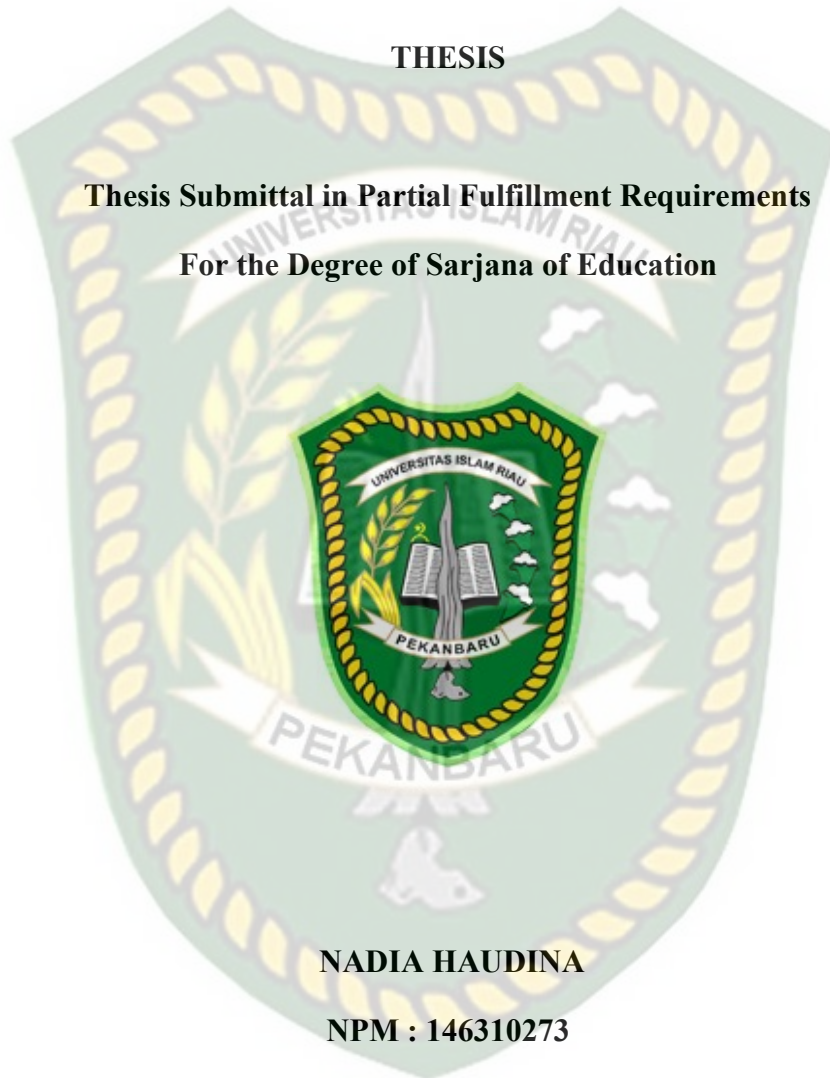# AN ANALYSIS OF ENGLISH LANGUAGE PREWRITING STRATEGIES USED BY STUDENTS IN WRITING ESSAY IN UNIVERSITAS ISLAM RIAU

THESIS

Thesis Submittal in Partial Fulfillment Requirements

For the Degree of Sarjana of Education

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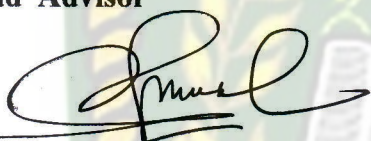
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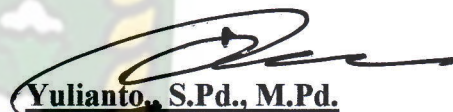**UNIVERSITAS ISLAM RIAU**

2020

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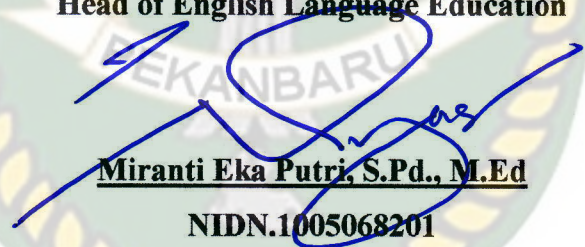
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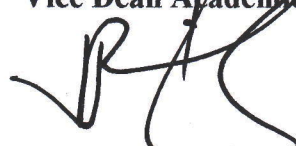
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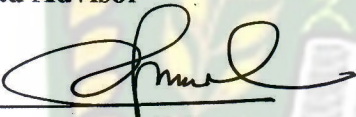**NIP.19701007199803222002**

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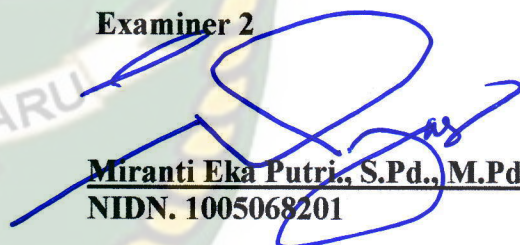
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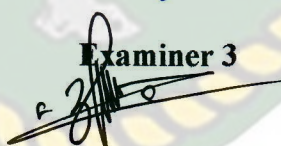
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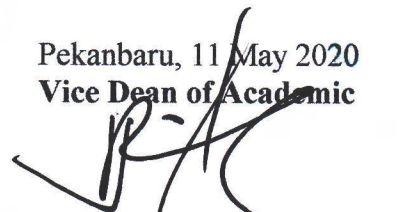
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LETTER OF NOTICE

We, the Head Advisor and Vice Advisor here by notify that:

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AN ANALYSIS OF ENGLISH LANGUAGE PREWRITING STRATEGIES USED BY STUDENTS IN WRITING ESSAY IN UNIVERSITAS ISLAM RIAU

It is ready to be examined. This letter is made to be used as it is needed.

Pekanbaru, 11 May 2020

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THESIS GUIDANCE AGENDA
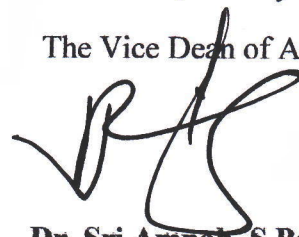
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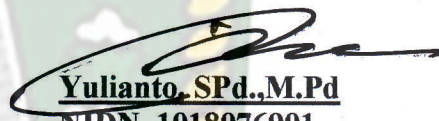Faculty   : Teacher Training and Education

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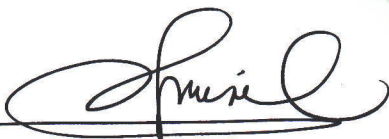
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Strategies Used by Students in Writing Essay in

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2	December, 19th 2018	Revised Chapter II	
3	February, 12th 2019	Revised Chapter III	
4	March, 5th 2019	Acc to Join Seminar	
5	April, 15th 2019	Seminar Proposal	
6	May, 24th 2019	Revised Chapter I and II	
7	Oct, 16th 2019	Revised III and IV	
8	December, 18th 2019	Revised IV	
9	December, 28th 2019	Checked All Chapters	
10	January, 2th 2020	Acc to Join Thesis Examination	

Pekanbaru, 11 May 2020

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DECLARATION

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I have by declare that the work in this thesis is my own, except for the quotations, had been put in references.

Pekanbaru, 11 May 2020

The Researcher

NADIA HAUDINA

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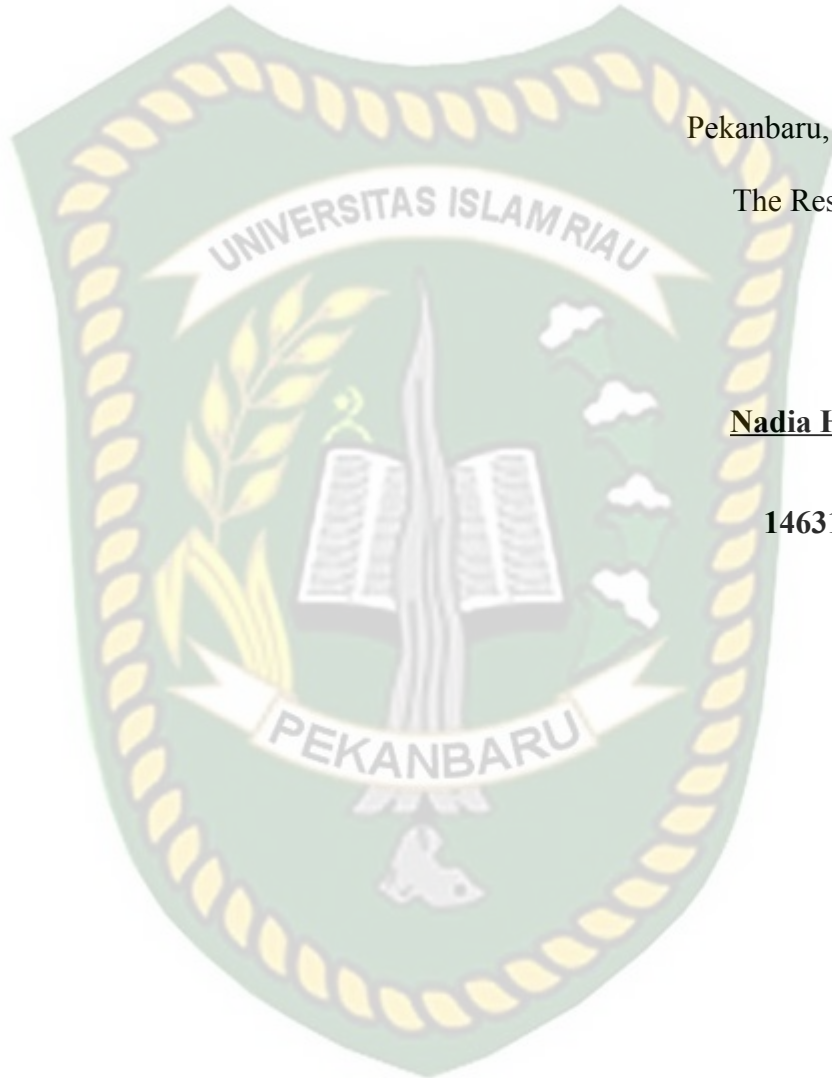
ABSTRACT

Nadia Haudina, 2019, An Analysis of English Language Prewriting Strategies Used by Students in Writing Essay in Universitas Islam Riau.

Keyword : Prewriting, Prewriting Strategies, Writing Essay

The objective of the research is to know what strategy that students' used in prewriting step in writing essay and to know the dominant strategy that students' used in writing essay to transfer an idea.

The research design of this study was descriptive research. The participant of this research was B class in semester 4 year 2017 English Department in Universitas Islam Riau. The sample of this research was used cluster sampling and there were 38 students as the sample. The instruments of the research were questionnaire. There were contain listing 10 questions, free writing 9 questions, clustering 9 questions, looping 7 questions, journal's questions 7 questions, and cubing 11 questions. The data were analyzed by categorize the data based on indicators, describe the data and make a conclusion.

From the results, 8 students used listing as their strategy in writing essay, 6 students used freewriting as their strategy, 8 students used looping, 1 student used clustering as their strategy, 13 students used journal's questions as their strategy, and 2 students used cubing as their strategy in writing essay. Then, the dominant strategy that students used in prewriting was journal's questions (34,2%), which is students found the information of the topic to get an outline by using 5W + 1H.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of the skills in communication. People can share about information, ideas, and opinion in writing. Writing is a must to be mastered by all students in every educational level. In higher educational or university, writing is the main activities that students always do during the day of lecturing, like taking notes and make some assignments. Also, writing also takes important parts in students' future life especially to communicate formally.

In language learning, writing skills is divided into several levels. At English department of Islamic University of Riau, writing skill has three levels according to the 2013's curriculum. It is divided into paragraph, essay, and academic writing. Paragraph writing starts from how to make a small paragraph. After the students can write a good paragraph, they will continue to develop the paragraphs into a paragraph that how to share their ideas in writing. Then, they will learn about academic writing, which making more complex paragraphs. Finally, they learn how to make a proposal or thesis for final project to finish their study in Strata one degree. Different levels help students to improve their skill in writing.

In each level, lecturer will give strategy to make them understand how to write easier. Although students use the strategy which the lecture gives to them, they still had a problem. Based on researcher's experience as English student, the

biggest problem in writing is students hard to do prewriting, because they are too lazy to find an idea. In prewriting, students must search an idea by their own words to be written as an essay; consequently, they must read many sources that they can get from journal, articles, or books. In summary, the problem is they cannot understand what the text they read.

Another problem in writing is students' habit which they do not like to brainstorm idea. They always make it based on other people's idea. Because of the habit, they will hard to understand the material and write something. Furthermore, students only get some idea by their own mind and sometimes doing a plagiarism.

For developing the habit, in teaching writing, the lecturer already gives many strategies. One of them is prewriting strategy that is used in writing an essay. The lecturer gives the strategy to the students to help them understand the text they read, and the students using a strategy to take an important idea from the sources. After taking an idea, the lecturer asks the students to write it an essay. Here comes a problem, when they start to write, they cannot develop the idea they already collected from reading. Sometimes, they do not transfer their idea from reading to writing. Even though the students are already read the books, journals or articles, the idea still cannot come up. They only put some ideas without evidence. Unfortunately, they cannot summary and explain their ideas that they had read before they write it into the essay. The result is, their essays are lack of ideas, and then the points in the essay are not clearly stated and elaborated. That's why prewriting strategy was chosen as the step of essay in this research.

The subject which the researcher chooses is prewriting strategy that contains several of strategies that students will use in writing essay. In reality, based on the researcher's experience, contain of essay was only from mind. Even the students already read related sources, the idea still cannot come up. As a result, without using prewriting strateiges, their writing essay is lack of ideas, and the points in the essay are not clearly stated and elaborated. That is why prewriting strategies is chooses as the subject in this research, because it will make the student easier to generate a lot of ideas and avoid them from lack of points in their essay.

Based on the problems above, the researcher is interested in analyzing students' strategy used in their writing an essay. Whether, they include the idea of the source text which they read before writing an essay, or they do the plagiarism because of lack of idea. The researcher chooses second year students of English Department because they already learned about writing essay. Later on, they will learn academic writing which needs more information from what they had been easily without having difficulties in developing an idea. They can use the idea which they get from the source text into their writing idea to support their idea. Therefore, the researcher will analyze what the strategy that students use to transfer their idea into their writing an essay.

1.2 Identification of the Problem

Based on the background, there were three possible problems that could be identified. First, students are too lazy to think and find a lot of ideas and also cannot understand what the text they read in writing an essay. Secondly, students do not like to brainstorm idea and they write an idea without evidence in writing an essay. Third, students cannot look for a reference. They just put some ideas from their mind and summary it before they write an essay. Finally, it makes their essay became lack of ideas and had not clearly and elaborated points.

1.3 Focus of the Problem

Based on what has been described, this research focuses on analysis of English language prewriting strategies used by students in writing essay in fourth semester. The researcher wants to know students prewriting strategies used by students and know the dominant strategy that students used in writing an essay in Universitas Islam Riau.

1.4 Research Questions

Based on the focus on the problem above, there were some research questions as follow:

1. What are the strategies used by the second year of English students prewriting step in writing an essay?

2. What strategy is dominantly used by the second year students in prewriting step in writing an essay?

1.5 Objective of the Research

Based on the research questions above, the objective of this research were:

1. To know what strategy that students' used in prewriting step in writing an essay.

2. To know the dominant strategy that students' used in prewriting step in writing an essay to transfer an idea.

1.6 Significance of the Research

Practically, the result of this research will enrich information about students' strategy in doing writing an essay, even though the students use many strategies in writing an essay or not. Finally, the result of the research would show whether prewriting strategy would help them in adding the idea to write an essay. Theoretically, this result of the research will teach the students to generate a lot of ideas in writing. Prewriting strategy can make them summaries an idea based on their own words without do a plagiarism. Last, the researcher hopes it will be useful as a reference for the further research.

1.7 Definitions of the Key Terms

This is the definitions of the key terms that are used in the thesis in order to help the readers understand about the research. The terms are as follows:

1. **Writing** is an activity that organizing some people's opinion into meaningful written text.

2. **Prewriting Strategy** is the process of planning and organizing of ideas before composing a first draft by several strategies.

3. **Essay** is a part that can be practiced to develop several skills and increase students' creativity in writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

The relevance theories of this research consist of the nature of writing, writing process, prewriting strategy, characteristics of prewriting strategy, writing essay and the genres of writing essay.

