

ABSTRACT

DEVELOPING STRATEGY TRAINING TO IMPROVE STUDENTS' AUTONOMY IN WRITING

By:

I Gusti Nyoman Suwirta

Language learning strategies have been given more attention by researchers in the last couple of years. The fact that although there are some strategy training models, there has not been any model specifically designed for writing. Hence, this study focused on developing writing strategy training to improve students' autonomy in writing. This study was trying to find out: 1). How can writing strategy training be developed? 2). Does the students' use of strategy improve after the strategy training? 3). Does the developed strategy training improve students' autonomy? 4). Does the developed strategy training improve students' writing? 5). What are the problems in implementing the developed strategy training?

After developing the writing strategy training model, it was tried out in a class of High Intermediate IV in an English course in Bandar Lampung. The class consisted of 19 senior high school students. This class was given the strategy training. The data were collected by giving a pre-test of learning strategy, autonomy and essay writing. The students were introduced with strategies based on the process of writing from topic selection, outlining, developing, correcting, revising, editing until publishing. After the strategy training, the students were given the post-test on the same aspects. The quantitative data was also supported by qualitative data collected through observation and interview.

The data were processed by comparing the mean of pre-test and post-test to see the improvement by using t-test. The results showed that 1). Writing strategy model could be developed by adapting from the existing model. 2). The developed strategy training model improved the students' use of strategy. 3). The strategy training improved students' autonomy. 4). The strategy training improved students' writing, although not very significantly, but every aspect of writing improved. 5). There were some problems both from the students' and teacher's side. Although some difficulties were encountered, improvement was made in students' strategy use, autonomy and every aspect of writing.

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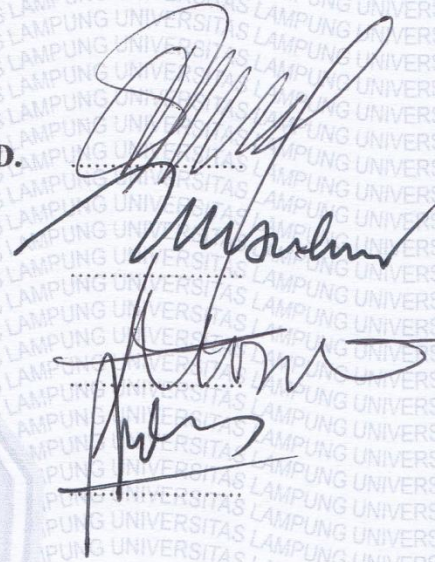
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CURRICULUM VITAE

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Besides teaching at state school, he also teaches at some English courses. He started teaching in 1990. Since 1993 he is responsible for teacher training.

DEDICATION

Thank God for His blessing. I feel grateful that this thesis can be accomplished and I dedicate this piece of writing to:

- ❖ My beloved parents: The late I Gusti Putu Sahaba and Gusti Biyang Oka.
- ❖ My brothers and sisters: Sayu Putu Padmi, Gusti Made Suwedno, Gusti Putu Yudhana, Gusti Ketut Supriadi; Sayu Putu Suwidni, Gusti Made Sutirto and Gusti Ketut Sudito.
- ❖ My wife and daughter : Magdalena Purba and Gusti Laura Astia.
- ❖ My nephews and nieces: The Late Gusti Putu Kurnia Wiasa; Sayu Maryani, Gusti Putu Yugo, Bintang, Galung, Adi, Bayu, Cinta, Putri, Andreas and others.
- ❖ Kadek, Gending and Githa.
- ❖ Bertha Saragih.
- ❖ My beloved classmates of Graduate Program of English Education 2014.

MOTTO

“Life is worthliving, only if we become positive element of life”.
(I Gusti Nyoman Suwirta)

“Do your best and leave the rest to Him who knows the best”.
(I Gusti Nyoman Suwirta)

“Try harder than you can hope that tomorrow will be better”.
(I Gusti Nyoman Suwirta)

“Honesty is clarity in simplicity”
(I Gusti Nyoman Suwirta)

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Bandar Lampung, Juni 2016.
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I. INTRODUCTION.

