ABSTRACT

An Analysis of Writing Learning Strategies Used by Proficient Learners of English Language and Literature Department in Universitas Negeri Padang

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This research is quantitative descriptive research that aims to describe or to find out which learning strategy is dominantly used and why proficient learners who get an A used certain strategies. The population of this research is students of the Department of English Language and Literature in 2018 Faculty of Language and Arts, Padang State University. There were 35 students, got an A score in one of four sequential writing courses, selected as a sample in this study using a purposive technique sampling. Learners were asked to fill out the developed SILLR questionnaire by Rebecca L. Oxford. Then, six of them who have the highest score in one of the learning strategies were interviewed. Data were collected through questionnaire and interview instruments. The questionnaire used has 29 questions with 5 options. This research is in the form of student answers to the questionnaire that has been distributed. The proficient leaner of English language and literature Department of Universitas Negeri Padang used all of the learning strategy in writing. This study found that the dominant students used the affective strategy with 75.6%. A compensation strategy is in the second used with 73.9%. Then, memory strategy with 70.4% usage, cognitive strategy with 70.1% usage, metacognitive strategy with 68% and social strategy is 64.9% usage. So it can be concluded that the affective strategy is the dominant strategy used by proficient learners who got grade A in four sequential writing courses.the reason why the students used an affective strategy was it makes them relax, happy and enjoy to write something in English so that the idea comes to their mind.

Key words: **Learning Strategies, Proficient Learners**