2.1.1 The Nature of Writing

Writing is an activity that involves many intregated skills, such as organizing available resources and evidence and generating ideas and arguments. Writing can be used as a media to communicate the others. In writing, people can express their feelings, ideas, and opinions to everyone, whether they know each other or not. It means that people not only can share their feelings, ideas, and opinions by speaking directly to the target person, but they can also do it indirectly in writing form. Also, writing can increase people's skills in generate some ideas into a complex paragraphs.

Writing has many definitions which were explained by many experts. According to Hyland (2003) explains writing seems like a product constructed from the writer's mind and their experiences with the text. It means writer will combine their mind with knowledge. Knowledge can be found by reading something or hear something. Basically, Hyland tries to say that writing is a product of the combination between the writer's minds with others' which is found by many ways.

Another definition of writing skill is also defined by Peha (2010), states that writing is the communication of content for a purpose to an audience. Therefore, writing contains the content then it processes by giving the ideas into the words from articles, books, etc., and published to the public.

Harmer (2007) states that writing is the process of producing something from the writer to its final form that is affected by the content like the subject matter or the type of writing by using the media. In short, the expert says that writing is a process which comes from creating the writer's idea and the others into a written form by combined another idea or point into the information. Furthermore, Nunan (2003) defines writing as both physical and mental acts. Writing is the physical act of committing words or ideas and writing is also the mental work of investing ideas, thinking of how to express them and organizing them into statements or paragraphs that will give a clear meaning to the readers. The writer is able to know whether they had made a correct written product by the indication of understanding that the readers show.

In conclusions, there are so many definitions of writing, which are proposed by the experts. They had a different focus on defining what writing is. Although the focus in defining it has so many variations, it can be concluded that writing is a process of making the words into the meaningful message which contains feelings, ideas, or opinions about something. Writing is also an indirect communication the writer through several stages of revising or evaluating in a paper. Furthermore, this message is published to the public so the readers can read the message.

2.1.2 The Writing Process

There are many definitions of writing process. According to Brown (2001) states that writing contains the result of thinking, organizing, drafting, and revising that can produce a final product. It means that writing develops idea step by step to become an information that ready to be read for reader, like essay, articles, books, reports, or journals that product should look like.

Hammond (2007) explains the process of writing consist of four stages that is planning or prewriting, drafting, revising, and publishing. The planning should begin not with the topic analysis but with information. It then continues with interpretation that writer wants to pass on. Once writer find the information, it becomes to inferences from the information. In drafting, the writer puts the materials and purposes of the text, then produce into a sentence. Revising is how the writer organizes a draft into the paper, and then continues with changes in the writer's first written sentence from rereading or rewriting information. In the last stage, that is publishing. The writer ready to check spelling, punctuation, grammar, and neatness, then share their work with others.

Furthermore, Richards and Renandya (2002) states there are many steps in writing process. Planning is an activity that encourages writer to write. Students do this first step before they start to write by brainstorming, freewriting, and WH questions to gather ideas. Secondly is drafting, which is the writer arranges they already write in planning stage on a paper. In this stage, spelling rules are ignored

and try to create a text. Revising is the student's written review from rearrange the content, then expand the text with new ideas or remove the inappropriate parts.

Based on the definition above, it can be concluded that writing is a process of several steps to produce a product which comes from student's mind and others sources. In order to write a good writing, students need to follow several steps which already explained by many experts above. The steps which students need to follow will help students to pour the idea from their mind and the source text which they read. Here are the explanations about several steps in writing;

Planning or prewriting is the first stage. Students start by thinking about what they want to say and finding the ideas to write about. In this stage, students can find out many sources to get an idea which will develop in their draft. Students can read, surf on the internet, or do some interview. This stage helps student to collect many ideas from their mind and others. Then, students will list it which idea will be the main idea and the rest idea will be the supporting detail.

Drafting is the next stage. In this stage, students start to write based on the idea which already arrange by them. Students will start to write and develop the idea which already written in their outline. The idea can be elaborated by using students' opinion. Without drafting, the students cannot be independent without planning stages. Writing without others ideas, it will be the lack of information essay. On the other hand, students' essay without others supporting will lead students' to generalization of an essay. So, supporting details after an

opinion is really needed because without the supporting of opinion, the opinion will become weak. Then, reader will lose their interest to read students' essay.

After students finish in their drafting stage, students will come to the next stage, revising. After students create their draft, they should revise their draft. This process can be done by using others' help. Students can ask their friend to see which idea is not appropriate, or the structure of their draft is still in the wrong structure. Revising can be done by using self-revision, but sometimes, the revising will lead the students into the same problem. That is why doing revision is quite good. Students can use what others suggest, and if the suggestion is not relate to the idea, students can stand on their own. Students should do these step to improve their draft become the great writing product. After get many suggestion and comment about the draft, it is time for students to edit their draft based on what they get. Students can choose what they will use in their new draft which will become the essay, final product.

2.1.3 Prewriting Strategy

We know that prewriting is a first stage in writing process. Prewriting is the process of planning and organization of ideas before composing a first draft by several strategies. It means that prewriting is the process of developing the ideas before drafting a document. Also, according to Cameron (2008), prewriting always used by students as the first step in making an essay as follows:

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1. Prewriting can help you think. It means that prewriting can make the writer to putting the ideas on the paper or computer that help collect and develop ideas.

2. Prewriting can help the writer has clear writing. It helps them to come up with ideas, organize those ideas, and develop a plan for the paper that will lead to a well-structured writing assignment.

3. Prewriting can save the time. If the essay is better organized in the first draft, it can save the time when the writer wants to edit the paper.

4. Prewriting can produce better writing. It pushes the writer to think and generate support for their ideas to had a better piece of writing.

There are many strategies that used in prewriting step in writing essay. Cameron (2008) said that prewriting strategies consist of listing, freewriting, and clustering. Listing is a strategy for exploring the ideas that you can think about writer's topic. The writer can include the questions that they had about the topic. If writer gets stuck, they can go back to one of the idea and elaborate it, then ask the questions about the ideas to help writer generates other ideas. Freewriting is a second strategy to write the topic at the top of page without worry about spelling, punctuation, grammar, or corrections. If writer reaches a point or the idea, they must reread again and underline any parts that might be useful to the paper. Then, it can be turned into a paragraph or an outline for the essay. Clustering is the writer write the topic in one or a few words in the center of the page. Then, they

go to circling each word, grouping words around the central word, or connecting them to whatever word that they think of about the topic.

Furthermore, Urquhart and McIver (2005) said that prewriting strategies consist of freewriting and brainstorming. In addition, Harrison (2009) states that prewriting strategies divided into brainstorming or listing, clustering, freewriting, and journalist's questions. Here, Harrison adds journalist's questions in his prewriting strategy. In journalist's questions contain of 5W 1H questions that writer wants to ask of the topic, and for their future readers will be seeking answers. The process of answering the Who, What, Where, When, Why and How may be a part of an outlining process of creating topic areas for continued work.

Looping is also a prewriting strategy. According to Baroudy (2008) states that looping is prewriting technique that similar with freewriting. Writer is strictly required to write freely on a specific topic without care about grammar or punctuation. After writer do a freewriting, they underlining or circling the ideas and write it to other papers as a first loop, second loop, third and more. As a result, some focused idea can be used as the outline and ready to be analyzed, generate or develop it as an essay.

Cahyono (2012) defines that cubing is one of another step in prewriting strategy. He said that cubing is a technique in writing whose application was inspired by the shape of a cube which has six sides. Thus, cubing can be used to write an ordinary thing and a complex idea. In addition, Baroudy (2008) introduces six concepts in cubing, as follows: (1). describe it: it is telling what the writers or people think about the topic; (2). compare it: it is finding the similarity

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and differences between the topic or the objects to some others; (3). associate it: it is finding the correlation between topic or object with others; (4). analyze it: it is writing about how the topic can be done or happen; (5). apply it: it is writing about how to use and do the topic; and (6). argue for it or against it: it is giving justification for positive or negative stance on a topic. Therefore, cubing technique is a technique that students consider, learn, develop and write a subject from different instruction in six angles of a cube, namely describing, comparing, associating, analyzing, applying and arguing for.

Based on the definition above, it can be concluded that prewriting can help the students to thinking and putting the ideas become an outline. Then, the outline can be developed into an essay without waste a time. If the essay is better organized, it can rewrite them into a paper and lastly will be published with a full of information based on the topic. To making a good essay, students will use a strategy that can be used in their prewriting step as follows:

a. **Listing**

This step can help students thinking about the topic by write down anything about the topic, but just an idea or point. After that, the group of ideas that students already listed become an outline. If the outline better organized, arrange and rewrite it into a sentence of the group of ideas. Then, the result is students get a potential topic sentence or thesis statement on the paper. This strategy works well in several venues (alone, partner, or as a groups). Also, this strategy makes it ideal prewriting techniques for myriad situations.

Figure 2.1 Listing

b. Freewriting

Freewriting is the next step. This step will give the students to write anything. Students do not worry about spelling, grammar, etc. during write the ideas. Students will reach a point without stop to writing. After that, read over what they had written and find any parts that students think had interesting ideas that might be useful and generate it into the sentence and write that to the paper. In this strategy, students only focus on a specific topic during writing the ideas. Students will get many ideas that can be used to the outline for the essay.
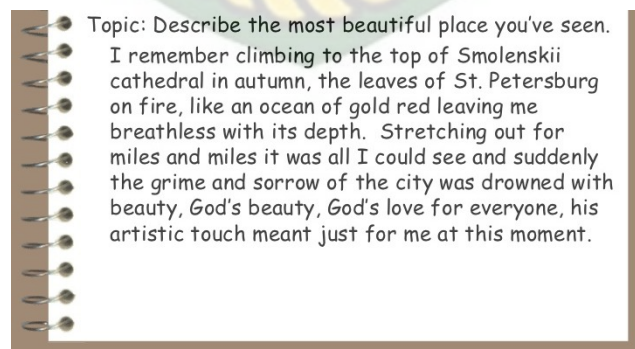
Figure 2.2 Freewriting

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c. Looping

Looping is a free-writing technique that allows students to increasingly focus their ideas by do a free-writing rapidly. After they do a free-writing, they circling or looping another interesting topic, idea, phrase, or sentence that they find interesting. After they had finished some rounds of looping, they will begin to had specific information or an outline from what they are thinking about a particular topic.

Topic: Describe the most beautiful place you've seen. I remember climbing to the top of the hill in autumn, the leaves of the forest on fire, like an ocean of gold red leaving me breathless with its depth. Stretching out for miles and miles it was all I could see and suddenly the grime and sorrow of the city was drowned with beauty, nature's beauty, an artistic touch meant just for me at this moment.

Figure 2.3 Looping

d. Clustering

Clustering, also called the mind mapping is a diagram of a relationship of the points or ideas in specific topic. Students will write the topic in a few words in the center of page. Then, students will circling, grouping, or connecting each word around the central word. The result will look like a bubble cluster, a web spider or tree diagram underlines central ideas. Clustering helps students to explore and expand the ideas to become an outline and develop it into an essay.

Figure 2.4 Clustering

e. **Journal's Questions**

Journal's questions are a step that students use by answering the questions below about the following prompt. Students will answer six questions when they are writing an essay. When they using the journalists' questions, students will flexible enough to create and generate the ideas for their topic. Then, students can use the questions to explore the topic that students writing about for their outline.

Who?	are the participants, the primary topics, the secondary topics?
What?	is the significance of the topic, the basic problem, the issues?
Where?	does it take place, is the source, the meeting of cause and effect?
When?	is the issue most apparent, historical forces, etc.?
Why?	is it a problem or issue, why did it develop as it did?
How?	can it be addressed or resolved?

Figure 2.5 Journal's Questions (Adapted from Kansas University,

www.writing.ku.edu)

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f.   **Cubing**

Cubing is a technique to searching, analyze, generate, or developing a problem from 6 perspectives. For the feature or concept, students are trying to understand:

1. **Describe it:** Telling what the writers or people think about the topic.

2. **Compare it:** Finding the similarity and differences between the topic or the objects.

3. **Associate it:** Finding the correlation between topic or object.

4. **Analyze it:** Writing about how the topic can be done or happen.

5. **Apply it:** Writing about how to use and do the topic.

6. **Argue for it or against it:** Giving opinion for positive or negative sides on a topic.
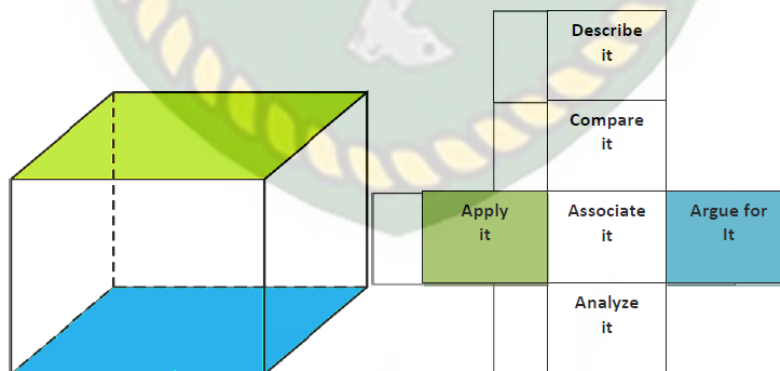
Figure 2.6 Cubing (Adopted from Cahyono, 2012 p.45)

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2.1.4 The Characteristics of Prewriting Strategy

As the researcher explains before, prewriting strategy is a first way in writing to developing some ideas into an outline. Also, this strategy can help students in writing an essay. Mogahed (2013) states that prewriting is an activities that can help students plan and organize their stories and help reluctant writers find the motivation to write. It gives the students ideas as the first step to write something. For sure, a good strategy will lead the students into a good writing.

Furthermore, there are several characteristics of a good prewriting strategy:

Listing	Freewriting	Looping	Clustering	Journal's Question	Cubing
1. Begin to generating ideas about a broad topic. Write down as many ideas based from the topic as you can. 2. Group the items that you had listed that make sense to you. 3. Write a sentence from the groups of ideas as a topic sentence.	Write as many ideas as fast as you can. Also, just writing without worrying about grammar, spelling, or another mistakes.	After write many ideas, loop it or circling interesting topic, idea, phrase, or sentence each time. After that, you will begin to had the information that from what you are thinking about the topic.	1. Start in write the main idea in the center and draw a circle around it. 2. Write the ideas as you can in circles around the main cirle. 3. Connect or grouping the ideas to main circle using lines.	Starting by answering the what, who, when, where, why, and how questions to find a lot of ideas.	1. Choose a three-dimensional object, for example: cube. 2. Place the object in front of you and write a lot of ideas. 3. Turn the object and write again a lot of ideas. 4. Keep turn around the object and write until you had six aspects written of ideas.

Table 2.1 The Characteristics of Prewriting Strategy (adapted from several research)

For sure, prewriting strategy is very helpful for students. It helps students to get the idea from text which is already read by the student. Also, Mogahed (2013) said that prewriting activities not only help students acquire the target language more effectively, but they build interpersonal, thinking, and planning skills that can be utilized in other fields. It is because students can get the ideas easily without having to read the whole journal or book again.

2.1.5 The Nature of Essay

Essays are everywhere, like in books, magazines, newspaper, etc. Essay usually has three to ten paragraphs. Each paragraph discusses one idea, and it related to the topic of the whole essay. That is why essay is important to the readers that want to know about the information of the topic in daily life.

Essay has a many definitions. According to Baker (2015), essay are shorter pieces of writing to hone a number of skill such as close reading, analysis, compare and contrast, persuasion, concise, describe, and exposition. Essay is a commonly assigned writing that every student will make it in university. Also, essay can be a planning and practice as a testor homework to gain a bit students' creativity. It means that essay is a part of writing that can be practiced to develop some skills. Thus, essay can be the one of the training to make the students' creativity will be increase.

Furthermore, Oshima and Hogue (2006) state that essay is a piece of writing several paragraphs long. It is about one topic, just as a paragraph is because the topic of an essay is too complex to discuss in one paragraph and you

need to divide it into several paragraph. It means that essay is not only focuses on one paragraph, but focuses to several paragraphs in each major in the topic.

Refnaldi (2010) states that essay are a printed material that contains of a several paragraphs. Each paragraphs of the essay discusses one idea, often stated in the topic sentence of the paragraph. The topic sentence of the paragraph can be located anywhere, but the most common place is at the beginning of the paragraph. It means that essay is also a short collection of paragraphs that present many ideas and combine it into a several sentences on some topics.