This chapter describes the background of the problem which includes the reason for conducting the research, the problems in teaching writing, strategy-training and developing strategy training to improve the students' autonomy in writing. This chapter also describes the formulation of the problems, objectives of the research, uses of the research, scope of the research, and definitions of terms.

1.1. Background.

Out of the four skills of English – listening, speaking, reading, and writing – students learn at schools or courses, if they are asked which one they like better or like best, writing is usually positioned as the last. They usually prefer speaking, reading or listening to writing. When they know that the lesson's focus is writing, they usually show signs of reluctance. Although the students know that writing is an important skill they should ideally have, many if not most, of them find it difficult. This can result in what it seems as low interest in writing. This is a burden and a challenge at the same time. A burden since it is psychologically hard to teach the students something they do not really like. A teacher can imagine students with low interest, no smiling faces looking right into his/ her face. It is a

burden to make the students learn, let alone to achieve the objectives of the teaching- learning. If that is the case, frustration can come to both teachers and students.

However, teachers should not give up to such situation. There may be something wrong and there must be something that can be done. Questions must be addressed to both sides: teachers and students. Why do students lack interest in writing? It is quite possible that the students are not really interested in writing because they do not know what to write and how to write. In this case there are technical problems that the teachers have to help students with techniques and strategies. Another possibility is students' motivation. Even smart students will not write well when they do not have good motivation. Factors that can influence students' motivation should be considered, so that teaching learning process can be designed to be more interesting.

The fact that students' interest is low in writing should be a point that brings teachers to reflecting their teaching. Consequently it should take them to a state of curiosity on what might be behind the reality. Looking objectively into the phenomenon is something inevitable to really be able to understand it. Knowing that there are many factors that influence learning, especially in writing, it is wise to consider every aspect involved in teaching learning. Hence, weakening factors can be minimized and strengthening ones maximized. By doing so, it is expected that better planning, better anticipation and better teaching learning can take place.

Writing is a productive skill, just like speaking, a skill which is more difficult compared to reading and listening. To be able to produce, students need to be

sufficiently equipped with vocabulary, grammar, general knowledge and writing strategies. In receptive skills –listening and reading- students are to receive, to absorb, and to understand. But in productive skills, in this case writing, they have to express ideas, to communicate in the form of writing.

Many foreign language learners find writing as one of the most difficult in learning a language, as stated by Negari (2011: 229) that writing in a second or foreign language seems to be the most difficult language skill for language learners in academic contexts. At the same time, it is also hard for the teachers to help the students to produce good writing, as stated by Abdel-Hack in Okasha (2014: 674). The students need to be aware that writing is a process with a lot of sub-processes involved such as generating ideas, developing and organizing, revising and editing.

Going through such a complex process of writing, students should also be equipped with strategies. Learning writing should also include learning the writing strategies, rules and conventions so that students have the know-how of writing, so the complex process of writing will be more feasible for the students.

Strategy training in this case is very important both for the students and for the teacher. Being equipped with writing strategies they will find the writing task or writing in general easier and more interesting which finally will improve their writing achievement. So writing strategy will help students in achieving their goal of writing. Feng and Chen (2009: 97) describe that compared to a vehicle, strategy is the steering wheel which decide the direction and the destiny of the vehicle.

Raofi and Chan (2014: 39) consider the role of learning strategy in writing. They said that writing is a complex process involving the consideration of many motivational, cognitive, cultural and social factors. Its development largely relies on the use of the writing strategies and techniques. An important element in helping students develop their writing ability is the identification of the problems they face in their writing, and the use of pedagogical interventions which raise their metacognitive awareness about writing. One of the important factors that appear to play an important role in the development of different skills of language is learning strategies.

From teachers' side, training students writing strategy will make their teaching less burdening since students become more self-controlled in their learning, and that achieving the goal of teaching also becomes easier. Strategy training according to Feng and Chen, is not to master the strategies but to heighten the awareness of strategy and to enlarge range of strategies to be selected.

Can strategy be trained? According to Oxford (2014: 3), strategies are teachable to make students able to actively engage in writing by employing the strategies.

