukan referensi?

S : Saya biasanya mencari referensi dari google

R : Apakah anda highlight poin poin pada body paragraf?

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S : Iya kak saya biasanya highlight atau garis bawah beberapa poin penting pada body paragraf

R : Apakah anda sering melakukan pengulangan keywords pada body paragraf?

S : Iya sering kak seperti di introduction karena saya rasa keywords itu kan kata utamanya dan kata yang dijelaskan jadi saya sering mengulanginya

R : Apa yang anda lakukan untuk menulis concluding paragraf? Apakah anda merevisi esai anda?

S : Sebelum menulis concluding saya perhatikan lagi bagian introduction dan body lebih detail setelah itu saya tarik kesimpulannya. Iya kak selalu saya revisi esai saya

R : Apakah anda pernah meminta seseorang untuk memeriksa esai anda?

S : Ya biasanya saya bertanya kepada teman saya untuk cek esai saya

R : Apakah anda merasa senang / enjoy setelah selesai menulis esai?

S : Saya merasa lega dan juga senang kak

Name : MS

R : Apakah anda menyiapkan beberapa rencana dalam introduction? Apa yang anda lakukan?

M : Iya kak terutama apa yang akan saya pilih

R : Bagaimana anda memilih topik?

M : Saya pilih topik berdasarkan kemampuan saya

R : Apakah anda mereview materi sebelumnya sebelum menulis introduction paragraf?

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M : Iya kak untuk mendapatkan inspirasi dan memperbaiki kesalahan

R : Apakah anda sering melakukan pengulangan keywords pada introduction paragraf?

M : Iya kak rasa nya sering

R : Apa yang anda lakukan sebelum menulis body paragraf?

S : Saya membuat daftar daftar atau poin poin yang akan saya jelaskan pada bagian body

R : Bagaimana anda menemukan referensi?

M : Dari internet kak biasanya

R : Apakah anda highlight poin poin pada body paragraf?

M : Iya kak sama seperti membuat poin poin penting saya juga highlight beberapa poin penting

R : Apakah anda sering melakukan pengulangan keywords pada body paragraf?

M : Ya saya mengulangi keywords dalam body paragraph. Karena saya pikir keywords adalah kata utama untuk menjelaskan pada body. Jadi saya sering melakukan pengulangan keywords tidak hanya di body tetapi juga di introduction kalau saya

R : Apa yang anda lakukan untuk menulis concluding paragraf? Apakah anda merevisi esai anda?

M : Saya pahami lebih dalam paragraf paragraph sebelumnya kemudian saya ambil kesimpulan. Iya kak setelahnya baru saya revisi esai saya dengan membaca ulang

R : Apakah anda pernah meminta seseorang untuk memeriksa esai anda?



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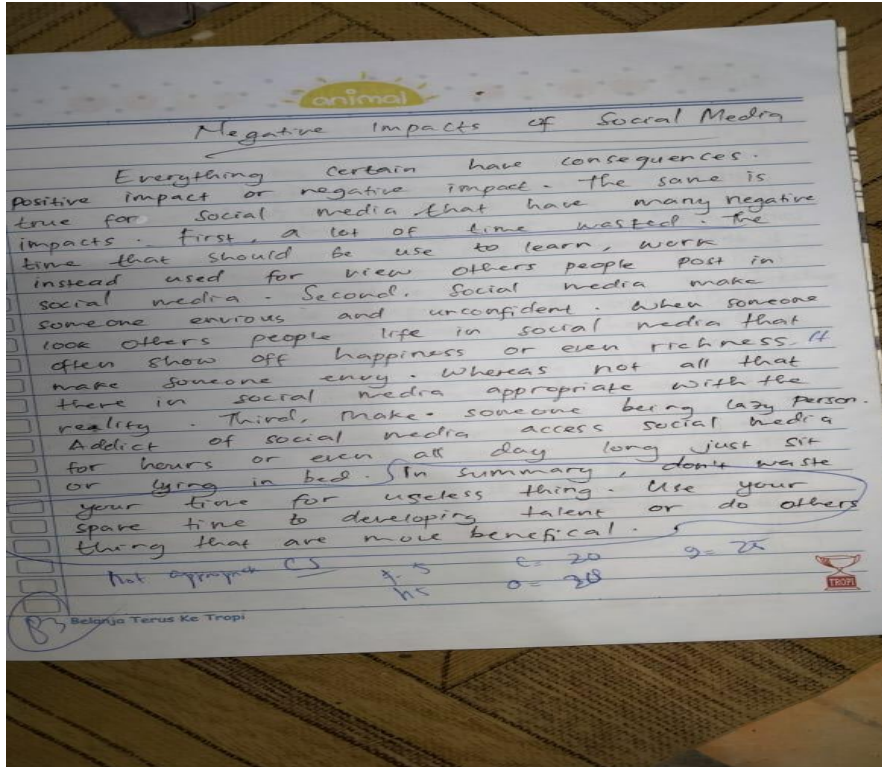
M : Iya kak pernah saya meminta pendapat orang lain untuk periksa esai saya