Based on the definition above, it can be concluded that essay is a part of writing that presents many topic sentence in each paragraph on the topic. Also, essay can trains the students to develop their skill and increases their creativity in writing.

2.1.6 The Genres of Essay

Writing cannot be separated from the genre of essay. Types related to tone, purpose, and style of writing. That's why when someone writes something, it must had the tone, purpose and the style of their writing. That is why essay need students' effort in writing. Students need to search the facts and others opinion to support their arguments in the essay. There are many genres in writing essay. The genres in writing an essay are:

a. **Expository Essay**

According to Baker (2015), expository essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set an argument concerning to the topic. In addition, Refnaldi (2010) states that expository are a factual text to explain the processes involved in the evolution of natural phenomena. It means that expository is a method that presents other people's views, or reports an event or a situation. Expository writing presents a subject in detail apart from criticism, argument, or development. The purpose of an expository essay is to present, completely and fairly, the views of others.

The generic structures of this essay are (Chin, 2011):

1) **Introduction;** the first paragraph of an essay should introduce the reader to the topic. It should create interest in the essay, outline the writer's main ideas, and suggest how these ideas will be presented within the body of the essay. The introduction consists of three main elements:

- **Hook;** The first sentence (or sentences) of an essay should catch the reader's attention. It introduces the topic of the essay in an interesting way.

- **Building Sentences;** the following sentences should provide background information to give readers some context about the topic.

- **Thesis Statement;** comes at the end of the introduction. It is the most important sentence in the entire essay because it presents the essay topic and the writer's position on that topic. It also indicates the main ideas that will be discussed in the body paragraphs.

2) **Body;** each body paragraph explains in detail one of the main ideas expressed in the thesis statement. There are three parts to a body paragraph:

- **Topic Sentence;** expresses the topic of the paragraph and provides a controlling idea about the topic. All information in the paragraph supports the controlling idea.

- **Supporting Sentences;** explain and develop the topic sentence. They present logical thoughts, evidence, and explanations in support of the controlling idea.

- **Concluding;** the paragraph may end with a concluding thought on the paragraph topic. It may also show a transition to the next paragraph.

3) **Conclusion;** ends the essay by reviewing the main ideas from each body paragraph and leaving the reader with a final thought. The conclusion consists of three elements:

- **Restated Thesis;** at the start of the conclusion, the thesis is restated in words different from those in the introduction.

- **Summary of Main Ideas;** the main ideas from each of the body paragraphs are summarized as a reminder to the reader.

- **Final;** ends the essay by presenting a final on the topic – for example, by stating an opinion, a solution, or a prediction. The final thought should leave a strong impression and encourage the reader to think further about the topic.

Furthermore, the guidelines of expository essay can be described as follows (Baker, 2015):

1. **Take time to brainstorm;** if the writer has a topic, try writing any ideas around the topic. For instance: if the writer chooses fried rice, the writer might start writing a few words: rice, onion, ketchup, egg, salt, spicy, cheap, mienas, etc. Once writer has written down some words, then writer can begin by compiling descriptive lists for each one.

2. **Use clear and concise language;** the words are chosen carefully in particular for their relevancy in relation to that which writer is intending to describe.

3. **Be organized;** the topic must be explained and organized into the logical description with a cogent sense.

4. **Leave the reader with a clear impression;** one of the goals is to evoke a strong sense of familiarity and appreciation in the reader.

b. **Narrative Essay**

According to Anker (2009), narrative essays are typically about detailed experiences that the writer has faced in life. It is a story that is meaningful to the writer, which can be either real or imaginary. It means that writer will describe how a certain event changed a major part of the writer's life and how he or she reacted to the event. The main purpose of a narrative essay is to explain what happened, to prove something, or to entertain the reader.

The generic structures of this essay are:

1) **Introduction**

- **Hook;** start your paper with a statement about your story that catches the reader's attention, for example: a relevant quotation, question, fact, or definition.

- **Set the Scene;** provide the information the reader will need to understand the story: who are the major characters? When and where is it taking place? Is it a story about story that happened to you, the writer, or is it fiction?

- **Thesis Statement;** a narrative thesis can begin the events of the story (e.g. *"It was sunny and warm out when I started down the path"*), offer a moral or lesson learned (e.g.*"I'll never hike alone again"*), or identifies a theme that connects the story to a universal experience (e.g. *"Journeys bring both joy and hardship."*).

2) **Body**

- **"Show, Don't Tell";** good story telling includes details and descriptions that help the reader understand what the writer experienced. Think about using all five senses (not just sense of sight) to add details about what writer heard, saw, and felt during the event (e.g. *"My heart jumped as the dark shape of the brown grizzly lurched toward me out of the woods"* provides more information about what the writer saw and felt than, "*I saw a bear when I was hiking"*).

- **Supporting Evidence;** in a personal narrative, your experience acts as the evidence that proves writer story. The events of the story should demonstrate the lesson learned, or the significance of the event.

- **Passage of Time;** writing about the events of writer's experience using time chronologically, from beginning to end, is the most common and clear way to tell a story. Whether the writer chooses to write chronologically or not, use transition words to clearly indicate to the reader what happened first, next, and last. Sometime transition words are *next, finally, during, after, when,* and *later*.

3) **Conclusion;** the conclusion of a narrative include the closing action of the event, but also should include some reflection or analysis of the significance of the event to the writer. What lesson did the writer learn? How has what happened to the writer affected writer's life now?

Furthermore, the guidelines of narrative essay can be described as follows (Baker, 2015):

1. **The essay should include all the parts of story;** this means that writer musts include an introduction, plot, characters, setting, climax, and conclusion.

2. **When would a narrative essay not be written as a story;** this means that writer not necessarily follow the pattern of a story, and would focus on providing an informative narrative for the reader.

3. **The essay should had a purpose;** this means that writer musts make a point and think that as the one of a narrating story.

4. **The essay should be written from a clear point of view;** because in narrative, the events that writer include and the way he or she describe them is based on writer's point of view, whether it's first person, second person, or third person.

5. **Use clear and concise language;** the words are chosen carefully in particular for their relevancy in relation to that which writer are intending to describe.

6. **Be organize;** the topic must be explained and organized into the logical description with a cogent sense.

c. **Comparison and Contrast Essay**

According to Refnaldi (2010), comparison and contrast essay are two thought processes we constantly perform in academic subjects, and everyday life. This essay focuses on how two items or texts are similar, different, or similar in some ways and different in others. Also, the writer can also compare advantages or disadvantages of things, places, and ideas. It means that comparison and contrast is a method that explains the similarities and differences between two items. The purpose of comparison is to show how things, people, places, or ideas are similar, and the purpose of contrast is to show how people, places, things, or ideas are different.

The generic structures of this essay are:

1) **Introduction;** contains of thesis statement, the most important sentence in the entire essay because it presents the essay topic and the writer's position on that

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topic. It also indicates the main ideas that will be discussed in the body paragraphs.

2) **Body;** there are three ways to organize the body of essay (Refnaldi, 2010). The first is *basic block* method, second is *block comparison* method, and third is *point-by-point* method.

- **Basic Block:** this method introduces the similarities between two objects and then the differences, or vice versa. The pattern is as follows:

Introduction	⟶	Thesis statement [Paragraph 1]
Body	⟶	Subject A (similarities) [Paragraph 2]
	⟶	Subject B (differences) [Paragraph 3]
Conclusion	⟶	Restated thesis, opinion [Paragraph 4]
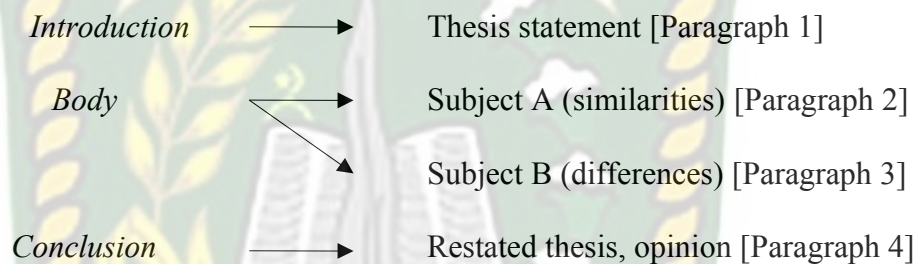
- **Block Comparison:** this method describes one subject completely before writer come to the second subject. In the second subject, the writer needs to compare the current subject with the first one. The pattern is as follows:

  Introduction ⟶ Thesis statement [Paragraph 1]

  Body ⟶ Subject A [Paragraph 2]

  ⟶ Subject B

  (similarities & differences) [Paragraph 3]

  Conclusion ⟶ Restated thesis, opinion [Paragraph 4]
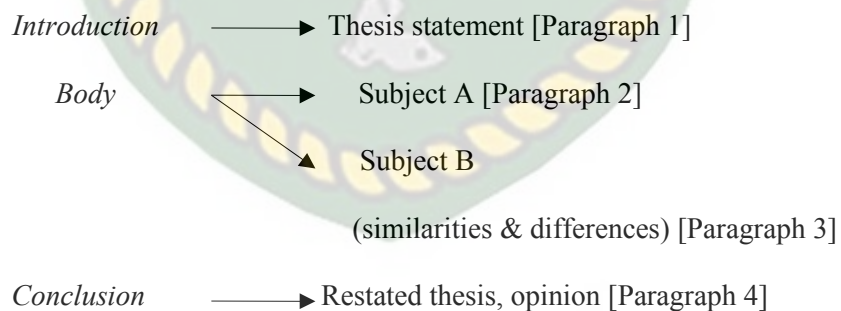
- **Point-to-Point:** this method alternates arguments about two items (A and B) that writers are comparing or contrast. Writer presents both subjects under one point of comparison before moving to the next point. The pattern is as follows:

Introduction	⟶	Thesis statement [Paragraph 1]
Body	⟶	Point 1 (discuss A & B) [Paragraph 2]
	⟶	Point 2 (discuss A & B) [Paragraph 3]
Conclusion	⟶	Restated thesis, opinion [Paragraph 4]
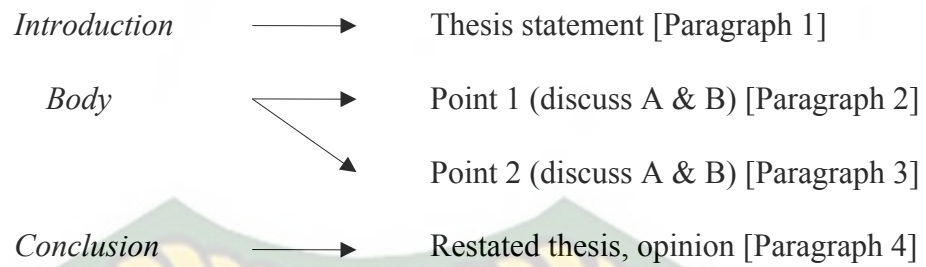
Furthermore, the guidelines of this essay based on Tardif and Klassen (2014) are:

1. **Make an argument that contains critical analysis and not just a summary of how two things are similar or different.**

2. **An idea is simply an observation of similarity or difference;** the statement of idea will be tell to the readers about two subjects and how the paragraph compares each option, and then suggests why it is significant to recognize the difference.

3. **Using a transition words;** compare or contrast is all about making connections between two or more different objects, transitional phrases are important to use when transitioning between objects and ideas. Transitions help readers to follow the discussion and keep track on how an argument progresses.

d. Cause and Effect Essay

According to Refnaldi (2010), cause and effect essay is a text about the relationship between something that happens and its consequences, or between actions and results. Cause-effect essays can be informative and insightful. The purpose of this essay is to inform about actions and results from a specific topic.

The generic structures of cause and effect essay are:

1) **Introduction;** the first paragraph of an essay should introduce the reader to the topic. It should create interest in the essay, outline the writer's main ideas, and suggest how these ideas will be presented within the body of the essay.

2) **Body;** there are two ways to organize the body of essay (Oshima and Hogue, 2009). The first is *block organization,* and the second is *chain organization.*

- *Block Organization*

  In block organization, the causes (or reasons) are grouped together in one block, and the effects (or results) are grouped together in another block. A short paragraph often separates one major section to another section. This paragraph is called a transition paragraph (e.g. *also, in addition, and, likewise, first, second, third, moreover, furthermore, however, although, instead, even though,* etc.). It is purpose to conclude one section and introduce another section. This method is helpful when the topic is long and complex. This is the patterns of block-style:

A
Introduction
1st cause
2nd cause
3rd cause
Transition paragraph
1st effect
2nd effect
Conclusion

B
Introduction
1st cause
Transition paragraph
2nd cause
3rd cause
4th cause
Effects
Conclusion

C
Introduction
Effects
Transition paragraph
1st cause
2nd cause
3rd cause
Conclusion

D
Introduction
1st effect
2nd effect
3rd effect
4th effect
Conclusion
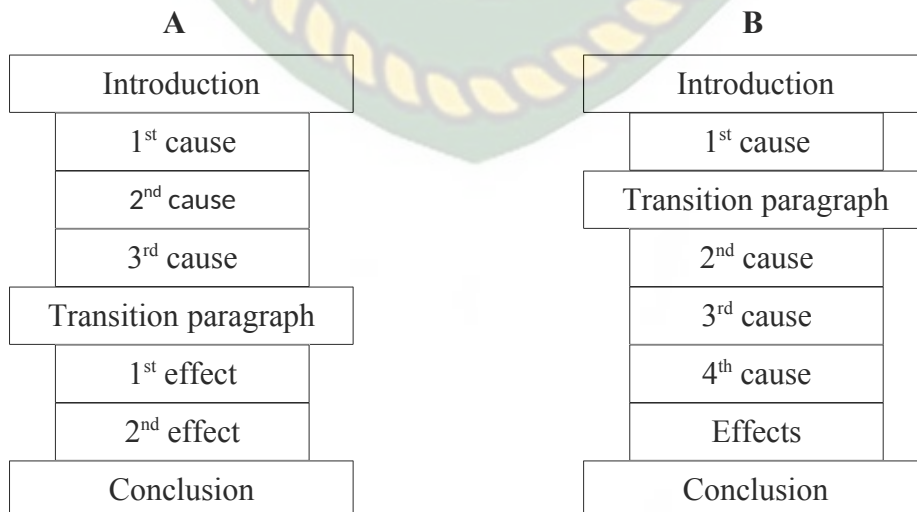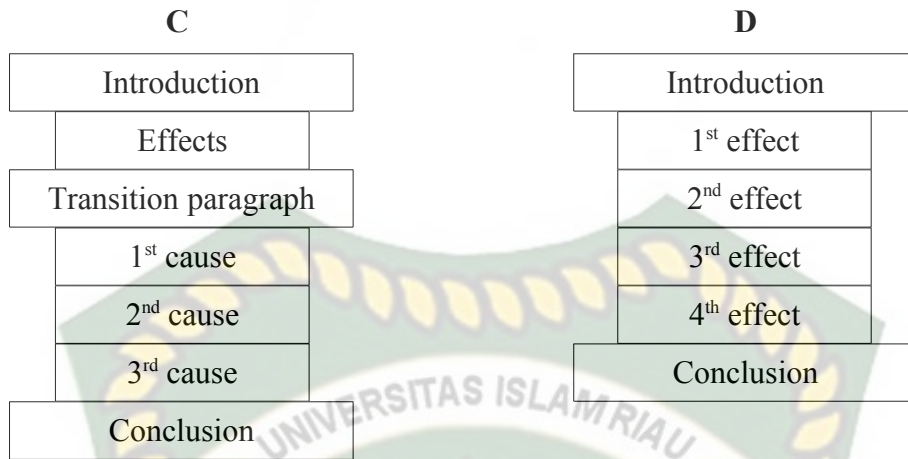
- *Chain Organization*

  The other organizational pattern that writer can use to write cause and effect is chain organization. In this pattern, causes and effects are linked to each other in a chain. One event causes a second event, which is turn causes a third event, which is turn causes a fourth event, and so on. Each new cause and its effect are links in a chain. This pattern is usually easier if the causes and effects are very closely interrelated.

