

**ACADEMIC WRITING STRATEGIES USED BY MALE AND
FEMALE STUDENTS IN UTILIZING ACADEMIC WRITING
CONVENTIONS IN THEIR UNDERGRADUATE THESIS**

THESIS

*Submitted as Partial Fulfillment of the replacement to Obtain Bachelor of
Education (B. Ed) in English Language Education*



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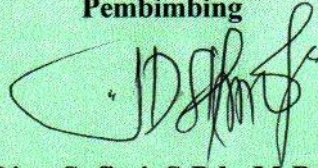
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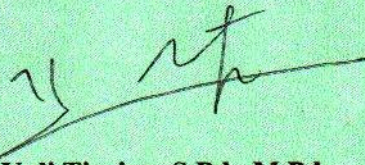
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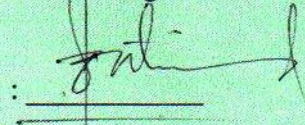
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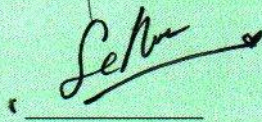
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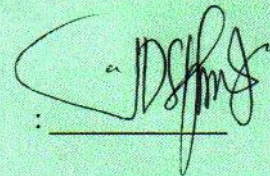
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ABSTRACT

Shabirah. W. P (2024). *Academic Writing Strategies Used by Male and Female Students in Completing Their Undergraduate Thesis*. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

This study aimed to investigate the most used writing strategies by undergraduate students that have been finished writing their thesis, the differences in strategies used across their gender, and to find out the strategies used by undergraduate students based on their thesis completion duration. The participants were 44 students who have completed their thesis and already had done comprehension exam in academic year 2023-2024. This study was used quantitative descriptive research method to gather data. The data was collected by using 42-items with 4 point Likert-scale questionnaire. The study found that metacognitive, social, and affective writing strategies were most frequently used in their thesis. Compensation, cognitive, and memory strategies was the least common, with no significant differences. The study also found that male students use social strategies more frequently than female students, while female students primarily use metacognitive strategies. The result of this study also reveals very little of the clearly noticeable differences between the duration of completing their thesis. Sstudents who completed their thesis in six months and those who finished it in twenty-four months had used almost same strategies. In contrast to memory and cognitive strategies, which are the least frequently they employed, social and metacognitive strategies still become the most frequently strategies that they used.

Keywords: Writing Strategies, Thesis Writing, Thesis Writing Completion Duration, Gender

ABSTRAK

Shabirah. W. P (2024). *Academic Writing Strategies Used by Male and Female Students in Completing Their Undergraduate Thesis*. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Studi ini bertujuan untuk menyelidiki strategi penulisan yang paling banyak digunakan oleh mahasiswa sarjana yang telah selesai menulis tesis mereka, perbedaan dalam strategi yang digunakan di seluruh gender mereka, dan untuk mencari tahu strategi yang dipakai oleh siswa sarjana berdasarkan durasi penyelesaian tesis mereka. Para peserta adalah 44 siswa yang telah menyelesaikan tesis mereka dan sudah lulus ujian pemahaman pada tahun akademik 2023-2024. Studi ini menggunakan metode penelitian deskriptif kuantitatif untuk mengumpulkan data. Data dikumpulkan dengan menggunakan kuesioner skala Likert dengan 42 poin. Studi ini menemukan bahwa strategi menulis metakognitif, sosial, dan afektif paling sering digunakan dalam tesis mereka. Strategi kompensasi, kognitif, dan memori adalah yang paling jarang, tanpa perbedaan yang signifikan. Studi ini juga menemukan bahwa siswa laki-laki menggunakan strategi sosial lebih sering daripada siswa perempuan, sementara siswa perempuan terutama menggunakan strategi metakognitif. Hasil dari studi ini juga mengungkapkan sedikit perbedaan yang jelas terlihat antara durasi menyelesaikan tesis mereka. Siswa yang menyelesaikan tesis mereka dalam enam bulan dan mereka yang menyelesaikannya dalam dua puluh empat bulan telah menggunakan hampir strategi yang sama. Tidak seperti strategi memori dan kognitif, yang paling jarang mereka gunakan, strategi sosial dan metakognitif masih menjadi strategi yang paling sering mereka gunakan.

Kata Kunci: Strategi Penulisan, Penulisan Tesis, Durasi Penyelesaian Penulisan Tesis, Gender

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“Academic Writing Strategies Used by Male and Female Students in Utilizing Academic Writing Conventions in Their Undergraduate Thesis.” is the title of the thesis. This thesis was composed and submitted to the English Education Department at the Faculty of Language and Arts, Universitas Negeri Padang, to fulfill the requirements for the *“Bachelor of Education”* degree.

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CHAPTER I INTRODUCTION

1. Background of the Problem

One of the most challenging abilities for students to master is writing. They believe that there will always be unique restrictions on their writing abilities, such as word order and grammar. And if they are incorrect, then everything is incorrect. Sometimes teachers believe that if they give students a concept, they will be able to work on it quickly. In fact, students must comprehend the key aspects of writing, such as coherence, cohesiveness, and others, in order to write a decent paragraph. Writing is seen by many second language and foreign language students as a challenging endeavor. That's a reason why writing is one of the most determining abilities to learn.