There are some models of strategy training as Liu, J. (2010: 102) mentioned like Pearson and Dole's model, Oxford's model , Chamot's model, Cohen's model, Grenfell and Harris' model . From those models all seem to be general strategy. None of them is specifically designed for a certain skill of language. Therefore, developing a training strategy for writing is practically needed. Hence the writer will develop a strategy training for writing to improve students' autonomy in writing.

To be autonomous learners specially in writing, students should know and have the autonomy itself which is characterized by five aspects:

1. determining objectives,
2. defining content and progressions,
3. selecting methods and techniques to be used,
4. monitoring procedure of acquisition and
5. evaluating what has happened. (Holec in Fangpeng, 2014: 1291).

According to Chitashvili (2007: 17), autonomy is a complex socio-cognitive system, manifested in different degrees of independence and control of one's own learning process, involving capacities, abilities, attitudes, willingness, decision making, choices, planning, actions, and assessment either as a language learner or as a communicator inside or outside the classroom. As a complex system it is a dynamic, chaotic, unpredictable, non-linear, adaptive, open, self-organizing and sensitive to initial conditions and feedback.

Further, Chitashvili states that there are different aspects of autonomy: It involves self-confidence and autonomy; usage of individual learning strategies; It depends on learners willingness to take responsibility for their own learning; It is closely related to meta cognitive strategies: planning, making decisions, monitoring and evaluation;

According to Nunan in Chitashvili (2007), the concept of autonomy in language learning is linked to the communicative approach. The second language learning will proceed most effectively if learners are allowed to develop and exercise their autonomy. The connection between autonomy in language learning and the

communicative approach is, therefore, relatively well-developed at a theoretical level. Nunan highlights the steps of autonomy from the lowest level to the highest level of development of learner independence. According to Nunan we can distinguish several steps to develop a degree of autonomy:

Level Learner action Content: Process Level 1. Awareness: Learners are made aware of the pedagogical goals and content of materials they are using. Learners identify strategy implications of pedagogical tasks and identify their own preferred styles/strategies. Level 2. Involvement: Learners are involved in selecting their own goals from a range of alternatives on offer. Learners make choices among a range of options. Level 3. Intervention: Learners are involved in modifying and adapting the goals and content of the learning program. Learners modify and adapt tasks. Level 4. Creation: Learners create their own goals and objectives. Learners create their own learning tasks. Level 5. Transcendence: Learners go beyond the classroom and make links between the content of classroom learning and the world beyond the classroom and are functioning as a fully autonomous learners. Learners become teachers and researchers.

To be autonomous learners, there should be inner-drive from the students, that is students' awareness, willingness and effort.

On the other hand, external push specially from the teachers will spur the achieving of autonomous learning. It is advisable that teachers incorporate strategy training into their teaching. It is necessary to build awareness on the students that writing is a complex process with some sub-processes, and that they need to know and to have writing strategies.

Rubin in Setiyadi (2011: 9) suggested a list that would assign all language learning into seven categories, namely: being a willing and accurate guesser, having a strong drive to communicate, being willing to make mistakes, looking constantly for patterns in the language, practicing, monitoring his/her own and others' speech, attending to meaning.

Fillmore in Setiyadi (2011: 11) put learning strategies into two categories, Social and cognitive categories. Social category includes: 1. Join a group and act as if you understand what is going on, even if you do not. 2. Give the impression with a few well-chosen words, that you speak the language. 3. Count on your friends for help. While cognitive category includes: 1. Assume that what people are saying is relevant to the situation at hand. 2. Get some expression you understand and start talking. 3. Look for recurring parts in formulas you know. 4. Make the most of what you have got. 5. Work on big things first, save the details for later. 6. Count on your friend for help.