R : Apakah anda merasa senang / enjoy setelah selesai menulis esai?

M : Saya merasa enjoy sekaligus senang kak dapat menyelesaikan esai saya

## APPENDIX II

### Documentation



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#### My Writing Class : Essay Writing

Currently, I am taking many classes in this lecture, one of which is essay writing. Essay writing is an essay writing in which I am required to write an essay properly and correctly. In this writing class, there are some important conditions or parts that must be considered, such as writing format, punctuation, writing structure, and so forth. In this writing class there are also 3 types of essays that I have learned.

Chronological/process essay is that have a series of events or steps that are orderly and predictable. In this type of essay, the first thing that must be considered when I made that essay was that I must clarify to the readers, what things I want to convey in the essay. The steps in each paragraph (body paragraph) in one essay, each of these steps must be explained in detail. It present the steps in time order, is an important thing that was discuss facts in the order in which they occurred. An example of this essay can be seen in an essay titled "Symptoms of Covid-19". There is a sequence of steps to a symptomatic process from covid-19 based on facts. So, all the organizational structures of this process essay are well and truly structured and it based on the facts.

The classification essay, which in the essay, I explain or convey something based on category, principle, and subject. In categories, it make sense of a group of people or items by organizing them. In this essay, it has a purpose for sorting the people or items. It mean that in classification essay, should has a purpose for what i made that essay. It should has categories using a single organizing principle. An example can be found in the essay titled "Friends in My Life". There is a principle that is personality, in the subject it is clear, is a friend. The category there is contained in the essay based on principle, personality.

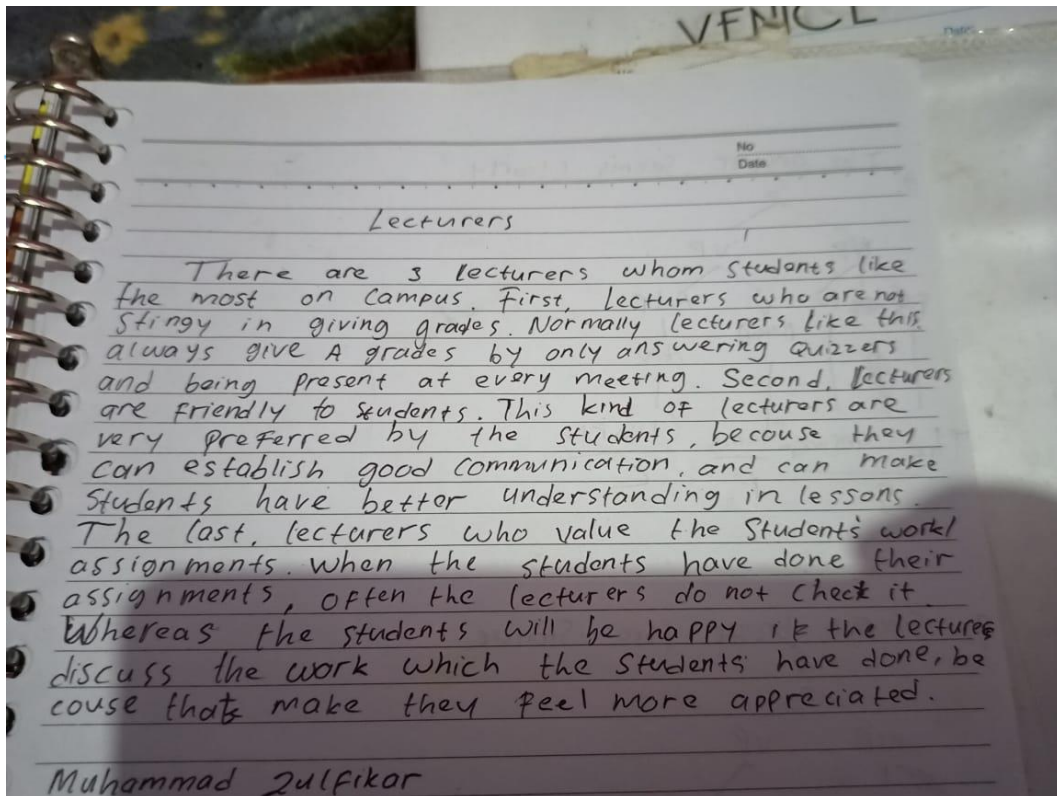
The comparison contrast essay, an essay that explains a comparison, both the differences or similarities of things to be discussed in the essay. In this essay, there are