Introduction
Cause
↓
Effect
↓
Cause
↓
Effect
↓
Cause
↓
Effect
Conclusion

31
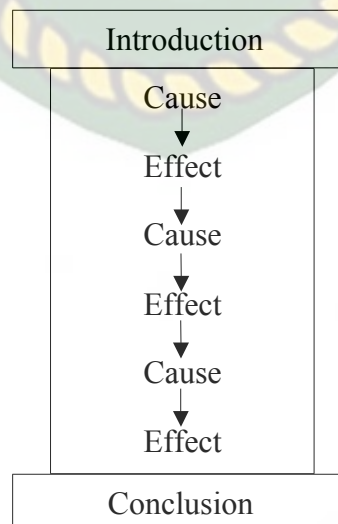
Furthermore, the guidelines of this essay based on Refnaldi (2010) are:

1. **Distinguish between cause and effect;** to determine causes, ask, "Why did this happen?" To identify effects, ask, "What happened because of this?" The following is an example of one cause producing one effect. For example:

    Cause: You are out of gas

    Effect: Your car won't start

2. **Develop the thesis statement;** state clearly whether the writer discussing causes, effects, or both. Introduce the main idea, and using the terms "cause" and/or "effect."

3. **Find and organize supporting details;** back up a thesis with relevant and sufficient details that are already organize.

4. **Use appropriate transitions;** to blend details smoothly in cause and effect essays, use the transitional words and phrases are listed below.

Causes: *because, due to, on cause it, another is, since, for, first, second*

Effects: *consequently, as a result, thus, resulted in, one result is, therefore.*

e. **Argumentative Essay**

According to Anker (2009), argumentative is writing that takes a position on an issue and offers reasons and supporting evidence to convince someone else to accept, or at least consider, that position. Argument is also used to persuade

someone to take or not to take an action. Oshima and Hogue (2006) states that argumentative is an essay in which writer agree or disagree with an issue. It means that argumentative is the method that try to persuade the reader to agree or disagree with writer's opinion about a controversial topic. The purpose of argumentative essay is to persuade someone to give a job, to buy something, to give more time to finish a task, or argue when something important is at stake, like keeping a job or protecting the rights.

The generic structures of this essay are based on Hyland (1990), Oshima and Hogue (2006):

1) **Introduction;** contains of thesis statement that introduces the preposition to be argued, including a summary of the other side's arguments.

2) **Body;** there are two patterns to make an argumentative essay:

Block Pattern	*Point-to-Point Pattern*
i. Introduction ii. Body Block 1 a. Summary of other's side arguments b. Rebuttal to the first argument c. Rebuttal to the second argument d. Rebuttal to the third argument Block 2 e. Writer's first argument f. Writer's second argument g. Writer's third argument iii. Conclusion	i. Introduction ii. Body a. Statement of the other's side first argument and rebuttal with writer's counterargument b. Statement of the other's side second argument and rebuttal with writer's counterargument c. Statement of the other's side third argument and rebuttal with writer's counterargument iii. Conclusion

- *Conclusion;* contains of restatement (rephrasing or repetition of proposition), claim for acceptance of the proposition (strength of perceived shared assumptions and a generalization based on data or evidence), and a summary of the writer's point of view.

Furthermore, the guidelines of this essay are (Baker, 2015):

1. **A clear, concise, and defined thesis statement;** this means that the writer must write a clear reason to support his or her position and explain why the topic is important or why readers should care about the issue.

2. **Clear and logical transitions;** this means that transition words are important to connect a clear and logical statement. Transitions should wrap up the idea from the previous section and introduce the idea to follow the next section. Without transition words, the reader is unable to follow the essay's argument and the structure will collapse.

3. **Body paragraph that include evidential support;** this is important that each paragraph in the body of essay must had some logical connection to the thesis statement in opening paragraph. The body of the argumentative essay should contain reliable, relevant, valid, factual, logical, statistical and anecdotal evidence or examples to support the writer's reason.

4. **A conclusion contains of a complete argument;** this means that writer must restate why the topic is important, review the main

points, and review the thesis. Therefore, the argumentative essay will be logical, possible, and leave a clear statement of the essay.

As mentioned above, there are many genres in writing an essay, so the researcher decides to conduct this research by asking students to fill the questionnaire. It is hoped when students fill the questionnaire, the strategy that the students used in prewriting in writing essay can be seen clearly. It is because there are six strategies in prewriting that students can use to make an outline before writing an essay. The idea cannot appear suddenly in their mind if they do not use one of the strategies to produce an idea.

2.2 Relevance Studies

Some researchers had completed the experiments on language teaching related to taking an idea from prewriting strategy. Most of preview researches were about the planning out prewriting activities, how prewriting strategies can benefit students, prewriting strategies and their effect on student writing and many others. Here are several researches which are related to this research;

Mogahed (2013) wrote about the term prewriting. The framework that he suggested is invention and arrangement. He found that prewriting activities need much practice for students to be good at writing. Thus, mastering prewriting facilitates the later stages of writing, such as drafting and revising, and encourages students to write more and more. In summary, Mogahed found that prewriting strategy help students find ideas and arrange their outline from source text into a clearly essay.

O'Mealia (2011) in her research, she examined the benefits of using strategy instruction during the prewriting stage of the writing process. The type of this research is action research, which take place in a small group setting in the home of the participants. She collected the data in questionnaire, writing samples, and observations. She found that prewriting strategies improves student writing in terms of content, organization, and voice, and also improves student's motivation and creativity towards writing. It means that prewriting can improve the students' ability and make them more creative to generate or develop the ideas from the source text to another sentence fluently in writing.

Servati (2012) found about prewriting strategies and their effect on student writing. The data was collected by teacher questionnaires, student work sampling, interviews, and field notes. In her research, Servati found that prewriting strategies can make students are capable of better quality writing if they already taught the appropriate strategies and given them enough time to write. However, it can be concluded that prewriting help the students to find an idea easily with the known strategies and develop the idea into an essay in a right time.

2.3 Conceptual Framework

Writing is seen as an activity in sharing ideas and thoughts in the written form. Students need to find the ideas in their writing. In order to get the ideas, they can use prewriting strategy to get it. The students can use many type of

strategy, based on their interest, to get a first outline from source text such as textbooks, articles, journals, even magazines and newspaper.

This research is conducted to know students' prewriting step in transferring an idea in their writing an essay. Also, the researcher wants to know what strategy is dominantly used by the students. Before those questions are answered, researcher wants to know about students' strategy in prewriting to find an idea. There are six strategies to find an idea; *listing, freewriting, looping, clustering, journal's questions and cubing.* By using those strategies, researcher will know what strategy that students used, and how many strategy which student choose.

Based on the explanation above, researcher has framed the idea into conceptual framework as the following:

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                          ┌──────────────┐
                          │  Prewriting  │
                          └──────┬───────┘
  ┌──────┬──────┬──────┬──────┼──────┬──────┐
┌─────┐ ┌─────┐ ┌───────┐ ┌──────────┐ ┌───────────┐ ┌───────┐
│Listing│ │ Free │ │Looping│ │Clustering│ │ Journal's │ │ Cubin │
└─────┘ └─────┘ └───────┘ └──────────┘ │  question │ └───────┘
                                        └───────────┘
                          ┌──────────────┐
                          │   Outline    │
                          └──────────────┘
```
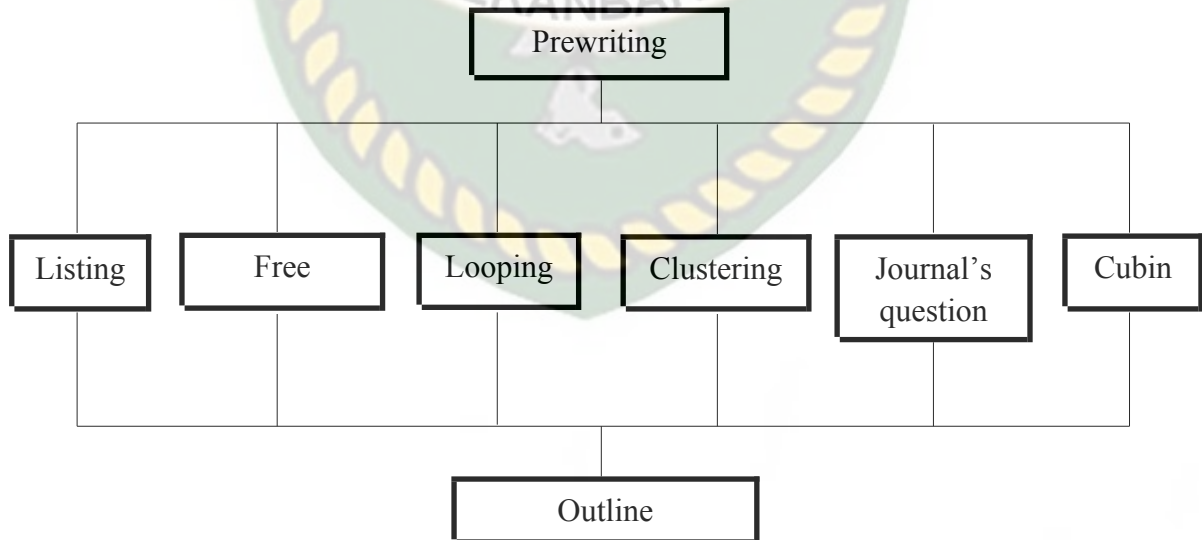
Figure 2.7 Conceptual Framework (Adapted from Muthia Sari Fatimah, 2017)

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Based on the conceptual above, it can be seen that students do the prewriting to find an idea. They are free to choose the strategies which they do in prewriting. After students gather all of the ideas, the students get an outline from their prewriting. Researcher wants to know about which one the strategy that students use in prewriting to find an idea from the source text. Also, researcher will find out what strategy is dominantly used by the students' prewriting strategy in writing an essay.

2.4 Assumption

Based on the relevance studies, it can be seen that prewriting strategy in writing essay is helpful in building students critical thinking and creating the neat writing. In this research, the researcher will focus on what are the strategies used by students prewriting step in writing essay. In other words, this research has difference with the previous one. The researcher wants to find the dominantly strategy used in their prewriting step in writing essay. That is why researcher wants to know about it.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

According to Polit and Beck (2004) in Maboe (2009), research design is the overall plan for obtaining answers to the questions being studied and for handling some of the difficulties encountered during the research process. It means that research design is a detailed plan for how a research is conducted. This research uses a descriptive research because it describes about the of students' strategy used in prewriting step whether they use strategy or not in writing an essay. Gall et al. (2003) explains about descriptive, if the purpose is to study phenomena as they exist at one point in time. Moreover, Gay (1987) also explains that descriptive research determines and reports the way things are. It means that the descriptive research can determine and report the phenomenon of students' strategy used in prewriting step in writing an essay. Thus, this research used descriptive research design to describe student's prewriting strategies in their essay.

3.2 Source of Data

3.2.1 Population

According to Polit and Beck (2004) in Maboe (2009), population as the entire aggregation of cases that meet a designated set of criteria. It means that population is the total of group occupying in an area. Population of this research is

the students who already learn about writing in English Department of Islamic University of Riau. There are four classes of English Teaching program. The members of the classes are listed as below:

Classes	Members
4A-2017	37
4B-2017	38
4C-2017	38
4D-2017	38
Total	151

Table 3.1 Second Year Students of English Department Islamic University of Riau

3.2.2 Sample

According to Gay (1987), sample is the process of selecting number of individuals for a study and represent the larger group from which they are selected. The researcher uses a cluster sampling. According to Gall et al. (2003) cluster sampling is a process of selecting a sample which naturally chooses a group of individual. This technique uses when it is more feasible to select a group of individual rather than individual of population. The technique also can be uses due to the same ability of students. B class is taking as the sample of this research. So, the sample of this research has 38 students member of B class.

3.2.3 Instruments

According to Wilkinson and Birmingham (2003), instruments are simply devices for obtaining information relevant to your research project. In this research, the instruments use questionnaire. The questionnaire uses to help students find the idea in writing an essay by using prewriting strategies.

3.2.3.1 Questionnaire

According to Babbie (1990) in Acharya (2010), a questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis. It means that questionnaire uses to gain information in survey research of observations. The researcher gives 54 questions that contains about self assestment in use of writing strategies and distributes to 38 students in B class in English Department in Universitas Islam Riau. There were six strategies to make the idea. The strategies such as listing contains 10 questions, freewriting contains 9 questions, clustering contains 9 questions, looping contains 7 questions, journal's questions contains 7 questions, and cubing contains 11 questions.

3.3 Data Collection Technique

The data is collecting through students' questionnaire because researcher wants to know which strategy that students use to take an idea in prewriting. Then, their questionnaire will be analyze by the researcher in order to find the students' strategy in their prewriting to include in their essay. These result will answer the research questions in this research. Then, it helps the researcher know which the strategy that students use in prewriting step in writing essay. The most important thing here, students can find their ideal strategy which they consider as the strategy that they most use.

No.	Indicators of Prewriting Strategies	Sub Indicators		Descriptions	Total Questions
1.	Self assestment toward listing.	a.	Preparation before writing.	This is about how the students act before writing.	3
		b.	The steps of prewriting.	How students act during writing.	4
		c.	Reactions after writing.	How students' feels after writing.	3
2.	Self assestment toward freewriting.	a.	Preparation before writing.	This is about how the students act before writing.	3
		b.	The steps of prewriting.	How students act during writing.	3
		c.	Reactions after writing.		3

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			How students' feels after writing.	
3.	Self assestment toward looping.	a. Preparation before writing.	This is about how the students act before writing.	3
		b. The steps of prewriting.	How students act during writing.	1
		c. Reactions after writing.	How students' feels after writing.	3
4.	Self assestment toward clustering.	a. Preparation before writing.	This is about how the students act before writing.	3
		b. The steps of prewriting.	How students act during writing.	3
		c. Reactions after writing.	How students' feels after writing.	3
5.	Self assestment toward journal's questions.	a. Preparation before writing.	This is about how the students act before writing.	2
		b. The steps of prewriting.	How students act during writing.	2
		c. Reactions after writing.	How students' feels after writing.	3
6.	Self assestment toward	a. Preparation	This is about	2

	cubing.	before writing.	how the students act before writing.	
		b. The steps of prewriting.	How students act during writing.	6
		c. Reactions after writing.	How students' feels after writing.	3

Table 3.2 The Indicators of Questionnaire of Prewriting Strategies

3.4 Data Analysis Technique

The data will be analyze through the following steps.

1. Types of strategies which were used by students to find an ideas will be analyze by using the indicators of prewriting strategies.

2. To find out the percentage of what strategy dominantly used by students in prewriting into their essay by using the formula below:

$$P = \frac{F}{N} x 100\%$$

Where:

P= Percentage   N= Total Number

F= Frequency of item

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

The data of this research were taken from questionnaire given to second year students at fourth semester in B class towards observation in English Department of Universitas Islam Riau. The questionnaire were given as the instruments of data collection because the purpose of this research is to find out prewriting strategies and the dominantly strategy that students used in writing an essay. The total respondents is 38 students. The students were asked to fill the questionnaire which provided by researcher. The total of questions in the questionnaire is 54 questions, contains listing 10 questions, freewriting 9 questions, looping 7 questions, clustering 9 questions, journal's questions 7 questions, and cubing 11 questions. It also to answered research question number 1. The results were analyzed by using the table of indicators and the formula to get the dominantly prewriting strategy used in writing an essay by students.

The researcher analyzed students' questionnaire in use of prewriting strategies.. After analyzing students's questionnaire, based on the table could be found the results of students' strategy used in prewriting in writing an essay.

4.1.1 Listing

Listing is the step that students making an idea by write down a list of point of ideas in the topic. In this research, researcher find the number of students by counting each question in the statement at each point. The table below contains

of the total students' answer in each point of listing's self assestment questionnaire.

No	Number of question	Answer				
		1	2	3	4	5
1	I plan out first what I want to write	2	5	13	10	8
2	I organize my ideas prior to writing	-	9	8	15	6
3	I make a list before writing	1	10	16	10	1
4	I brainstorm and discussing to my friend before I begin to write	1	6	14	10	7
5	I prepare a list of useful keywords or vocabulary items	2	3	19	11	3
6	If I lack the right word, I use a dictionary to help me writing an idea	1	3	11	13	10
7	I use a dictionary after I finish writing a draft	4	2	14	14	4
8	Listing helps me to me organize my writing	2	3	14	13	6
9	Listing helps me gain more confidence in writing	1	1	15	14	7
10	Listing helps me to be a better writer	1	1	15	13	8

Table 4.1.1 The Total Answers of Questionnaire in Listing

From the table above, most of the students were already understand about listing. There are three questions in how the students acted before writing. In

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question number one, 10 students answered number 4 or "Often" and 8 students answered number 5 or "Most often". Also, 13 students answered "Sometimes". Unfortunately, 2 students answered "Never" and 5 students answered "Rarely", which means the total of 18 students always planned out first before writing, 13 students sometimes planned first what they want before writing, and the total of 7 students were not plan out first before writing.

In question number two, 15 students answered number 4 or "Often" and 6 students answered number 5 or "Most often". Also, 8 students answered number 3 "Sometimes". Unfortunately, 9 students answered number 2 "Rarely", which means the total of 21 students always organized their ideas first before writing, 8 students sometimes organized their ideas first before writing, and 9 students were not organize their ideas before writing.

In question number three, 10 students answered number 4 "Often" and only 1 students answered number 5 "Most often". Also, 16 students answered number 3 "Sometimes". Unfortunately, 10 students answered numbered 2 "Rarely" and only 1 students answered "Never", which means the total of 11 students always made a list before writing, 16 students sometimes made a list before writing, and 11 students were not make a list before writing.

In addition, There are four questions in how the students acted during writing. In question number four, 10 students answered number 4 "Often" and 7 students answered "Most often". Also, 14 students answered number 3 "Sometimes". Unfortunately, 6 students answered number 2 "Rarely" and only 1 students answered number 1 "Never", which means the total of 17 students always

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brainstormed and discussed to their friend before writing, 14 students sometimes brainstormed and discussed to their friend before writing, and 7 students were not brainstorm and discuss to their friend before writing.

In question number five, 11 students answered number 4 "Often" and 3 students answered number 5 "Most often". Also, 19 students answered number 3 "Sometimes". Unfortunately, 3 students answered number 2 "Rarely" and 2 students answered "Never", which means the total of 14 students always prepared a list of keywords or vocabulary in writing, 19 students sometimes prepared a list of keywords or vocabulary in writing, and 5 students were not prepare a list of keywords or vocabulary in writing.

In question number six, 14 students answered number 4 "Often" and 10 students answered number 5 "Most often". Also, 11 students answered number 3 "Sometimes". Unfortunately, 3 students answered "Rarely" and only 1 students answered number 1 "Never", which means the total of 24 students always used a dictionary to help them in writing an idea, 11 students sometimes used a dictionary to help them in writing an idea, and 4 students were not use a dictionary to help them in writing an idea.

In question number seven, 14 students answered number 4 "Often" and 4 students answered number 5 "Most often". Also, 11 students answered number 3 "Sometimes". Unfortunately, 3 students answered number 2 "Rarely" and only 1 students answered number 1 "almost not true", which means the total of 18 students always used a dictionary after finished wrote a draft, 11 students

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sometimes used a dictionary after finished wrote a draft, and 4 students were not use a dictionary after finish write a draft.

Furthermore, There are three questions in how the students' felt after writing. Question number eight, 13 students answered number 4 "Often" and 6 students answered number 5 "Most often". Also, 14 students answered number 3 "Sometimes". Unfortunately, 3 students answered number 2 "Rarely" and 2 students answered number 1 "almost not true", which means the total of 19 students felt that listing helped them to organized their idea in writing, 14 students felt that sometimes listing helped them to organized their idea in writing, and 5 students felt that listing were not help them to organize their idea in writing.

In question number nine, 14 students answered number 4 "Often" and 7 students answered "Most often". Also, 15 students answered number 3 "Sometimes". Unfortunately, 3 student answered number 2 "Rarely" and 2 students answered number 1 "almost not true", which means the total of 21 students felt listing helps them gained more confidence in writing, 15 students felt that sometimes listing helps them gained more confidence in writing, and 5 students felt listing were not help them gained more confidence in writing.

Lastly, in question number ten, 13 students answered number 4 "Often" and 8 students answered number 5 "Most often". Also, 15 students answered number 3 "Sometimes". Unfortunately, only 1 students answered number 2 "Rarely" and only 1 students too answered number 1 "almost not true", which means the total of 21 students felt that listing helped them to be a better writer, 15

students sometimes felt that listing helped them to be a better writer, and 2 students felt that listing were not help them to be a better writer.

4.1.2 Freewriting

Freewriting is the step that students find the ideas by write anything about a specific topic without worry about spelling, grammar, etc.during write the ideas. In this research, researcher find the number of students by counting each question in the statement at each point. The table below contains of the total students' answer in each point of freewriting's self assestment questionnaire.

No	Number of question	Answer				
		1	2	3	4	5
1	I plan out first what I want to write	1	3	15	10	9
2	I practice grammatical structures which are required for a writing task beforehand	-	3	14	15	6
3	I like to write a draft in my native language first and then translate into English	-	6	14	16	2
4	If I lack the word, I just write something in my mind	1	2	18	8	9
5	I break down too long sentences into shorter and simple ones	1	3	14	14	6
6	I check my vocabulary and grammar	-	3	9	14	12
7	Freewriting helps me to me organize my writing	1	8	16	9	4

8	Freewriting helps me gain more confidence in writing	2	4	15	12	5
9	Freewriting helps me to be a better writer	-	2	14	15	7

Table 4.1.2 The Total Questionnaire of Freewriting

From the table above, most of the students were already understand about freewriting. There are three questions in how the students acted before writing. In question number one, 9 students answered number 5 "Most often" and 10 students answered number 4 "Often". Also, 15 students answered "Sometimes". Unfortunately, 3 students answered number 2 "Rarely" and only 1 students answered number 1 "almost not true", which means the total of 19 students always planned out first in writing, 15 students sometimes planned out first in writing, and 4 students were not plan out first in writing.

In question number two, 6 students answered number 5 "Most often" and 15 students answered "Often". Also, 14 students answered "Sometimes". Unfortunately, only 3 students answered "Rarely" and nobody answered the number 1 "almost not true", which means the total of 21 students always practiced their grammatical structures for a writing task before, 14 students sometimes practiced their grammatical structures for a writing task before, and 3 students were not practice their grammatical structures for a writing task before.

In question number three, only 2 students answered number 5 "Most often" and 16 students answered "Often". Also, 14 students answered number 3 "Sometimes". Unfortunately, only 6 students answered number 2 "Rarely" and

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nobody answered number 1 "almost not true", which means the total of 18 students always wrote a draft in their native language first then translated it into English, 14 students sometimes wrote a draft in their native language first then translated it into English, and 6 students were not write a draft in their native language first then translate it into English.

Furthermore, there are three questions about how students acted during writing. Question number four, 9 students answered number 5 "Most often" and 8 students answered "Often". Also, 18 students answered number 3 "Sometimes". Unfortunately, 2 students answered number 2 "Rarely" and only 1 student answered number 1 "almost not true", which means the total of 17 students always wrote something in their mind if their lack of word, 18 students sometimes wrote something in their mind if their lack of word, and 3 students were not write something in their mind if their lack of word.

In question number five, 6 students answered number 5 "Most often" and 14 students answered number 4 "Often". Also, 14 students answered number 3 "Sometimes". Unfortunately, 3 students answered tumber 2 "Rarely" and only 1 students answered number 1 "almost not true", which means the total of 20 students always made a long sentences into a shorter and simple ones, 14 students sometimes made a long sentences into a shorter and simple ones, and 4 students were not make a long sentences into a shorter and simple ones.

In question number six, 12 students answered number 5 "Most often" and 14 students answered number 4 "Often". Also, 9 students answered number 3 "Sometimes". Unfortunately, 3 students answered number 2 "Rarely" and nobody

answered number 1 "almost not true", which means the total of 26 students always checked their vocabulary and grammar in writing, 9 students sometimes checked their vocabulary and grammar in writing, and 3 students were not check their vocabulary and grammar in writing.

In addition, there are three question about how the students' felt after writing. Question number seven, 4 students answered number 5 "Most often" and 9 students answered number 4 "Often". Also, 16 students answered number 3 "Sometimes". Unfortunately, 8 students answered number 2 "Rarely" and 1 students answered number 1 "almost not true", which means the total of 13 students felt that freewriting helped them to organized their writing, 16 students felt sometimes freewriting helped them to organized their writing, and 9 students felt that freewriting were not help them to organize their writing.

In question number eight, 5 students answered number 5 "Most often" and 12 answered number 4 "Often". Also, 15 students answered number 3 "Sometimes". Unfortunately, 4 students answered number 2 "Rarely" and 2 students answered number 1 "always not true", which means the total of 17 students felt that freewriting helped them gained more confidence in writing, 15 students felt sometimes freewriting helped them gained more confidence in writing, and 6 students felt freewriting were not help them gained more confidence in writing.

Lastly, in question number nine, 7 students answered number 5 "Most often" and 15 students answered number 4 "Often". Also, 14 students answered number 3 "Sometimes". Unfortunately, 2 students answered number 2 "Rarely"

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and nobody answered number 1 "almost not true", which means the total of 22 students felt that freewriting helped them to be a better writer, 14 students felt sometimes freewriting helped them to be a better writer, and 2 students felt freewriting were not help them to be a better writer.

4.1.3 Looping