O'Malley and Chamot (1990: 46) categorized strategies into metacognitive strategies, cognitive strategies and social strategies. Metacognitive includes: selective attention for special aspects of learning tasks, monitoring or reviewing attention to a task, evaluating or checking comprehension after completion of receptive language activity, evaluating language production after it has taken place. Cognitive strategies includes: Rehearsal, organization, inferencing, summarizing. Deducing, imagery, transfer, and elaboration. Social strategies includes: work with other learners to obtain feedback and information (cooperation), questioning for clarification, and self-talk. Sasaki in De Silva(2014: 5) investigated the effects of strategy training on process writing, such as

planning and revision, on eight novice writers. Sasaki found that the number of strategies used by novices decreased by almost half after six months of instruction. According to Sasaki, this decrease in the number of strategies used could be interpreted in a number of ways: application of prescribed ways they have learnt to approach the given task, improvement in their English proficiency, which enabled them to use less translation, or the students making less effort in thinking about writing while composing.

Okasha, (2014: 674) found in his study that EFL writing skills and attitude improved among students as a result of using strategic writing techniques.

However, there hasn't been a study on strategy training to develop students autonomy in writing. Therefore, a study to find whether strategy training can develop students to be more autonomous in writing is necessary.

There are some models of strategy training: Pearson and Dole's model, Oxford's model, Chamot's model (CALLA/ Cognitive Academic Language Learning Approach), Cohen's model, Grenfell and Harris' model. Those model are still general models, not specified for a certain skill. For this reason, a development of strategy training for writing is practically and urgently needed.

Students of LIA Bandar Lampung, where the research was conducted had not been familiar with learning strategies, in this case writing strategies. When they have writing task, many of them have difficulties. Many of them wait until the deadline and come with poor writing just to fulfill the task. Some students even quit their study when it comes to writing essay.

For that reason, strategy training is one possible solutions to help students cope more easily with their writing tasks, as stated by Cohen, 1998; McDough, 2002; Oxford, 1990. (in Rivera-Mills, 2007: 537) that with the broad objective of increasing students' autonomy, learning potential, and overall success, many instructors and researchers have attempted to teach L2 students strategies believed to be beneficial. This practice has been identified by several different names such as strategies training, learner training, and learning-to-learn training. Yet the goal always remains the same: to facilitate L2 acquisition by raising students' awareness of the language learning tools at their disposal, and to provide them with instruction on how to use these tools most appropriately.

Further, more specifically, the benefits of learning strategies training include, in addition to greater learner autonomy, connecting what students know and how they come to know what they know. Guiding students in this way provides them with a heightened sensitivity toward the process of acquiring a second language (Weaver & Cohen, 1998, in Rivera-Mills 2007).

1.2. Identification of Problems.

From the description above, basing on the problems encountered in the previous studies, some problems can be identified as follows:

1. Many teachers just teach the lesson or material without equipping the students with strategies.
2. Students' writing was not good enough due to not having been equipped with strategies.

3. The existing strategy training models are still general model, not specified for writing.
4. Students do not realize that writing is a complex process that needs strategies to deal with.
5. Students are dependent on the teacher due to not having the strategies in writing.

1.3. Limitation of the Problems.

From the identification of the problems, limitation of the problems can be formulated. Considering the many problems encountered in writing, be it from students' side or teacher's side, it is assumed that there should be an effort by teachers to give the students strategy training. Further effort that should be done is to develop a model of strategy training specified for writing. By doing so, it is expected that students' use of learning strategies will improve and at the same time their autonomy will improve to ultimately improve their writing achievement.

1.4. Research Questions.

1. How can writing strategy be developed to improve students' autonomy in writing?
2. Does the students' use of strategies improve?
3. Does the developed strategy training improve students' autonomy?
4. Does the developed strategy training improve students' writing?

5. What are the problems in implementing the developed strategy training for writing?

1.5. The Objectives of The Research.

1. To develop strategy-training for writing to improve students' autonomy in writing.
2. To find whether strategy training improves students' use of strategies.
3. To find whether the developed strategy training improves students' Autonomy in writing.
4. To find whether the developed strategy training improves students' writing.
5. To find the problems in implementing the developed strategy training.

1.6. Uses of the Research.

The research finding can be beneficial especially in teaching writing:

1. To give a better picture whether strategy training should be incorporated in teaching writing.
2. Can be as a reference related to strategy training and teaching writing.
3. Can be an option in developing students' autonomy in writing.