some important things that must be considered, namely the presence of points that will be compared in an essay. And most importantly, it arranges points in a logical order. Yes, in accordance with the essay process, in this essay of course also must be based on facts that are accurate and can be thought logically. For example, there is an essay with the title "Activity on Eid al-Fitr", there is a clear differences.

In conclusion, in the writing class there are also 3 types of essays that I have learned, there are chronological / process essay, classification essay, and comparison contrast essay. With the types of essays, it makes it easier for me to do an essay based on situations and conditions when I want to make an essay.



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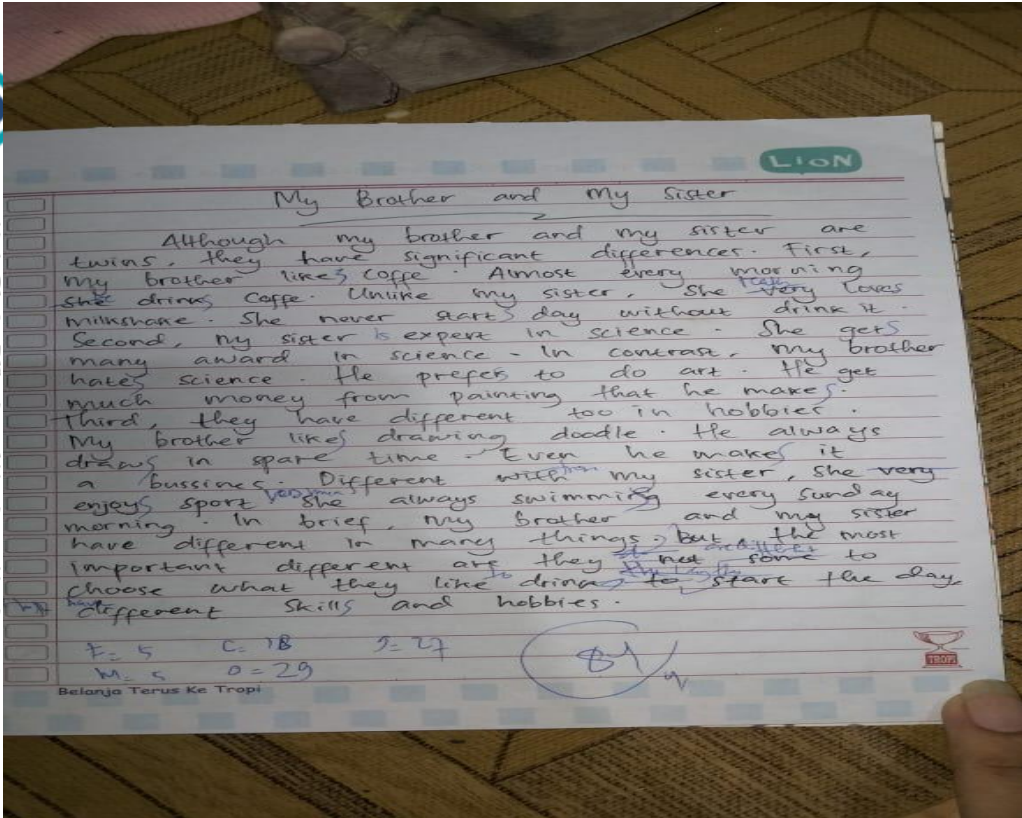
#### Pattern of organization in Writing Class

There are several patterns of organization on essay writing. Some of them are classification essay and comparison-contrast essay, I think both of them are very interesting pattern that I have to learn. Because both of this pattern make me fall in love with writing class. I really want to write a good essay by both of this pattern. While this two pattern have differences and similarities that I have to tell you.