Looping is the step that students find the ideas by do a freewriting rapidly then circling or looping another interesting idea, phrase, or sentence that they find interesting in the topic. In this research, researcher find the number of students by counting each question in the statement at each point. The table below contains of the total students' answer in each point of listing's self assetment questionnaire.

No	Number of question	Answer				
		1	2	3	4	5
1	I plan out first what I want to write	1	5	14	13	5
2	I organize my ideas prior to writing	-	6	17	11	4
3	I prepare a list of useful keywords or vocabulary items	2	7	12	14	3
4	I marked the words to get the point that I need to write an essay	2	3	14	14	5
5	Looping helps me to me organize my writing	1	10	9	13	5
6	Looping helps me to gain more confidence in writing	1	5	15	11	6
7	Looping helps me to be a better	1	5	17	10	5

	writer					

Table 4.1.3 The Total Questionnaire of Looping

From the table above, most of the students were already understand about looping. There are three questions in how the students acted before writing. In question number one, 13 students answered number 4 "Often" and 5 students answered number 5 "Most often". Also, 14 students answered number 3 "Sometimes". Unfortunately, only 1 students answered number 1 "almost not true" and 5 students answered "Rarely", which means the total of 18 students always planned out what they want to wrote first, 14 students sometimes planned out what they want to wrote first, and 6 students were not plan out what they want to write first.

In question number two, 11 students answered number 4 "Often" and 4 students answered number 5 "Most often". Also, 17 students answered number 3 "Sometimes". Unfortunately, 6 students answered number 2 "Rarely" and nobody answered number 1 "almost not true", which means the total of 16 students always organized their ideas in writing, 17 students sometimes organized their ideas in writing, and 6 students were not organize their ideas in writing.

In question number three, 14 students answered number 4 "Often" and 3 students answered number 5 "Most often". Also, 12 students answered number 3 "Sometimes". Unfortunately, only 2 students answered number 1 "almost not true" and 7 students answered "Rarely", which means the total of 17 students always prepared a list of keywords or vocabulary in writing, 12 students

sometimes prepared a list of keywords or vocabulary in writing, and 9 students were not prepare a list of keywords or vocabulary in writing.

Furthermore, there is only one question about how students acted during writing. In question number four, 14 students answered number 4 "Often" and 5 students answered "Most often". Also, 14 students answered number 3 "Sometimes". Unfortunately, 2 students answered number 1 "almost not true" and 3 students answered "Rarely", which means the total of 19 students always marked the words to got the point in writing, 14 students sometimes marked the words to got the point in writing, and 5 students were not mark the words to get the point in writing.

In addition, there are three questions about how students' felt after writing. 13 students answered number 4 "Often" and 5 students answered number 5 "Most often". Also, 9 students answered number 3 "Sometimes". Unfortunately, 10 students answered number 2 "Rarely" and only 1 students answered number 1 "almost not true", which means the total of 18 students felt that looping helped them to organized their writing, 9 students sometimes felt that looping helped them to organized their writing, and 11 students were not feel that looping help them to organize their writing.

In question number six, 11 students answered number 4 "Often" and 6 students answered "Most often". Also, 15 students answered number 3 "Sometimes". Unfortunately, 5 students answered number 2 "Rarely" and only 1 students answered number 1 "almost not true", which means the total of 17 students felt that looping helped them to gained more confidence in writing, 15

students felt sometimes looping helped them to gained more confidence in writing, and 6 students felt that looping were not help them to gain more confidence in writing.

Lastly, in question number seven, 10 students answered number 4 "Often" and 5 students answered number 5 "Most often". Also, 17 students answered number 3 "Sometimes". Unfortunately, 5 students answered number 2 "Rarely" and only 1 students answered number 1 "almost not true", which means the total of 15 students felt that looping helped them to be a better writer, 17 students sometimes felt looping helped them to be a better writer, and 3 students felt that looping were not help them to be a better writer.

4.1.4 Clustering

Clustering or mind mapping is the step that students making a map of ideas in a particular topic into an outline. In this research, researcher find the number of students by counting each question in the statement at each point. The table below contains of the total students' answer in each point of clustering's self assestment questionnaire.

No	Number of question	Answer				
		1	2	3	4	5
1	I plan out first what I want to write	1	2	16	12	7
2	I organize my ideas prior to writing	-	3	15	14	6
3	I prepare a list of useful keywords	-	6	12	16	4

	or vocabulary items					
4	I write the topic in a few words in the center of page	-	4	19	14	1
5	I circling, grouping, and connecting each word around the central word	1	4	16	14	3
6	I check if the content relevant to the topic	1	4	12	15	6
7	Clustering helps me organize my writing	1	4	17	14	2
8	Clustering helps me gain more confidence in writing	1	6	20	10	1
9	Clustering helps me to be a better writer	-	6	19	9	4

Table 4.1.4 The Total Questionnaire of Clustering

From the table above, most of the students were already understand about clustering. There are three questions in how the students acted before writing. In question number one, 12 students answered number 4 or "Often" and 7 students answered number 5 or "Most often". Also, 16 students answered "Sometimes". Unfortunately, 1 students answered "Never" and 2 students answered "Rarely", which means the total of 19 students always planned out first before writing, 16 students sometimes planned first what they want before writing, and the total of 3 students were not plan out first before writing.

In question number two, 14 students answered number 4 or "Often" and 6 students answered number 5 or "Most often". Also, 15 students answered number 3 "Sometimes". Unfortunately, 3 students answered number 2 "Rarely" and nobody answered number 1 "almost not true, which means the total of 20

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students always brainstormed and wrote their ideas first before writing, 15 students sometimes brainstormed and wrote their ideas first before writing, and 3 students were not brainstorm and write their ideas first before writing nize their ideas before writing.

In question number three, 16 students answered number 4 "Often" and 4 students answered number 5 "Most often". Also, 12 students answered number 3 "Sometimes". Unfortunately, 6 students answered numbered 2 "Rarely" and nobody answered "Never", which means the total of 20 students always prepared a list of vocabulary items before writing, 12 students sometimes prepared a list of vocabulary items before writing, and 6 students were not prepare a list of vocabulary items before writing.

In addition, There are three questions in how the students acted during writing. In question number four, 14 students answered number 4 "Often" and only 1 students answered "Most often". Also, 19 students answered number 3 "Sometimes". Unfortunately, 4 students answered number 2 "Rarely" and nobody answered number 1 "Never", which means the total of 15 students always wrote the ideas based from the topic in the center of page, 19 students sometimes wrote the ideas based from the topic in the center of page, and 4 students were not write the ideas based from the topic in the center of page.

In question number five, 14 students answered number 4 "Often" and 3 students answered number 5 "Most often". Also, 16 students answered number 3 "Sometimes". Unfortunately, 4 students answered number 2 "Rarely" and only 1 students answered "Never", which means the total of 17 students always circled,

grouped, and connected each word around the central of word, 16 students sometimes circled, grouped, and connected each word around the central of word, and 5 students were not circle, group, and connect each word around the central of word.

In question number six, 15 students answered number 4 "Often" and 6 students answered number 5 "Most often". Also, 12 students answered number 3 "Sometimes". Unfortunately, 4 students answered "Rarely" and only 1 students answered number 1 "Never", which means the total of 21 students always checked the content relevant to the topic, 12 students sometimes checked the content relevant to the topic, and 5 students were not check the content relevant to the topic.

Furthermore, There are three questions in how the students' felt after writing. Question number seven, 14 students answered number 4 "Often" and 2 students answered number 5 "Most often". Also, 17 students answered number 3 "Sometimes". Unfortunately, 4 students answered number 2 "Rarely" and only 1 students answered number 1 "almost not true", which means the total of 19 students felt that clustering helped them to organized their writing, 17 students felt sometimes that clustering helped them to organized their writing, and 5 students felt that clustering were not help them to organize their writing.

Question number eight, 10 students answered number 4 "Often" and only 1 students answered number 5 "Most often". Also, 20 students answered number 3 "Sometimes". Unfortunately, 6 students answered number 2 "Rarely" and only 1 students answered number 1 "almost not true", which means the total of 11

students felt that clustering helped them gained more confidence in writing, 20 students felt that sometimes clustering helped them gained more confidence in writing, and 7 students felt that clustering were not help them gain more confidence in writing.

Lastly, in question number nine, 9 students answered number 4 "Often" and 4 students answered "Most often". Also, 19 students answered number 3 "Sometimes". Unfortunately, 6 student answered number 2 "Rarely" and nobody answered number 1 "almost not true", which means the total of 13 students felt that clustering helped them to be a better writer, 19 students felt that sometimes clustering helped them to be a better writer, and 7 students felt clustering were not help them to be a better writer.

4.1.5 Journal's Question

Journal's question is the step that students finding an ideas by using the 5W + 1H questions in the topic to get an outline . In this research, researcher find the number of students by counting each question in the statement at each point. The table below contains of the total students' answer in each point of journal's questions self assestment questionnaire.

No	Number of question	Answer				
		1	2	3	4	5
1	I plan out first what I want to write	1	4	14	11	8
2	I brainstorm and write down ideas before I begin to write	-	6	16	9	7

3	I use 5W + 1H to get the ideas in writing an essay	2	6	8	14	8
4	I explore the ideas from the questions	1	6	10	13	8
5	Journal's questions helps me organize my writing	1	2	12	17	6
6	Journal's questions helps me gain more confidence in writing	0	6	14	13	5
7	Journal's questions helps me to be a better writer	2	3	9	18	6

Table 4.1.5 The Total Questionnaire of Journal's Question

From the table above, most of the students were already understand about journal's questions. There are two questions in how the students acted before writing. In question number one, 8 students answered number 5 "Most often" and 11 students answered number 4 "Often". Also, 14 students answered "Sometimes". Unfortunately, 4 students answered number 2 "Rarely" and only 1 students answered number 1 "almost not true", which means the total of 19 students always planned out first in writing, 15 students sometimes planned out first in writing, and 4 students were not plan out first in writing.

In question number two, 7 students answered number 5 "Most often" and 9 students answered "Often". Also, 16 students answered "Sometimes". Unfortunately, only 6 students answered "Rarely" and nobody answered the number 1 "almost not true", which means the total of 16 students always brainstormed and wrote their ideas first before writing, 16 students sometimes

brainstormed and wrote their ideas first before writing, and 6 students were not brainstorm and write their ideas first before writing.

In addition, there are two question about how the students acted during writing. Question number three, 8 students answered number 5 "Most often" and 14 students answered "Often". Also, 8 students answered number 3 "Sometimes". Unfortunately, 6 students answered number 2 "Rarely" and only 2 students answered number 1 "almost not true", which means the total of 22 students always used 5W + 1H to got an ideas in writing, 8 students sometimes used 5W + 1H to got an ideas in writing, and 8 students were not use 5W + 1H to get an ideas in writing.

In question number four, 8 students answered number 5 "Most often" and 13 students answered "Often". Also, 10 students answered number 3 "Sometimes". Unfortunately, 6 students answered number 2 "Rarely" and only 1 students answered number 1 "almost not true", which means the total of 21 students always explored the ideas from the questions in writing, 10 students sometimes explored the ideas from the questions in writing, and 7 students were not explore the ideas from the questions in writing.

In addition, there are three question about how the students felt after writing. Question number five, 6 students answered number 5 "Most often" and 17 students answered number 4 "Often". Also, 12 students answered number 3 "Sometimes". Unfortunately, 2 students answered number 2 "Rarely" and only 1 students answered number 1 "almost not true", which means the total of 23 students felt that journal's questions helped them to organized their writing, 12

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students felt sometimes freewriting helped them to organized their writing, and 3 students felt that journal's questions were not help them to organize their writing.

In question number six, 5 students answered number 5 "Most often" and 13 answered number 4 "Often". Also, 14 students answered number 3 "Sometimes". Unfortunately, 6 students answered number 2 "Rarely" and nobody answered number 1 "always not true", which means the total of 18 students felt that journal's questions helped them gained more confidence in writing, 14 students felt sometimes journal's questions helped them gained more confidence in writing, and 6 students felt journal's questions were not gain more confidence in writing.

Lastly, in question number seven, 6 students answered number 5 "Most often" and 18 students answered number 4 "Often". Also, 9 students answered number 3 "Sometimes". Unfortunately, 3 students answered number 2 "Rarely" and 2 students answered number 1 "almost not true", which means the total of 24 students felt that journal's questions helped them to be a better writer, 9 students felt sometimes journal's questions helped them to be a better writer, and 5 students felt journal's questions were not help them to be a better writer.

4.1.6 Cubing

Cubing is a step that students finding the ideas by used a six perspectives (describe, compare, associate, analyze, apply, argue or against) to get an outline. In this research, researcher find the number of students by counting each question

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Dokumen ini adalah Arsip Milik :

in the statement at each point. The table below contains of the total students'

answer in each point of cubing's self assestment questionnaire.

No	Number of question	Answer				
		1	2	3	4	5
1	I plan out first what I want to write	1	5	12	13	7
2	I brainstorm and write down ideas before I begin to write	-	7	13	12	6
3	I describe about what I think about the topic	-	5	17	11	5
4	I compare the similarity and differences between the topics	1	4	15	14	3
5	I find the correlation between the topic	2	3	15	14	4
6	I analyze about how the topic can be done	0	6	13	12	7
7	I apply about how to use and do the topic	1	3	10	18	6
8	I give an opinion for positive and negative sides on a topic	2	3	14	9	10
9	Cubing helps me organize my writing	1	4	14	19	2
10	Cubing helps me gain more confidence in writing	1	2	14	19	2
11	Cubing helps me to be a better writer	1	2	16	16	3

Table 4.1.6 The Total Questionnaire of Cubing

From the table above, most of the students were already understand about cubing. There are two questions in how the students act before writing. In question number one, 7 students answered number 5 "Most often" and 13 students answered number 4 "Often". Also, 12 students answered "Sometimes". Unfortunately, 5 students answered number 2 "Rarely" and only 1 students answered number 1 "almost not true", which means the total of 20 students always planned out first in writing, 12 students sometimes planned out first in writing, and 6 students were not plan out first in writing.

In question number two, 6 students answered number 5 "Most often" and 15 students answered "Often". Also, 14 students answered "Sometimes". Unfortunately, only 3 students answered "Rarely" and nobody answered the number 1 "almost not true", which means the total of 21 students always brainstormed and wrote their ideas first before writing, 14 students sometimes brainstormed and wrote their ideas first before writing, and 3 students were not brainstorm and write their ideas first before writing.

In addition, there are six questions about how students act during writing. Question number three, 5 students answered number 5 "Most often" and 11 students answered "Often". Also, 17 students answered number 3 "Sometimes". Unfortunately, 5 students answered number 2 "Rarely" and nobody answered number 1 "almost not true", which means the total of 16 students always described about what they think in writing, 17 students sometimes described about what they think in writing, and 5 students were not describe about what they think in writing.

In question number four, 3 students answered number 5 "Most often" and 14 students answered "Often". Also, 15 students answered number 3 "Sometimes". Unfortunately, 4 students answered number 2 "Rarely" and only 1 student answered number 1 "almost not true", which means the total of 17 students always compared the similarity and differences about the topic, 17 students sometimes compared the similarity and differences about the topic, and 5 students were not compare the similarity and differences about the topic.

In question number five, 4 students answered number 5 "Most often" and 14 students answered "Often". Also, 15 students answered number 3 "Sometimes". Unfortunately, 3 students answered number 2 "Rarely" and 2 students answered number 1 "almost not true", which means the total of 18 students always found the correlation between the topic, 17 students sometimes found the correlation between the topic, and 5 students were not find the correlation between the topic.

In question number six, 7 students answered number 5 "Most often" and 12 students answered "Often". Also, 13 students answered number 3 "Sometimes". Unfortunately, 6 students answered number 2 "Rarely" and nobody answered number 1 "almost not true", which means the total of 19 students always analyzed about how the topic can be done, 13 students sometimes analyzed about how the topic can be done, and 6 students were not analyze about how the topic can be done.

In question number seven, 6 students answered number 5 "Most often" and 18 students answered "Often". Also, 10 students answered number 3

"Sometimes". Unfortunately, 3 students answered number 2 "Rarely" and only 1 student answered number 1 "almost not true", which means the total of 24 students always applied about how to used and do the topic in writing, 10 students sometimes applied about how to used and do the topic in writing, and 4 students were not apply about how to use and do the topic in writing.

Last but not least, in question number eight, 10 students answered number 5 "Most often" and 9 students answered "Often". Also, 14 students answered number 3 "Sometimes". Unfortunately, 3 students answered number 2 "Rarely" and only 2 student answered number 1 "almost not true", which means the total of 19 students always gave an opinion in positive and negatives side on the topic, 14 students sometimes gave an opinion in positive and negatives side on the topic, and 5 students were not give an opinion in positive and negatives side on the topic.

Furthermore, there are three questions about how students' felt after writing. Question number nine, 2 students answered number 5 "Most often" and 19 students answered number 4 "Often". Also, 14 students answered number 3 "Sometimes". Unfortunately, 4 students answered number 2 "Rarely" and only 1 students answered number 1 "almost not true", which means the total of 21 students felt that cubing helped them to organized their writing, 14 students felt sometimes cubing helped them to organized their writing, and 5 students felt that cubing were not help them to organize their writing.

In question number ten, 2 students answered number 5 "Most often" and 19 answered number 4 "Often". Also, 14 students answered number 3

"Sometimes". Unfortunately, 2 students answered number 2 "Rarely" and only 1 students answered number 1 "always not true", which means the total of 21 students felt that cubing helped them gained more confidence in writing, 15 students felt sometimes cubing helped them gained more confidence in writing, and 6 students felt freewriting cubing help them gain more confidence in writing.