1.7. Scope of the Research.

This research is Quantitative research. The sample is one class of 19 students of High Intermediate IV Level. As the treatment, strategy training is incorporated in the teaching learning process. Questionnaires on learning autonomy are distributed before treatment and at the end of the term. Interview and Observation were also conducted to have more accurate data.

1.7. Definitions of terms.

There are some terms that it is necessary to have clear definitions to have the same perception.

1. Writing: a productive learning process from the generation of ideas and gathering required data to the publication of a finalized text. Writing is a means of communicating and a major cognitive challenge and thinking process (Kellogg, in Ansarimoghaddam, 2014:7).
2. Strategy: essential techniques intentionally and consciously used by language learners for effective understanding, remembering and using information. (Oxford, 1990: 8)
3. Learning strategies: Steps taken by students to enhance their own learning (Oxford, 1990: 1)

Another definition of learning strategies is stated as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations” (Oxford, 1990: 8). Learning strategies are behaviors, techniques, or actions used by

students, often consciously, to enhance their learning . Language learning strategies are, of course, learning strategies applied to gaining skill in a second or foreign language. (Oxford, 1990: 197)

4. Language Learning Strategies: Wenden (1987: 8) defines the language learning strategies as what learners do to control and/or transform incoming knowledge about language. Oxford (1990: 8) defined as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”.
5. A writing strategy is a conscious mental activity, employed in pursuit of a goal, often with an aim to solve a problem in writing within a learning situation and an activity that is ‘transferable to other situations and tasks. (Cohen, as cited in De Silva, R. 2014: 2).
6. Strategy training: is a set of concepts and procedures that any intelligent teacher can use to help students learn more effectively. (Oxford, 1990: 198). Strategy training is defined as any intervention which focuses on the strategies to be regularly adopted and used by language learners to develop their proficiency, improve particular task or both. (Hassan, 2005: 1).
7. Learner autonomy: If the students are involved in decision making processes regarding their own language competence that they are likely more enthusiastic about learning, and learning can be more focused and purposeful for them. (Little John, in Balcikanli 2010: 90).

II. LITERATURE REVIEW

This chapter describes the concepts related to the research, such as concept of writing, concept of learning strategy, concept of strategy-training, concept of learning autonomy, and concept of autonomy in writing. This chapter also describes the theoretical assumption, and hypothesis.

2.1. Learning Strategies.

Learning strategies are behaviors, techniques, or actions used by students, often consciously, to enhance their learning . Learning strategies according to Oxford (1990:197) are steps or actions taken by language learners to enhance any aspect of their learning. Further she defined strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations Oxford in Rogers (2010: 3). Setiyadi (2011) states that learning strategies take place when people are in the process of learning to learn another language. That implies that learning strategies are conscious activities because students are learning a language while they are conscious of the process. The importance of learning strategies was stated by

Zhao, (2014: 1918) modern education has realized that the basic purpose of education is to make students become independent, autonomous and effective learners. Therefore, strengthening the cultivation of college students' learning strategies and helping them grasp effective learning strategies aim at cultivating students' autonomous learning ability which can make them acquire new knowledge and explore new problems.

O'Malley and Chamot (1990: 46) put strategies into: metacognitive strategies that include four processes namely: selective attention for special aspects of a learning task, as in planning to listen for key words or phrases, planning the organization of either spoken or written discourse, monitoring or reviewing attention to a task, monitoring comprehension for information that should be remembered, or monitoring production while it is occurring, and evaluating or checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place. Cognitive strategies include rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer and elaboration. Social strategies that include obtaining feedback and information (cooperation), questioning for clarification and self-talk.

Wenden (1987: 6) describes learners' strategies as language learning behaviors learners actually engage in to learn and regulate the learning of a second language. These language learning behaviors have been called strategies, specially related to three questions: 1. What do L2 learners do to learn a second language? 2. How do they manage or self direct these efforts? 3. What do they know about which aspects of their L2 learning process. O'mally & Chamot (1990) have attempted to ground the study of learning strategies within the information-processing model of

learning. They classify learning strategies into three main groups with 25 subcategories: metacognitive, cognitive and socio-affective strategies. as mentioned by Banisaeid, (2013: 109) in the table below.