Both of classification essay and comparison-contrast essay have some similarities. First of all, they are must have introductory paragraph, body paragraph, and concluding paragraph. Introductory paragraph is focus on thesis statement. Body paragraph is focus on explanation of topics. Concluding paragraph is focus on summary from essay. It similar because both of pattern are have same rules of writing essay and without it the essay writing are incomplete. Finally, both of them are essay writing and Essay writing must have 400± words. If you write it just 250 words that is not essay, it just a paragraph.

However, classification essay and comparison-contrast essay have several differences. There are the purpose of pattern, graphic organization and the difficulties. The classification essay are focus to introduce and analyze several categories. Then it just have one graphic organization. This is not difficult to write classification essay because each of categories you have established becomes a body paragraph. In contrast, comparison-contrast essay are focus on similarities and differences between two stuffs. It has three graphic organizers, they are called basic block, block comparison, and point-by-point comparison. This is hard for me to write comparison-contrast essay because I have to find the comparison and contrast between the topics. Even though it hard to learn, I think comparison-contrast essay is still interesting to learn.

In conclusion, these two pattern of organization do have several similarities, but I think their differences are more interesting than the similarities, in which they are different.



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### Movies from another country

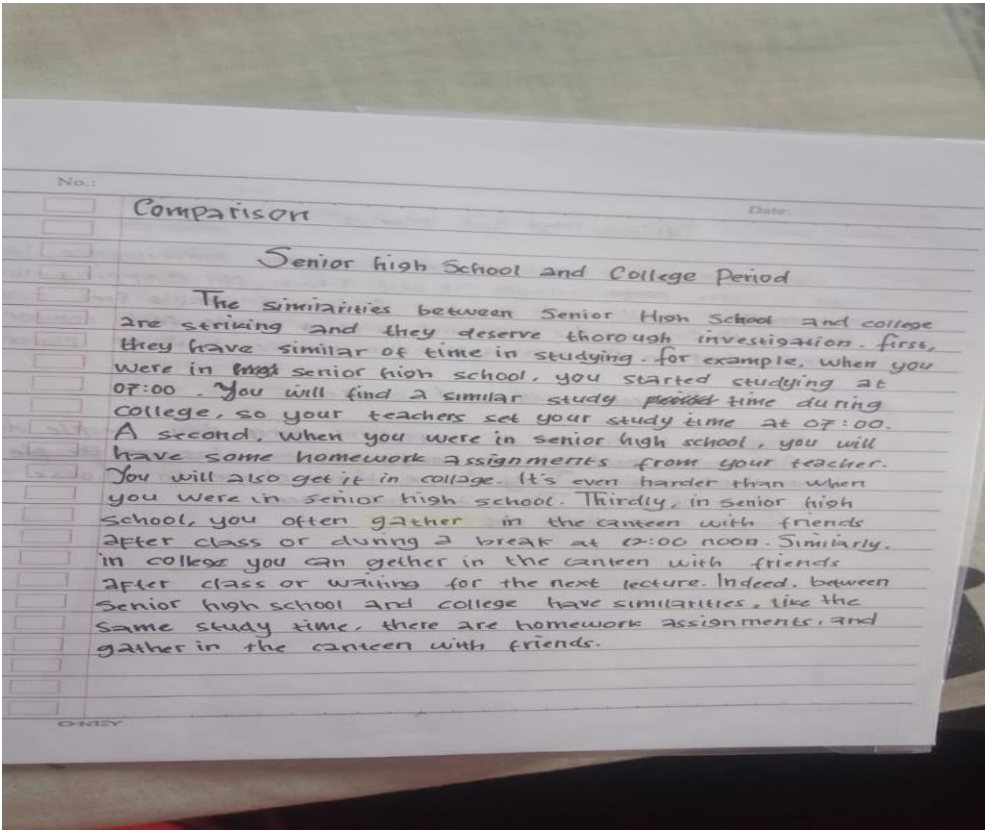
During this time you must often watch movies both domestically and abroad. at this time a lot of variety of streaming platforms that allow us to enjoy movies. including popular movies from abroad in many famous film producing countries in the world. There are several popular film-producing countries in the world.