Writing, according to Harmer (2001:79), is a written method of communication used to convey thought or express feelings. Writing is a kind of communication that employs the traditional methods of telling someone what you mean by using words to build phrases, paragraphs, verses, and other structures. Writing, according to Sokolik in Linse (2005: 98), is a combination of the process and the output. It signifies that writing is the ability to express one's feelings through written communication. In terms of vocabulary and language structure, these thoughts will be translated into the text. Because writing is so important, students must learn about it thoroughly.

One of these kinds of writing is academic writing. Academic writing is a formal kind of writing, based on Hague and Oshima's (2007) book. The characteristics of academic writing are objective, impersonal, and precise. For that reason, it is more complex than general writing. (Bailey, 2015) in her book stated there are some types of academic writing, such as essays, reports, research papers, written records, project research, and dissertations and theses. In college, usually, a thesis is the requirement for students to finish their studies. As stated by Peraturan Akademik Universitas Negeri Padang (2015), students write thesis in English.

In writing a thesis, students must focus on some factors because there are so many chapters in thesis. As stated by Peraturan Akademik Universitas Negeri Padang (2015), there are five chapters in thesis such as; introduction, literature review, research methods, findings and discussion, and conclusion and suggestion. For this reason, students should focus on more than just the sentence structure while writing a thesis, including how all the ideas and details are arranged and united. Students should not only take language usage factors like word choice and syntactic forms into consideration in terms of sentences, but students also have to look at many aspects such as critical thinking, knowledge of technology, as well as self-adaptation to the environment if necessary. Therefore, drafting thesis can be very challenging for many students because they deal with much factors.

The capacity to write is influenced by a few things. Language proficiency, writing competence, the use of cohesive devices, mental abilities, knowledge about the writing task, writing strategies, and writers' personal characteristics are some of the characteristics that influence good writing (Angelova, 1999, as cited in Maftoon and Seyyedrezaei, 2012, p. 1598). In Karimkhani's (2016) analysis, there is a substantial correlation between writing proficiency and writing strategy. It also showed that the most accurate indicator of writing ability was the adoption of writing strategies. This indicates that the performance of the writing was enhanced by the use of strategy. Students can attain success in writing by using the proper method.

According to Sanjaya (2006), a strategy is a plan, technique, or series of actions intended to accomplish a specific learning objective. Writing strategies are defined as actions or behaviors deliberately carried out by writers in order to make their writing more efficient, according to (Petrić & Czár, 2003). The order in which a writer plans, composes, revises, and performs other writing-related tasks is known as their writing strategy (Torrance et al., 2000). Additionally, (Mu & Carrington, 2007) define writing strategies as intentional choices made by writers when faced with a writing difficulty. In their view, the students are well aware of the writing strategies they would employ when selecting them. In other words, whether or not a student employs a particular strategy is up to them. Therefore, based on the definitions above, the researcher combines the concept of writing strategies into the intentional actions and methods a writer uses to accomplish a certain objective when solving a writing challenge.

Several experts have established a theory for categorizing writing strategies. According to (Petrić & Czár, 2003), there are three primary categories of writing strategies: pre-writing, during-writing, and post-writing strategies. While in (Peñuelas, 2012) study, the taxonomy of writing strategies was based on Oxford's language learning strategies as well as Bereiter and Scardamalia's (1987) model. As a result, they were able to distinguish between memory, cognitive, compensatory, metacognitive, social, and affective strategies. The Oxford model is also the source of the writing strategies used in (Nopmanotham, 2016)'s study. The researcher has modified it into four distinct strategies: affective, social, metacognitive, and cognitive strategies. In addition, the planning, drafting, and rewriting stages of the writing process were used to organize the four techniques.

According to Arifin (2017), students genuinely have individual coping mechanisms for issues that arise during the writing process. For instance, after they were aware of the demands of the writing work, they began by generating ideas through books or articles. After that, students will read what they have written several times. In order to write well, they also thought about how to link their thoughts to those of others. Therefore, one writing strategy cannot be used by all students, even though those strategies are effective and efficient. This problem may be caused by so many factors, one of them is gender differences.

One of the key elements influencing how EFL learners employ learning strategies is gender. There is no agreement on how gender affects the use of

learning strategies when learning a foreign language. Some studies (Yulianti & Fadhly, 2020) found that women used learning strategies more frequently than men, while others studies (Maharani et al., 2018) found no significant variations between male and female strategies' use.

Gender and language have a connection. Understanding the differences between genders is crucial, particularly in an EFL class. By interviewing the students, (Mahmud & Nur, 2018) were able to identify the differences in gender between male and female students' learning processes, along with the causes of those gaps. According to Puteh, Zin, and Ismail (2016:118) provided an example of a study that demonstrated the necessity of paying attention to gender differences since the difference between men and women has been associated with engagement in reading among the students.