Table 2.1. Classification of learning strategies by O'mally and Chamot.

Metacognitive	Cognitive	Socio-affective
Self-evaluation Advanced organizer Directed attention Inferring Selective attention Self-management Advance preparation Self-monitoring Delayed production	Deduction, recombination, Directed physical response Imagery Grouping, Transfer Repetition Auditory representation Note- taking, Translation Keyword Contextualization Resourcing Elaboration	Question for clarification, Cooperation.

2.2. Strategy Training.

Strategy training is a set of concepts and procedures that any intelligent teacher can use to help students learn more effectively (Oxford, 1990). The importance of strategy training is stated by Setiyadi (2011: 55) that Language learning strategies affect students' learning and predict the achievement in learning. He added that teachers should introduce learning strategies to their students. Language program supervisor, Sutter (1990: 202) encourages the teachers to conduct strategy training with no restrictions imposed by the school administration. Three modes of strategy training are used integrated and overt training; non- integrated courses that teach specific strategies while preparing advanced students for tertiary

education; and integrated and covert (camouflaged) training. Integrated and overt training, the most frequent mode, is conducted as part of the language instruction curriculum and is woven into ordinary classwork, but with explicit discussion of the strategies involved and the need for changing attitudes about classroom roles and responsibilities. Methods vary, but usually include making students conscious of their existing strategies, highlighting the advantage of those techniques, and praising students for using them; presenting and practicing new techniques, mostly cognitive and metacognitive; and evaluating the success of strategy use. The second training mode is separate training courses designed mainly to prepare learners for college, but with strategy training included. These courses of 20-30 hours each are provided outside the mainstream of the Refugee Council's language training programs. They consist of academically-focused lectures followed by group work. The third training mode, integrated and covert (camouflaged) strategy training, is offered as the basis of a language-learning course or project lasting as long as six months. Camouflaged training is used with students who feel they should spend time only on learning Danish, or who are threatened by new concepts such as learner responsibility

Some strategy training studies have come up with several useful findings regarding ways to teach strategies to students. Brown and Palinscar in Oxford 1990 gave some kinds of strategy training: Blind training, in which the students are trained to use particular learning techniques, without explicit information to the students about the nature or importance of the techniques or how to transfer them to new situations. Informed training, which tells the learner what a particular strategy does and why it is useful, results in improved performance on the task,

maintenance of the strategy across time, and some degree of transfer of the strategy to other related tasks. However, the most effective mode of training identified in most empirical studies is known as strategy-plus-control training or completely informed training. The learners are not only instructed in the nature and use of the technique, but are also explicitly instructed in how to transfer, monitor, and evaluate it. From various models of strategy training by Chamot, O'malley, 1990; Grenfell and Harris, 1990, there are some similar steps according to Chen, A. (2013: 86) that those models share some similar steps to some extent: raising strategic awareness, modeling, practicing, and evaluating strategy use. In general the models emphasize the importance of explicit strategy training, , the development of metacognition, modeling and presenting new strategies, learners' practice, self-reflection and expansion of effective strategy use, as well as gradual shift from teachers' scaffolding to learners' self directed learning in selecting and applying strategies.

2.3. Developing Strategy-Training for Writing.

There are some models of strategy trainings as Liu (2010:102) mention, among them are as the following:

1. Pearson & Dole's Model.

This model proposes the steps of the training as follows:

1. Introduction to the target strategy through examples. The teacher exposes the students to examples and discusses with them how, when, where and why the strategy is used;
 2. Definition and explanation. The strategy is defined and its application is demonstrated with the teacher modeling;
 3. Guided practice. The teacher and students do exercises together in order that the students can do independent practices;
 4. Independent practices. The students do the same type of exercises independently.
2. Oxford's Model. This model has the following steps:
1. Learners are asked to immerse into an authentic language task without instructional cues;
 2. Suggest and demonstrate other helpful strategies, mentioning the need for greater self-direction and expected benefits, and making sure that the students are aware of the rationale for strategy use;
 3. Allow learners plenty of time to practice the new strategies with language tasks and show how the strategies can be transferred to other tasks;
 4. Provide practice using the techniques with new tasks and allow learners to make choices about the strategies they will use to complete the language learning tasks;