Lastly, in question number eleven, 3 students answered number 5 "Most often" and 16 students answered number 4 "Often". Also, 16 students answered number 3 "Sometimes". Unfortunately, 2 students answered number 2 "Rarely" and only 1 student answered number 1 "almost not true", which means the total of 19 students felt that cubing helped them to be a better writer, 16 students felt sometimes cubing helped them to be a better writer, and 3 students felt cubing were not help them to be a better writer.

4.2 Data Analysis

The researcher analyzed the data based on the indicators of questionnaire of prewriting strategies. There are six indicators : self assestment toward listing, freewriting, looping, clustering, journal's questions, and cubing.

4.2.1 Self assestment

Andrade & Valtcheva (2009) said that self assestment is a process which students reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals or criteria, and revise accordingly. Furthermore, according to Andrade & Valtcheva (2009), Brown & Harris (2013), and Kasanen & Räty,

2002) in Andrews (2016), self assestment allows and encourages students to participate in the process of judging, evaluating, and reflecting on their own work or abilities. It means that self assestment is a valuation that gives students the opportunity to assess their ability in the learning process.

In this research, researcher analyzed students' questionnaire in use of prewriting strategies. After analyzing, based on the table could be found the
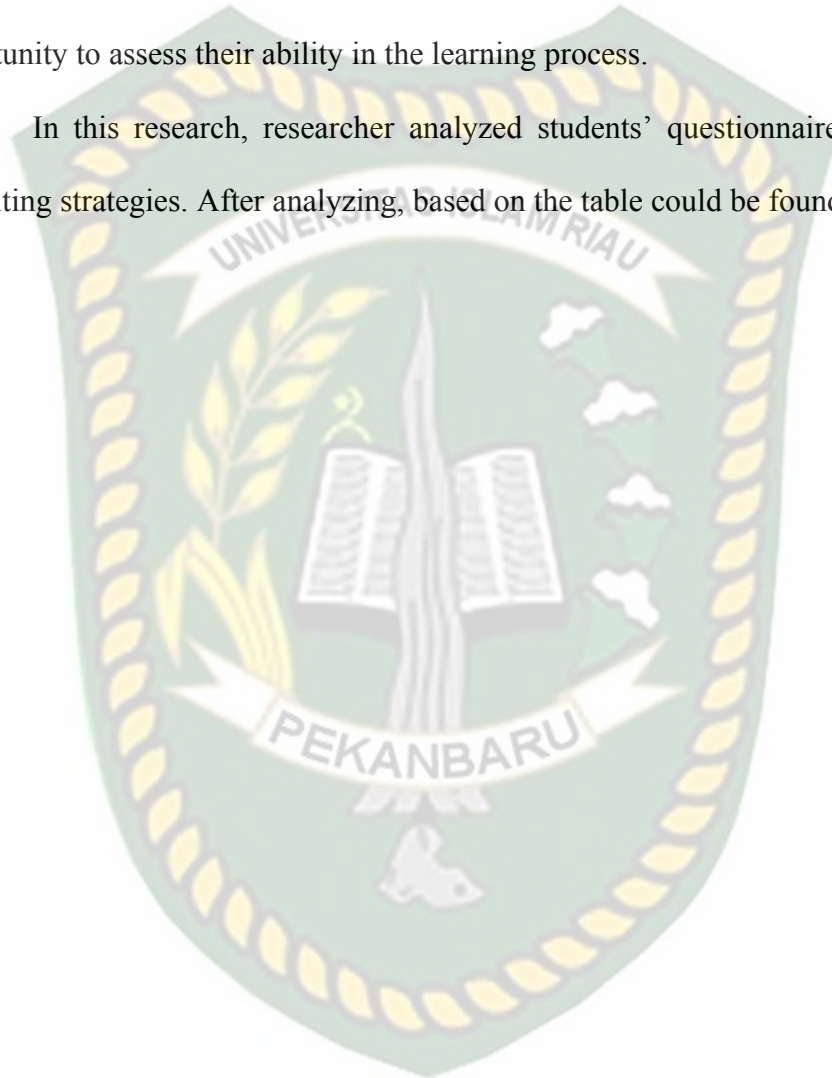
results of students' self-assestment questionnaire strategy used in prewriting in writing essay based on each strategy below.

4.2.1.1 Listing

In this research, students' self assestment toward listing is come after the students find a method for pleasure writing in right self assestment. Self assestment toward listing also being measurements of success writing. There are three sub indicators of self assestment toward listing such as preparation in writing, the steps of prewriting, and reactions after writing.

First, preparation before writing is a beginning that doing by a person to get an idea, including planning, discussing, brainstorming, and another activity in writing an essay. Thus, the steps of prewriting is about how students act during writing in writing an essay. Last, the reactions after writing is a final that how the students' felt after writing in writing an essay. There are several questions about the steps in prewriting and the researcher wants to know the answer what students' got from writing an essay. In total of 38 samples of students, the following table shows the question by question results of the survey:

1. I plan out first what I want to write				
Never	Rarely	Sometimes	Often	Most often
5%	13%	34%	26%	21%
2. I organize my ideas prior to writing				
Never	Never	Sometimes	Often	Most often
0%	24%	21%	39%	16%
3. I make a list before writing				

Never	Rarely	Sometimes	Often	Most often
3%	26%	42%	26%	3%

4. I brainstorm and discussing to my friend before I begin to write				
Never	Rarely	Sometimes	Often	Most often
3%	16%	37%	26%	18%

5. I prepare a list of useful keywords of vocabulary items				
Never	Rarely	Sometimes	Often	Most often
5%	8%	50%	29%	8%

6. If I lack the right word, I use a dictionary to help me writing an idea				
Never	Rarely	Sometimes	Often	Most often
3%	8%	29%	34%	26%

7. I use a dictionary after I finish writing a draft				
Never	Rarely	Sometimes	Often	Most often
11%	5%	37%	37%	11%

8. Listing helps me to me organize my writing				
Never	Rarely	Sometimes	Often	Most often
5%	8%	37%	34%	16%

9. Listing helps me gain more confidence in writing				
Never	Rarely	Sometimes	Often	Most often
3%	3%	39%	37%	18%

10. Listing helps me to be a better writer				
Never	Rarely	Sometimes	Often	Most often
3%	3%	39%	34%	21%

Table 4.2.1 The Total Percentage Answer of Listing's Questionnaire (Adapted

from Hardy, 2011)

The first three questions asked the students' act before wrote an essay such as planned out first what they want to wrote, organized their ideas first, and made a list before wrote an essay. All of the students surveyed agreed to a certain

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extent. For the first question, 5% o of students answered "always or almost always never true of me", 13% answered "Rarely", and 34% answered "Sometimes". In addition, 13% of students answered "Often", and 5% answered "Most often". In second question, 24% of students answered "Rarely", and 21% answered "Sometimes". Thus, 39% of students answered "Often", and 16% of students answered "Most often". Third question, 3% of students answered "always or almost always never true of me", 26% answered "Rarely", and 42% answered "Sometimes". Furthermore, 26% of students answered "Often", and 3% of students answered "Most often".

Next, the four questions asked the students' act during wrote an essay such as brainstormed and discussed to their friends before wrote, prepared a list of vocabulary items, used a dictionary in wrote an idea, and used a dictionary after finished wrote an idea. Question number fourth, only 3% of students answered "always or almost always never true of me", 16% answered "Rarely", 37% answered "Sometimes". In addition, 26% of students answered "Often", and 18% answered "Most often". In question number fifth, 5% of students answered "always or almost always never true of me", 8% answered "Rarely", 50% answered "Sometimes". Furthermore, 29% of students answered "Often", and 8% of students answered "Most often".

In question number sixth, only 3% of students answered "always or almost always never true of me", 8% answered "Rarely", 29% answered "Sometimes". Furthermore, 34% of students answered "Often", and 26% of students answered "Most often". Question number seventh, 11% of students

answered "always or almost always never true of me", 5% answered "Rarely", 37% answered "Sometimes". Furthermore, 37% of students answered "Often", and 11% of students answered "Most often".

The three last questions asked the students' felt after wrote an essay such as listing helped them to organized their writing, helped them gain more confidence, and to be a better writer in wrote an essay. In question number eighth, 5% of students answered "Most often", 8% answered "Rarely", 37% answered "Sometimes". In addition, 34% of students answered "Often", and 16% of students answered "Most often". Question number ninth, 3% of students answered "Most often", 3% answered "Rarely", 39% answered "Sometimes". In addition, 37% of students answered "Often", and 18% of students answered "Most often". Lastly, question number tenth, 3% of students answered "Most often", 3% answered "Rarely", 39% answered "Sometimes". In addition, 34% of students answered "Often", and 21% of students answered "Most often".

From the questionnaires' percentage above, majority of the students sometimes planned out first before wrote in first question (34%). In second question, majority of students usually planned out first before wrote an essay (39%). In third question, majority of students sometimes make a list before writing an essay (42%).

According to the fourth question, majority of the students sometimes also brainstorm or discuss the idea before writing an essay (37%). In fifth question, majority of the studens sometimes prepare a list of keyword to help them wrote an essay (50%). In the sixth question, majority of the students usually use

dictionary to help them writing an idea (34%). While in the seventh question, some of the students usually use a dictionary after they finish the draft (37%) and some of them sometimes use a dictionary after they finish the draft (37%).

In the eighth question, majority of the students felt listing sometimes help them to organize their writing (37%). In the ninth question, majority of the students felt listing usually helps them gain more confidence in writing (37%). And in the last question in listing, majority of the students felt sometimes listing helps them to be a better writer (39%).

4.2.1.2 Freewriting

Students' self assestment toward freewriting is come after the students find a method for pleasure writing in right self assestment. Self assestment toward freewriting also being measurements of success writing. There are three sub indicators of self assestment toward freewriting such as preparation in writing, the steps of prewriting, and reactions after writing.

First, preparation before writing is a beginning that doing by a person to get an idea, including planning, practicing grammatical structures, writing a draft in their native language and another activity in writing an essay. Thus, the steps of prewriting is about how students act during writing in writing an essay. Last, the reactions after writing is a final that how the students' felt after writing in writing an essay. There are several questions about the steps in prewriting and the researcher wants to know the answer what students' got from writing an essay. In

total of 38 samples of students, the following table shows the question by question

results of the survey:

1. I plan out first what I want to write				
Never	Rarely	Sometimes	Often	Most often
3%	8%	39%	26%	24%

2. I practice grammatical structures which are required for a writing task beforehand				
Never	Rarely	Sometimes	Often	Most often
0%	8%	37%	39%	16%

3. I like to write a draft in my native language first and then translate it into English				
Never	Rarely	Sometimes	Often	Most often
0%	16%	37%	42%	5%

4. If I lack the word, I just write something in my mind				
Never	Rarely	Sometimes	Often	Most often
3%	5%	47%	21%	24%

5. I break down too long sentences into shorter and simple ones				
Never	Rarely	Sometimes	Often	Most often
3%	8%	37%	37%	16%

6. I check my vocabulary and grammar				
Never	Rarely	Sometimes	Often	Most often
0%	8%	24%	37%	32%

7. Freewriting helps me tome organize my writing				
Never	Rarely	Sometimes	Often	Most often
3%	21%	42%	24%	11%

8. Freewriting helps me gain more confidence in writing				
Never	Rarely	Sometimes	Often	Most often
5%	11%	39%	32%	13%

9. Freewriting helps me to be a better writer				
Never	Rarely	Sometimes	Often	Most often

0%	5%	37%	39%	18%

Table 4.2.2 The Total Percentage Answer of Freewriting's Questionnaire

(Adapted from Hardy, 2011)

The first three questions asked the students' act before wrote an essay such as planned out first what they want to wrote, practicing grammatical before, and wrote a draft in their native language firsr in writing an essay. All of the students surveyed agreed to a certain extent. For the first question, 3% of students answered "always or almost always never true of me", 8% answered "Rarely", and 39% answered "Sometimes". In addition, 26% of students answered "Often", and 24% answered "Most often". In second question, 8% of students answered "Rarely", and 37% answered "Sometimes". Thus, 39% of students answered "Often", and 16% of students answered "Most often". Third question, 16% answered "Rarely", and 37% answered "Sometimes". Furthermore, 42% of students answered "Often", and 5% of students answered "Most often".

Next, the three questions asked the students' act during wrote an essay such as wrote something in their mind if they lacked some words, broke down a long sentences into a shorter and simple sentences, and checked a vocabulary and grammar in wrote an essay. Question number fourth, only 3% of students answered "always or almost always never true of me", 5% answered "Rarely", 47% answered "Sometimes". In addition, 21% of students answered "Often", and 24% answered "Most often". In question number fifth, 3% of students answered "always or almost always never true of me", 8% answered "Rarely", 37%

answered "Sometimes". Furthermore, 37% of students answered "Often", and 16% of students answered "Most often". Question number sixth, 8% of students answered "Rarely", 24% answered "Sometimes". Furthermore, 37% of students answered "Often", and 32% of students answered "Most often".

The three last questions asked the students' felt after wrote an essay such as freewriting helped them to organized their writing, helped them gain more confidence, and to be a better writer in writing an essay. In question number seventh, 3% of students answered "Most often", 21% answered "Rarely", 42% answered "Sometimes". In addition, 24% of students answered "Often", and 11% of students answered "Most often". Question number eighth, 5% of students answered "Most often", 11% answered "Rarely", 39% answered "Sometimes". In addition, 32% of students answered "Often", and 13% of students answered "Most often". Lastly, question number ninth, 5% answered "Rarely", 37% answered "Sometimes". Furthermore, 39% of students answered "Often", and 18% of students answered "Most often".

From the questionnaires' percentage above, majority of the students sometimes planned out first before wrote in first question (39%). In second question, majority of students usually practiced out grammatical structures for a writing task before in writing an essay (39%). In third question, majority of students usually write a draft in their native language first then translate it into English in writing an essay (42%).

According to the fourth question, majority of the students sometimes also write something in their mind if they lack some word (47%). In fifth question,

some of the studens usually break down long sentences into a simple ones (37%), and some of them sometimes break down long sentences into a simple ones (37%). In the sixth question, some of the students usually check their vocabulary and grammar in their writing (37%), and some of students always check their vocabulary and grammar in their writing (32%).

In the seventh question, majority of the students felt freewriting sometimes help them to organize their writing (42%). In the eighth question, majority of the students felt sometimes freewriting helps them gain more confidence in writing (39%). And in the last question in freewriting, majority of the students felt that freewriting usually helps them to be a better writer (39%).

4.2.1.3 Looping

Students' self assestment toward looping is come after the students find a method for pleasure writing in right self assestment. Self assestment toward looping also being measurements of success writing. There are three sub indicators of self assestment toward freewriting such as preparation in writing, the steps of prewriting, and reactions after writing.

First, preparation before writing is a beginning that doing by a person to get an idea, including planning, organize the ideas first in writing, prepare a list of useful keywords or vocabulary items and another activity in writing an essay. Thus, the steps of prewriting is about how students act during writing in writing

an essay. Last, the reactions after writing is a final that how the students' felt after writing in writing an essay. There are several questions about the steps in prewriting and the researcher wants to know the answer what students' got from writing an essay. In total of 38 samples of students, the following table shows the question by question results of the survey:

1. I plan out first what I want to write				
Never	Rarely	Sometimes	Often	Most often
3%	13%	37%	34%	13%

2. I organize my ideas prior to writing				
Never	Rarely	Sometimes	Often	Most often
0%	16%	45%	29%	11%

3. I prepare a list of useful keywords or vocabulary items				
Never	Rarely	Sometimes	Often	Most often
5%	18%	32%	37%	8%

4. I marked the words to get the point that I need to write an essay				
Never	Rarely	Sometimes	Often	Most often
5%	8%	37%	37%	13%

5. Looping helps me to me organize my writing				
Never	Rarely	Sometimes	Often	Most often
3%	6%	34%	24%	13%

6. Looping helps me gain more confidence in writing				
Never	Rarely	Sometimes	Often	Most often
3%	13%	39%	29%	16%

7. Looping helps me to be a better writer				
Never	Rarely	Sometimes	Often	Most often
3%	13%	45%	26%	13%

Table 4.2.3 The Total Percentage Answer of Looping's Questionnaire (Adapted

from Hardy, 2011)

The first three questions asked the students' act before wrote an essay such as planned out first what they want to wrote, organize their ideas first in writing, and prepare a list of useful keywords or vocabulary in writing an essay. All of the students surveyed agreed to a certain extent. For the first question, 3% of students answered "always or almost always never true of me", 13% answered "Rarely", and 37% answered "Sometimes". In addition, 34% of students answered "Often", and 14% answered "Most often". In second question, 16% of students answered "Rarely", and 45% answered "Sometimes". Thus, 29% of students answered "Often", and 11% of students answered "Most often". Third question, 5% of students answered "always or almost always never true of me", 18% answered "Rarely", and 32% answered "Sometimes". Furthermore, 37% of students answered "Often", and 8% of students answered "Most often".

Next, one question asked the students' act during wrote an essay such as marked the words to get the point that they need in writing and essay. In question number fourth, 5% of students answered "always or almost always never true of me", 8% answered "Rarely", 37% answered "Sometimes". In addition, 37% of students answered "Often", and 13% answered "Most often".

The three last questions asked the students' felt after wrote an essay such as looping helped them to organized their writing, helped them gain more confidence, and to be a better writer in writing an essay. In question number fifth, 3% of students answered "Most often", 6% answered "Rarely", 34% answered

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"Sometimes". In addition, 24% of students answered "Often", and 13% of students answered "Most often". Question number sixth, 3% of students answered "Most often", 13% answered "Rarely", 39% answered "Sometimes". In addition, 29% of students answered "Often", and 16% of students answered "Most often". Lastly, question number seventh, 3% of students answered "Most often", 13% answered "Rarely", 45% answered "Sometimes". Furthermore, 26% of students answered "Often", and 13% of students answered "Most often".

From the questionnaires' percentage above, majority of the students sometimes planned out first before wrote in first question (37%). In second question, majority of students sometimes organized their ideas first in writing (45%). In third question, majority of students usually prepare a list of useful keywords or vocabulary in writing (37%).

According to the fourth question, some of the students sometimes mark the words to get the point in writing an essay (37%) and some of them usually mark the words to get the point in writing an essay (37%). In the fifth question, majority of the students felt looping sometimes help them to organize their writing (34%). In the sixth question, majority of the students felt sometimes looping helps them gain more confidence in writing (39%). And in the last question in looping, majority of the students felt that looping usually helps them to be a better writer (45%).

4.2.1.4 Clustering

Students' self assestment toward clustering is come after the students find a method for pleasure writing in right self assestment. Self assestment toward

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clustering also being measurements of success writing. There are three sub indicators of Self assestment toward clustering such as preparation in writing, the steps of prewriting, and reactions after writing.

First, preparation before writing is a beginning that doing by a person to get an idea, including planning, brainstorming, prepare a list of useful keywords or vocabulary items and another activity in writing an essay. Thus, the steps of prewriting is about how students act during writing in writing an essay. Last, the reactions after writing is a final that how the students' felt after writing in writing an essay.

There are several questions about the steps in prewriting and the researcher wants to know the answer what students' got from writing an essay. In total of 38 samples of students, the following table shows the question by question results of the survey:

1. I plan out first what I want to write				
Never	Rarely	Sometimes	Often	Most often
3%	5%	42%	32%	18%

2. I brainstorm and write down ideas before I begin to write				
Never	Rarely	Sometimes	Often	Most often
0%	8%	39%	37%	16%

3. I prepare a list of useful keywords or vocabulary items				
Never	Rarely	Sometimes	Often	Most often
0%	16%	32%	42%	11%

4. I write the topic in a few words in the center of the page				
Never	Rarely	Sometimes	Often	Most often
0%	11%	50%	37%	3%

5. I circling, grouping, and connection each word around the central

word				
Never	Rarely	Sometimes	Often	Most often
3%	11%	37%	42%	8%

6. I check if the content relevant to the topic				
Never	Rarely	Sometimes	Often	Most often
3%	11%	32%	39%	16%

7. Clustering helps me to me organize my writing				
Never	Rarely	Sometimes	Often	Most often
3%	11%	45%	37%	5%

8. Clustering helps me gain more confidence in writing				
Never	Rarely	Sometimes	Often	Most often
3%	16%	53%	26%	3%

9. Clustering helps me to be a better writer				
Never	Rarely	Sometimes	Often	Most often
0%	16%	50%	24%	11%

Table 4.2.4 The Total Percentage Answer of Clustering's Questionnaire (Adapted

from Hardy, 2011)