When limited to studies on EFL learners, however, results were generally constant and showed that females did better than males. The study's results, as reported by Al-Saadi and Heidari-Shahreza (2020), revealed that female students used cognitive, metacognitive, affective, and social strategies at significantly higher rates than did male students. Based on (Abdollahzadeh, 2010), conducted the first extensive study on the use of writing strategies by EFL students. It found that there were gender differences in the employment of memory, cognitive, compensatory, metaacognitive, and social strategies, but not affective strategies. And in this study, females outperformed males in these domains.

Based on the definitions above, the researcher found several studies that have been done on writing strategies and gender. The first study was conducted by Umamah and Hidayanti (2018). The researchers used the Posteriori Taxonomy of Techniques for Learning English Writing Skill, taken from Mistar, Zuhairi, and Parlindungan (2014), to explore the various writing techniques used by undergraduate students across genders. The second research was conducted by (Maharani et al., 2018). The aim of this research was to describe the classification of writing strategies used by students based on their language proficiency approach and gender. The third research was by Dari et al (2022). The purpose of this study was to investigate the phases of writing strategies used and the categories of writing strategies utilized by students. In this study, the researcher used a questionnaire adapted from (Petric & Czarl, 2003) to collect the data.

Based on previous research, it's clear that each student has differences in the writing strategies they use, including gender, which influences these differences. There are many types of writing strategies. As can be seen from some of the research above, the results from each research study were clearly different because they used different instruments to collect the data. The first research used the Posteriori Taxonomy of Techniques for Learning English Writing Skill; the second research used Oxford Learning Theory; and the last research used the Writing Strategies Inventory developed by Petric & Czarl.

After reviewing some research, the researcher is interested in investigating the same research on students' use of writing strategies and differences in usage

based on their gender. Although there have been continuous reports of gender variations in students' writing strategies, further research is necessary to determine. In addition, this research also came up because the researcher found a problem around which makes the researcher feel distracted. The question of why so many students that enter the college in the same time, but do not graduate at the same time, too. For this reason, the researcher are wondering whether the difference in use of writing strategies makes the problem appear.

Because of the many theories that explain the differences in this issue, it is nevertheless crucial to explore the issue in question. In this case, the researcher will use theory from Oxford Language Learning Strategies that will be adapted to writing strategies only. Therefore, the researcher is attempting to determine whether there would be a difference if the theory were to be used at the Department of English Language and Literature at Universitas Negeri Padang. In conclusion, because the issue of this study has already been clearly defined, the researcher employs a descriptive study to acquire a thorough analysis to address research concerns.

2. Identification of the Problem

Based on the background of the problem, English is a foreign language for Indonesian, which sometimes makes it difficult for students to write in English. Because in writing, there are many aspects that must be considered by students. The way they pay attention to some of those aspects, each student also has

different usages in writing strategies. In addition, other factors that contributed to the development of these differences were gender differences.

3. Limitation of the Problem

From the identification above, the researcher makes this research more focused only on the way the students write in an aspect of academic writing. This research also investigating the most used writing strategies by undergraduate students that have finished writing their thesis in the academic year 2023-2024 and the differences in strategies used across their gender using the grand theory based on Oxford Language Learning Strategies that have been adapted by Abdollahzadeh (2010) and Nopmanotham (2016).

4. Formulation of the Problem

The research problem can be formulated as follows: “What are the academic writing strategies and the differences in strategies used by undergraduate students at the Department of English Language and Literature in completing their thesis based on the theory of Oxford Language Learning Strategies?”

5. Research Question

The researcher's problem can be formulated into:

1. What academic writing strategies are mostly used by male and female students in completing their undergraduate thesis at the Department of English Language and Literature at Universitas Negeri Padang?
2. What are the strategies used by students based on the duration of their thesis completion?

6. Purpose of the Research

Based on the issue described in the identification of the problem above, the purpose of this research is:

1. to find out the most used strategies in completing undergraduate thesis by students at the Department of English Language and Literature at Universitas Negeri Padang.
2. to reveal the differences in academic writing strategies used across male and female students in completing their undergraduate thesis at the Department of English Language and Literature at Universitas Negeri Padang.
3. to find out the strategies used by undergraduate students based on their thesis completion duration.

7. Significance of Study

Theoretically, this research is expected to give information to the reader about writing strategies used by undergraduate students and the differences in

strategies used between male and female students in the English Department at Universitas Negeri Padang. The researcher hopes that this research will also help students increase their' knowledge and information about writing strategies. Practically, the researcher hopes that this research will help students figure out writing strategies and help them find their own strategies in writing. The researcher also hopes that this study can contribute to the use of strategies by the students in completing their undergraduate theses. The researcher also hopes that by doing this study, lecturers will be better able to help students in the process of completing their undergraduate theses.

8. Definition of Key Terms

The researcher would like to clarify and define the important terms used in order to prevent issues with misunderstanding and incorrect interpretation of the research findings.

1. Thesis Writing

Thesis writing is a long report that follows the format problem-method-results-discussion in an experimental, design, or theoretical setting. Thesis also addresses the requirement to complete students' studies in college.

2. Writing Strategies

Writing strategies are the methods that students use when composing their theses.

3. Gender

Gender can be described as male and female who have completed their thesis, so they will become a sample of this study.