5. Help students understand how to evaluate the success of their strategy use and to gauge their progress as more responsible and self-directed learners.
3. Chamot's Model. This model named CALLA which stands for Cognitive Academic Language Learning Approach has the following steps:
 1. Preparation. In this stage, the teacher identifies students' current learning strategies for familiar tasks, such as recalling their prior knowledge, previewing the key vocabulary and concepts to be introduced to the lesson;
 2. Presentation. In this stage, the teacher models, names, explains new strategy; asks students if and how they have used it, such as selective attention, self-monitoring, inference, elaboration, imagery and note-taking strategies;
 3. Practice. In this stage, the students practice new strategy; in subsequent strategy practice, the teacher fades reminders to encourage independent strategy use by being asked to check their language production, plan to develop an oral or written report or classify concepts;
 4. Evaluation. In this phase, the students evaluate their own strategy use immediately after practice, determining the effectiveness of their own learning by summarizing or giving a self-talk, either cooperatively or individually;

5. Expansion activities. In this phase, the students transfer the strategies to new tasks, combine strategies into clusters, develop repertoire of preferred strategies and integrate them into their existing knowledge frameworks.
 6. Assessment. In this stage, the teacher assesses the students' use of strategies and impact on performance.
4. Cohen's model. The steps are:
1. Teacher as diagnostician. The teacher helps the students identify current strategies and learning styles
 2. Teacher as language learner. The teacher shares own learning experiences and thinking processes.
 3. Teacher as learner trainer. The teacher trains the students how to use learning strategies.
 4. Teacher as coordinator. The teacher supervises students' study plans and monitors difficulties
 5. Teacher as coach. The teacher provides on going guidance on students' progress.

Considering that the available strategy training are general strategy which are not specifically for a certain skill of language, a training model, in this case for writing needs to be developed. A model of strategy training for writing, is based on Chamot's CALLA model. This model is chosen because it has a more detailed

steps that will be easier to develop and adapt to strategy training in writing.

CALLA will be adjusted to writing. The new model is as follow:

1. Preparation.

In this stage, the teacher identifies students' current learning strategies for familiar tasks, such as recalling their prior knowledge, previewing the key vocabulary and concepts to be introduced to the lesson.

2. Building Metalinguistic Awareness.

In this stage the teacher motivate the students that learning need strategies to make it more effective. The students need to realize that in learning they need to monitor the process, to evaluate, to make reflection. They not to learn how to learn.

3. Presentation.

In this stage, the teacher models, names, explains new strategy; asks students if and how they have used it, such as self-monitoring, selected attention, topic selection, outlining(Thesis statement, topic sentences and supporting details.), revising, social strategy (cooperate with others for opinion, comment and clarification).

4. Practice.

In this stage, the students practice new strategy; in subsequent strategy practice, the teacher fades reminders to encourage independent strategy use by being asked to check their language production, plan to develop an outline of an essay.

5. Evaluation.

In this phase, the students evaluate their own strategy use immediately after practice, determining the effectiveness of their own learning either cooperatively or individually.

6. Expansion activities.

In this phase, the students transfer the strategies to new tasks, combine strategies into clusters, develop repertoire of preferred strategies and integrate them into their existing knowledge frameworks.

7. Assessment.

In this stage, the teacher assesses the students' use of strategies and impact on performance. The students reflect about their learning and the strategies they have applied.

The consideration behind the choosing of CALLA in developing the strategy training for writing is that CALLA has the steps which are very close to the teaching procedures and teaching steps in the real classroom instruction. It is expected that this model will be more applicable in training the students with strategy for writing to further improve their autonomy in writing.