The first country is the United States. Many box office movies produced from this country. For example Disney which produces a variety of popular movies such as Beauty And The Beast and Aladin. In the United States there is a district which is the symbol of the largest entertainment business in the world, Hollywood. Hollywood invites tourists to enjoy various famous buildings such as The Walk of Fame and Dolby Theater where the Oscar Awards are held, the highest award of film in the world.

The second country of popular producer movies is Japan. This country is famous for cartoon series commonly called anime. For exampale the popular anime Pokemon by Satoshi Tajiri and Naruto by Masashi Kishimoto. The reason why from young children to adults choose to watch anime because the genre and characters are very varied and of course the storyline is interesting.

Another example of the world's most popular film-producing country is South Korea. This country is famous for its drama which is interesting and able to make the audience participate in the drama's emotions. The country is increasingly known after one of his movie by director Bong Joon ho 'Parasite' won the Oscar 2020 award as Best Original Screenplay and Best Director.

In conclusion, the United States produces many popular films because of the many great production houses that shelter in this country. Japan become popular film-producing country because it captures the hearts of audience with varied and interesting characters from movies. While South Korea is popular because the movies produced are able to make the audience participate in emotions in the movies.



### The Differences about Eid Al-Fitr 2020 and Eid Al-Fitr 2019

All of moslem are waiting this moment after a month of fasting. The true day of victory for those who fast and can handle all of passion. The moment when all of family members gathered in house and apologize to each other and especially to their parents. Not for that, people also visit to neighbor's house and asking for sorry to their mistake as long as they know each other. It's feel so peace in Eid Al-Fitr moment. A lot of preparation is done when Eid Al-Fitr arrives. Start from make some cookies or traditional cake, buy new muslim dress or new worship equipment, buy new sandals or any else. But, something happen corona virus attack my country so it makes Eid Al-Fitr this year really different with Eid Al-Fitr last year.

The first obvious differences is about family. My parents are live in village while my uncle and my aunt live in city. Every Eid Al-Fitr moment they always visit to my house and live for a few night. But not for this year, the government make new rules that everyone must stay at their home and don't go anywhere during corona virus even in Eid Al-Fitr. The government suggest to apologize each other via social media and telephone.

Second, we must stay away from the crowd like pray together in the mosque in the first day of Eid Al-Fitr. We keep celebrate Eid Al-Fitr but not start it with pray together like last year. Not for that, this year we can't visit neighbor's house to asking for sorry. The prohibition to gather together is strictly implemented for the common good. It makes us can't have good prepare to welcome Eid Al-Fitr like buy some cookies, new clothes and worship equipment.

The last is about the feel of Eid Al-Fitr moment. If last year we can gather to our family members to talk each other, share what they have like their story from live in the city or just talking together until midnight during Eid Al-Fitr coming. Or visit our friends who live in other city easily. Buy new clothes in traditional market with so many people there. Make some tour with our friend to go somewhere and any else.

Even though there are some different thing like our family members, avoid crowd condition and different moment but our wish for this year is we can pass this bad condition together with follow suggestion from government to stay at home. Giving apologize to everyone who has some mistake to us. It's the real mean of Eid Al-Fitr. Not with new clothes, a lot of cookies and a lot of new style. But, it's about our new hurt to