The first three questions asked the students' act before wrote an essay such as planned out first what they want to wrote, brainstorm, and prepare a list of useful keywords and vocabulary before writing an essay. All of the students surveyed agreed to a certain extent. For the first question, 3% o of students answered "always or almost always never true of me", 5% answered "Rarely", and 42% answered "Sometimes". In addition, 32% of students answered "Often", and 18% answered "Most often". In second question, 8% of students answered "Rarely", and 39% answered "Sometimes". Thus, 37% of students answered "Often", and 16% of students answered "Most often". Third question, 16% of

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students answered "Rarely", and 32% answered "Sometimes". Furthermore, 42% of students answered "Often", and 11% of students answered "Most often".

Next, the three questions asked the students' act during wrote an essay such write the topic in the center of page, circling, grouping, or connecting each word, and check if the content relevant to the topic. Question number fourth, 11% answered "Rarely", and 50% answered "Sometimes". In addition, 37% of students answered "Often", and 3% answered "Most often". In question number fifth, 3% of students answered "always or almost always never true of me", 11% answered "Rarely", 37% answered "Sometimes". Furthermore, 42% of students answered "Often", and 8% of students answered "Most often". In question number sixth, only 3% of students answered "always or almost always never true of me", 8% answered "Rarely", 29% answered "Sometimes". Furthermore, 34% of students answered "Often", and 26% of students answered "Most often".

The three last questions asked the students' felt after wrote an essay such as clustering helped them to organized their writing, helped them gain more confidence, and to be a better writer in wrote an essay. In question number seventh, 3% of students answered "Most often", 11% answered "Rarely", 45% answered "Sometimes". In addition, 37% of students answered "Often", and 5% of students answered "Most often". Question number eighth, 3% of students answered "Most often", 16% answered "Rarely", 53% answered "Sometimes". In addition, 26% of students answered "Often", and 3% of students answered "Most often". Lastly, question number ninth, 16% answered "Rarely", and 50%

answered "Sometimes". In addition, 24% of students answered "Often", and 11% of students answered "Most often".

From the questionnaires' percentage above, majority of the students sometimes planned out first before wrote in first question (42%). In second question, majority of students sometimes brainstorm and write down ideas before begin to write in writing an essay (39%). In third question, majority of students usually prepare a list of useful keywords or vocabulary before writing (42%).

According to the fourth question, majority of the students sometimes also write the topic in the center of the page (50%). In fifth question, majority of the studens usually circling, grouping, and connect each word into a mind mapping (42%). In the sixth question, majority of the students usually check if the content relevant to the topic (39%).

In the seventh question, majority of the students felt clustering sometimes help them to organize their writing (45%). In the eighth question, majority of the students felt clustering usually helps them gain more confidence in writing (53%). And in the last question in clustering, majority of the students felt sometimes clustering helps them to be a better writer (50%).

4.2.1.5 Journal's Questions

Students' Self assesment toward journal's questions is come after the students find a method for pleasure writing in right self assesment. Self assesment toward journal's questions also being measurements of success writing. There are three sub indicators of self assesment toward journal's

questions such as preparation in writing, the steps of prewriting, and reactions after writing.

First, preparation before writing is a beginning that doing by a person to get an idea, including planning, brainstorming, and another activity in writing an essay. Thus, the steps of prewriting is about how students act during writing in writing an essay. Last, the reactions after writing is a final that how the students' felt after writing in writing an essay. There are several questions about the steps in prewriting and the researcher wants to know the answer what students' got from writing an essay. In total of 38 samples of students, the following table shows the question by question results of the survey:

1. I plan out first what I want to write				
Never	Rarely	Sometimes	Often	Most often
3%	11%	37%	29%	21%

2. I brainstorm and write down ideas before I begin to write				
Never	Rarely	Sometimes	Often	Most often
0%	16%	42%	24%	18%

3. I use 5W + 1H to get the ideas in writing an essay				
Never	Rarely	Sometimes	Often	Most often
5%	16%	21%	37%	21%

4. I explore the ideas from the questions				
Never	Rarely	Sometimes	Often	Most often
3%	16%	26%	34%	21%

5. Journal's questions help me organize my writing				
Never	Rarely	Sometimes	Often	Most often
3%	5%	32%	45%	16%

6. Journal's questions help me gain more confidence in writing				
Never	Rarely	Sometimes	Often	Most often

0%	16%	37%	34%	13%
7. Journal's questions help me to be a better writer				
Never	Rarely	Sometimes	Often	Most often
5%	8%	24%	47%	16%

Table 4.2.5 The Total Percentage Answer of Journal Questions' Questionnaire

(Adapted from Hardy, 2011)

The first two questions asked the students' act before wrote an essay such as planned out first what they want to wrote and brainstorm before writing an essay. All of the students surveyed agreed to a certain extent. For the first question, 3% o of students answered "always or almost always never true of me", 11% answered "Rarely", and 37% answered "Sometimes". In addition, 29% of students answered "Often", and 21% answered "Most often". In second question, 16% of students answered "Rarely", and 42% answered "Sometimes". Thus, 24% of students answered "Often", and 18% of students answered "Most often".

Next, the two questions asked the students' act during wrote an essay such as use 5W + 1H to get an ideas and explore the ideas from the question in writing an essay. Question number third, 5% of students answered "always or almost always never true of me, 16% answered "Rarely", and 21% answered "Sometimes". In addition, 37% of students answered "Often", and 21% answered "Most often". In question number fourth, 3% of students answered "always or almost always never true of me", 11% answered "Rarely", 37% answered "Sometimes".

The three last questions asked the students' felt after wrote an essay such as journal's questions helped them to organized their writing, helped them gain more confidence, and to be a better writer in wrote an essay. In question number fifth, 3% of students answered "Most often", 5% answered "Rarely", 32% answered "Sometimes". In addition, 45% of students answered "Often", and 16% of students answered "Most often". Question number sixth, 16% answered "Rarely", 37% answered "Sometimes". In addition, 34% of students answered "Often", and 13% of students answered "Most often". Lastly, question number seventh, 5% of students answered "Never", 8% answered "Rarely", and 24% answered "Sometimes". In addition, 47% of students answered "Often", and 16% of students answered "Most often".

From the questionnaires' percentage above, majority of the students sometimes planned out first before wrote in first question (37%). In second question, majority of students sometimes brainstorm and write down ideas before begin to write in writing an essay (42%). In third question, majority of the students usually use 5W + 1H to get the ideas in writing (37%). In fourth question, majority of the students usually also explore the ideas from the questions before in writing (34%). In the fifth question, majority of the students felt clustering usually help them to organize their writing (45%). In the sixth question, majority of the students felt clustering sometimes helps them gain more confidence in writing (37%). And in the last question in clustering, majority of the students felt clustering usually helps them to be a better writer (47%).

4.2.1.6 Cubing

Students' self assestment toward cubing is come after the students find a method for pleasure writing in right self assestment. Self assestment toward cubing also being measurements of success writing. There are three sub indicators of Self assestment toward cubing such as preparation in writing, the steps of prewriting, and reactions after writing.

First, preparation before writing is a beginning that doing by a person to get an idea, including planning, brainstorming, and another activity in writing an essay. Thus, the steps of prewriting is about how students act during writing in writing an essay. Last, the reactions after writing is a final that how the students' felt after writing in writing an essay. There are several questions about the steps in prewriting and the researcher wants to know the answer what students' got from writing an essay. In total of 38 samples of students, the following table shows the question by question results of the survey:

1. I plan out first what I want to write				
Never	Rarely	Sometimes	Often	Most often
3%	13%	32%	34%	18%
2. I brainstorm and write down ideas before I begin to write				
Never	Rarely	Sometimes	Often	Most often
0%	18%	34%	32%	16%
3. I describe about what I think about the topic				

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Never	Rarely	Sometimes	Often	Most often
0%	13%	45%	29%	13%

4. I compare the similarity and differences between the topics

Never	Rarely	Sometimes	Often	Most often
3%	13%	39%	37%	7%

5. I find the correlation between the topic

Never	Rarely	Sometimes	Often	Most often
5%	8%	39%	37%	11%

6. I analyze about how to the topic can be done

Never	Rarely	Sometimes	Often	Most often
0%	16%	34%	32%	18%

7. I apply about how to use and do the topic

Never	Rarely	Sometimes	Often	Most often
3%	8%	26%	47%	14%

8. I give an opinion for positive and negative sides on a topic

Never	Rarely	Sometimes	Often	Most often
5%	8%	37%	24%	26%

9. Cubing helps me to me organize my writing

Never	Rarely	Sometimes	Often	Most often
3%	5%	50%	29%	13%

10. Cubing helps me gain more confidence in writing

Never	Rarely	Sometimes	Often	Most often
3%	5%	37%	50%	5%

11. Cubing helps me to be a better writer

Never	Rarely	Sometimes	Often	Most often
3%	5%	42%	42%	8%

Table 4.2.6 The Total Percentage Answer of Cubing's Questionnaire (adapted

from Hardy, 2011)

The first three questions asked the students' act before wrote an essay such as planned out first what they want to wrote and brainstorm before wrote an essay. All of the students surveyed agreed to a certain extent. For the first question, 3% o of students answered "always or almost always never true of me", 13% answered "Rarely", and 32% answered "Sometimes". In addition, 34% of students answered "Often", and 18% answered "Most often". In second question, 18% of students answered "Rarely", and 34% answered "Sometimes". Thus, 32% of students answered "Often", and 16% of students answered "Most often".

Next, the six questions asked the students' act during wrote an essay such as describe about what they think about the topic, compare the similarity and differences, find the correlation between the topic, analyze the topic, apply about how to use and do the topic, and give an opinion for positive and negative sides in writing an essay. Question number third, 13% of students answered "Rarely", 49% answered "Sometimes". In addition, 29% of students answered "Often", and 13% answered "Most often". In question number fourth, 3% of students answered "always or almost always never true of me", 13% answered "Rarely", 39% answered "Sometimes". Furthermore, 37% of students answered "Often", and 7% of students answered "Most often".

In question number sixth, 16% of students answered "Rarely", 34% answered "Sometimes". Furthermore, 32% of students answered "Often", and 18% of students answered "Most often". Question number seventh, 3% of students answered "always or almost always never true of me", 8% answered "Rarely", 26% answered "Sometimes". In addition, 47% of students answered

"Often", and 14% of students answered "Most often". Question number eighth, 5% of students answered "always or almost always never true of me", 8% answered "Rarely", and 37% answered "Sometimes". Then, 24% of students answered "Often", and 26% of students answered "Most often".

The three last questions asked the students' felt after wrote an essay such as cubing helped them to organized their writing, helped them gain more confidence, and to be a better writer in wrote an essay. In question number ninth, 3% of students answered "Most often", 5% answered "Rarely", 50% answered "Sometimes". In addition, 29% of students answered "Often", and 13% of students answered "Most often". Question number tenth, 3% of students answered "Most often", 5% answered "Rarely", 37% answered "Sometimes". In addition, 50% of students answered "Often", and 5% of students answered "Most often". Lastly, question number eleventh, 3% of students answered "Most often", 5% answered "Rarely", 42% answered "Sometimes". In addition, 42% of students answered "Often", and 8% of students answered "Most often".

From the questionnaires' percentage above, majority of the students usually planned out first before wrote in first question (34%). In second question, majority of students sometimes brainstormed first before wrote an essay (34%). In third question, majority of students sometimes described about what they think about the topic in writing an essay (45%).

According to the fourth question, majority of the students sometimes compared the similarity and differences between the topics in writing (39%). In fifth question, majority of the studens sometimes found the correlation between

the topic in writing (39%). In the sixth question, majority of the students sometimes analyzed about how the topic can be done in writing (34%). While in the seventh question, majority of the students usually applied about how to use and do the topic during writing (47%). In the eighth question, majority of the students sometimes gave their positive and negative sides on a topic in writing (37%).

Next, in the ninth question, majority of the students felt cubing sometimes help them to organize their writing (50%). In the tenth question, majority of the students felt cubing usually helps them gain more confidence in writing (50%). And in the last question in cubing, some of the students felt sometimes cubing help them to be a better writer (42%), and some of them felt cubing usually help them to be a better writer (42%).

All of the data above in each strategies were analyzed by using:

$$P = \frac{F}{N} x 100\%$$

Which is:

P = The results

F = Total point of students' questionnaire answer

N = The total of questions in each strategy

4.2.1.7 Dominantly Prewriting Strategy Used

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In analyzing students' strategy in prewriting step in their writing essay, the researcher used the results of students' self assestment questionnaire in use of prewriting strategies. To make it clear, the researcher transfered the data into the specific table. The data were analyzed by took the total score of 1 student and divide it by the number of statements of each strategy.

Students' Number	Listing	Freewriting	Looping	Clustering	Journal's Question	Cubing	Dominant Strategy
1	3,20	3,22	3,43	3,33	2,57	3,18	Looping
2	4,10	3,78	3,71	3,44	4,14	4,09	Journal's Question
3	2,90	3,67	4,00	3,56	3,29	3,64	Looping
4	2,90	4,56	2,57	3,33	5,00	4,18	Journal's Question
5	3,40	3,33	3,14	2,56	3,43	3,18	Journal's Question
6	3,90	3,44	3,43	3,67	3,86	3,55	Listing
7	2,90	3,33	3,14	3,22	3,00	2,82	Freewriting
8	3,60	3,33	3,29	3,33	4,29	3,27	Journal's Question
9	3,60	3,56	2,86	3,56	3,43	3,36	Listing
10	3,70	3,89	4,00	3,22	3,14	3,55	Looping
11	4,00	3,78	4,14	4,11	4,57	4,36	Journal's Question
12	3,40	3,33	3,29	2,89	3,00	3,36	Listing
13	2,90	2,78	3,29	3,00	2,71	2,91	Looping
14	4,60	4,11	3,71	4,00	4,43	4,45	Listing
15	3,50	4,11	4,00	4,11	4,29	4,18	Journal's Question
16	3,10	3,56	3,57	3,44	4,14	3,82	Journal's Question
17	3,50	3,89	3,14	3,56	4,00	3,00	Journal's Question
18	4,60	4,67	4,14	4,11	4,43	4,45	Freewriting

19	3,20	3,44	2,71	3,78	3,86	3,64	Journal's Question
20	3,80	4,67	4,43	4,22	4,00	4,00	Freewriting
21	1,90	3,11	3,86	3,00	2,29	3,45	Looping
22	3,80	3,56	3,43	3,33	4,14	3,45	Journal's Question
23	3,60	3,67	3,71	4,00	3,43	3,73	Clustering
24	2,80	3,11	3,14	3,11	2,57	2,82	Looping
25	3,40	2,78	3,14	3,11	3,29	3,45	Cubing
26	3,70	3,67	3,57	3,44	3,29	3,36	Listing
27	2,90	3,00	2,43	3,33	3,57	2,73	Journal's Question
28	3,40	3,67	1,71	2,89	1,57	2,64	Freewriting
29	3,50	3,11	3,43	2,56	3,14	2,91	Listing
30	3,50	3,22	2,29	3,44	3,00	3,27	Listing
31	4,10	3,22	4,43	3,33	5,00	4,27	Journal's Question
32	3,70	3,33	4,43	3,56	3,86	4,09	Looping
33	3,30	3,00	2,86	3,11	3,14	3,09	Listing
34	3,00	3,33	3,14	3,11	3,29	3,27	Freewriting
35	3,50	3,44	3,57	3,44	3,00	3,36	Looping
36	3,10	3,56	3,14	3,44	2,71	3,73	Cubing
37	3,80	3,89	3,29	3,44	4,29	3,36	Journal's Question
38	3,20	3,67	2,00	3,33	3,43	2,36	Freewriting

Table 4.2.7 The Percentage of Students' Prewriting Strategies used in Writing essay

4.2.1.8 Dominantly Strategy Used

The researcher found the data to answer research question number 2. There are four strategies in prewriting which were proposed by experts. After

analyzing students' questionnaire, it was found that students dominantly used journal's question in writing an essay. This technique got a high percentage. Students used a 5W + 1H to make an outline or draft before writing an essay. It can be seen from the data below.

No.	Strategy	Total Students	Total Percentage of Strategy Used
1	Listing	8	21%
2	Freewriting	6	15,7%
3	Looping	8	21%
4	Clustering	1	2,6%
5	Journal's Question	13	34,2%
6	Cubing	2	5,2%
	Total	38	

Table 4.2.8 The Percentage of Strategy Dominant Used

The data were analyzed by using:

$$P = \frac{F}{N} x 100\%$$

Which is:

P = The results

F = The total students of each strategy used

N = The total of all students

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In this research, there are two main points that researcher find out in this research. There were strategy in prewriting used and the dominant strategy that students used in prewriting in writing essay. In the first point, based on the data analysis in chapter 4, it can be concluded that the strategy in prewriting used in writing essay were listing, freewriting, looping, clustering, journal's questions and cubing.

Thus, the second point is the dominant strategy in prewriting used by students. After conducting and analyze the data from 38 students, the researcher found that 8 students used listing as their strategy in writing essay. 6 students used freewriting as their strategy in writing essay. Then, 8 students used looping as their strategy in writing essay. Only 1 student used clustering as their strategy in writing essay. 13 students used journal's questions as their strategy in writing essay. Only 2 students used cubing as their strategy in writing essay.

The dominant strategy that students used in prewriting was journal's questions (34,2%), which is students found the information of the topic to get an outline by using 5W + 1H. It was because this is the simple strategy which students can easily developed the ideas for their essay, and it can avoid the plagiarism. Students did not use clustering and cubing in generated ideas in essay, maybe because clustering and cubing were complicated to use in generating ideas in writing essay.

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Furthermore, most of students did not understand about prewriting strategy in essay writing. They need more explanation and practice to make them get to use the strategy. Therefore, the number of plagiarism will decrease because students will avoid the plagiarism issue in the future in writing essay.

To sum up, this research wanted to know about the strategy that students' used in prewriting step in writing essay. Then, this research results already answered the researcher's question. The problem can be fixed together, lecturer and students, but the most affected is the students itself. Lecturer only give the explanation and other treatment to make the students get used to use prewriting strategy to developed the ideas in writing essay.

5.2 Suggestions

Based on the result of the data, the researcher would like to give some suggestion dealing with the lecturer, students, and the next researcher.

5.2.1 For Lecturer

Lecturers could include prewriting strategy material in writing subject. The prewriting materials should include how to use it in the beginning in writing. Specifically, lecturer could teach the strategies to include the prewriting step in writing essay. Teaching material also include the way how to use them in grammatically, so the students should develop their ideas in writing.

5.2.2 For Students

Students should pay attention to lecturer's explanation about the strategy in prewriting in order to understand. Then, students should be brave to use the strategy in their prewriting step to avoid the plagiarism. If the students are brave to use the strategy, their essay become stronger than before.

5.2.3 For Further Research

This research already found the strategy that students used in prewriting step in essay writing. Then, the researcher also found some problems in students' questionnaire and how they feel during used the strategy. Researcher hope that the findings in this research can be useful for the next research in the future.

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