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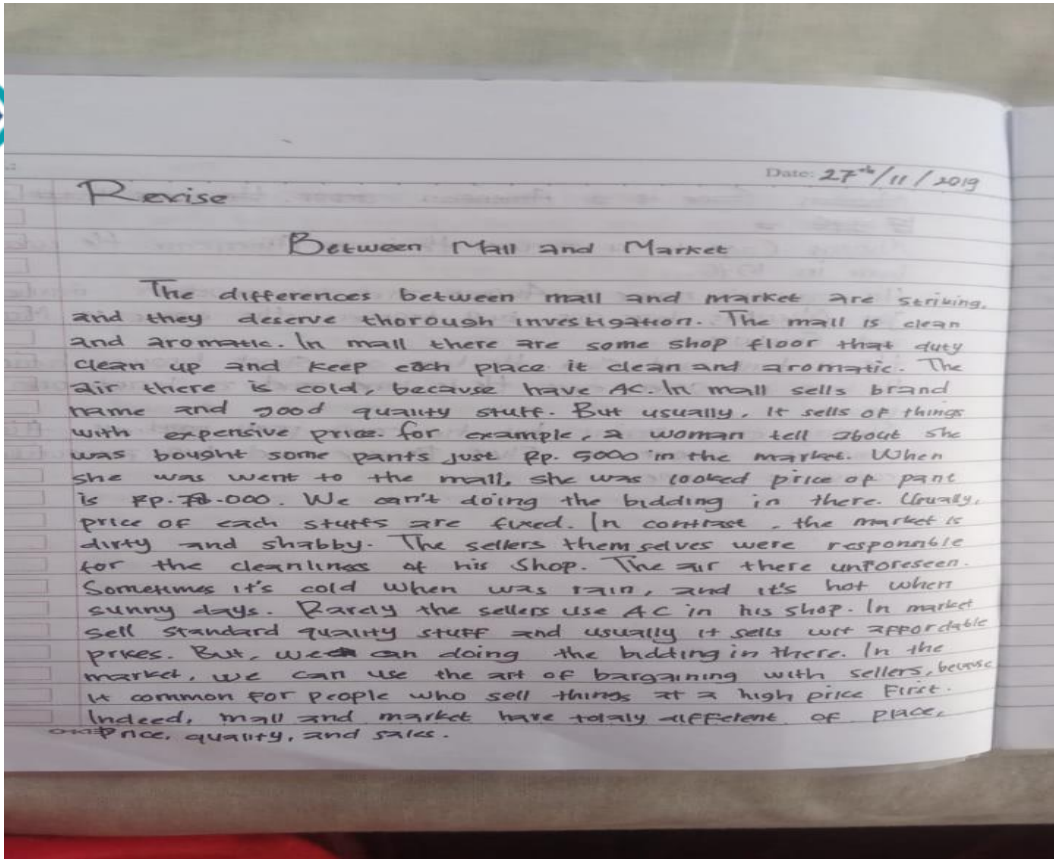
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### The Fish Doll

Now in the world have the pandemic of covid 19 or corona virus. In Indonesia we have it too. For restrain the covid 19 or corona virus, the government gives an appeal to stay at home. If always at home surely bored. Therefore, it would be better to do fun activities at home. The activities are just not for fun but to rise to the creativity. One of that is make the doll which is simple to do at home. The fish doll is quite simple to make. There are 3 steps to make fish doll.

First, draw the pattern on the paper. Use newspaper, coffe paper or whatever you have to make the pattern. Then draw the pattern on the paper with a pencil or color pencil. Draw fish parts such as fish tail, fish fins, and the body of the fish. Draw triangle for fish tail, oval for fish body and small ovals for fish fins. For size as desired. And then cut all the patterns

The second step, cut the fabric like a pattern. Fold the fabric in half. then, trace all the patterns on the fabric. Give pins to the pattern and fabric. After that, use a pencil to make a trace of the pattern appear on the fabric. Then, lift the pattern paper on the fabric. Next, cut the fabric like a pattern, cut the fabric 2 cm from the pattern. Each pattern becomes two and for fin become four. Then, cut triangle for the fish mouth at the point of fish body.

The last step, sewing cloth patterns. Every fabric pattern has two. Sew the double patterns together and cut a small hole in the point of body. Insert the fleece into the fabric and sew a small hole. After that, sew the fish tail at the fish body point, fish fin on the left and right side of the body and sew two buttons for the eyes. The sewing button is above the fish's mouth and on the right and left of the body.

In conclusion, making fish doll is easy and the materials are easy to obtain. fish doll can also be used as a pillow or decoration.

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3	2017	MA AS SALAM	Rimbo Bujang

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