2.4. Learning Autonomy.

Learning autonomy according to Dickinson in Fangpeng (2014: 23) is situation in which the learner is totally responsible for all of the decisions concerned with his/her learning and the implementation of these decisions. Some domestic scholars also conduct their research and give their understanding of this term. For example, Xiaotang in Fangpeng (2014) defines it in the following way: (1) it is an

intrinsic mechanism comprehensively formed by learner's attitude, aptitude and learning strategy, (2) it is the free choice of learner's objective, learning content, and learning methodology and material, and (3) it is a learning mode tailored to learner's need, in the mean time, directed and affected by the entire teaching objectives and teacher's guidance. Although an accurate and widely accepted definition of autonomous learning has not been concluded by far, the common core components can be drawn from above: (1) generate one's own learning goal, (2) set one's own learning plan, (3) choose one's own learning methodology, (4) monitor one's own learning process, (5) self-evaluate one's own learning progression and (6) adjust one's learning strategy according to the evaluation. Autonomous learning is the way how one learns with a special concern of whether the learning is driven, controlled, assessed and managed by oneself. To be specific, if a student's learning motivation is self-driven, learning contents, materials and strategies are self-chosen, learning process is self-regulated, learning outcome is self-evaluated, we can say his/her learning is autonomous. All this should start from the teacher. Balcikanli (2010: 91) stated that language teachers without any autonomy-oriented training may experience difficulties in creating such classroom culture. Hence, the earlier language teachers who are in support of the principles of autonomous learning are made aware of the importance of learner autonomy in their initial teacher training.

2.5. Writing.

Writing is a productive skills that involve mental struggles, in which the writer says what he or she means, and the interpretation of the readers, as stated by Flower and Hayes in Asarimhogaddam and Tan (2014: 7), writing is known as a straight forward act of saying what the writer means, the mental struggles the writer goes through, and the interpretations readers make. In addition, writing is an integrative ability and a significant, productive and complex learning process. Hedge in Ahlsen (2007: 4) writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to: “produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers. Effective writing according to Hedge requires several things: a high degree of organization regarding the development and structuring of ideas, information and arguments. Furthermore, Hedge mentions features such as: a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one’s written text. All these points make the teaching of writing a complex matter, since all this should be taken into consideration for efficient learning of writing strategies.

2.6. Teaching Writing.

Teaching writing is to teach the students how to express the idea or imagination in written form. In order to be successful in writing, the material presented should be relevant to their needs, interest, capacities, and ages until they are able to make composition with view or even no errors (Finnochiaro, 1964: 129). In LIA, the elements of writing include: relevance, organization, grammar and mechanic, so the scoring students' writing is also based on those elements.

Rahimi and Norooziasiam (2013;1) state that the history of second language writing research has witnessed theoretical and methodological controversies over whether L2 writing is primarily cognitive or social. There is an increasing emphasis on the social and motivational context within which the writing process is embedded. This view originally emerged as a critique of purely cognitive approaches to the teaching and learning of writing. So writing is no more approached as an individually written product isolated from its context. Badger and White in Negari (2011: 300) believed that the process approach to writing has its own limitations. It regards all writing as being produced by the same set of processes and it offers learners insufficient input, particularly in terms of linguistic knowledge to write successfully. In the 21th century a new view toward social issues, the post-process, has developed in second language writing. Process writing which was supposed to be a strong guiding force in the late twentieth century was criticized as asocial. It considered the learners as individuals, the writing process as something abstract which contains internal processes. Hyland in Negari (2011: 301) stated that there will be no definite answer to the question of which approach to writing is more effective. Rather, the idea of seeking the

best method is misleading. In fact, all the different approaches to writing are complementary to and compatible with each other.

Therefore, it can be said that teaching writing should guide the students not only to write sentence, but also to organize their ideas into written form. Then, the teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly.

Writing strategies as described by Krashen, (2013: 37) comprise the composing process, strategies expert writers use. These are not language acquisition strategies: They will not help learners acquire new syntax, vocabulary, or command of genres. Acquisition of language comes through input/reading, not through output/writing. These strategies will, however, help them use writing to solve problems and come up with new insights and thereby contribute to their cognitive development (i.e. make them smarter). These strategies also help writers deal with writer's blocks.

Evidence for each of the following strategies is well-established in the research literature (re-viewed in Krashen, 2003; Krashen & Lee, 2004, as cited in Krashen 2013):

1. Planning : Good writers have a plan before they write, but it is flexible; they are willing to change the plan as they write and discover new ideas.
2. Revision : Good writers are willing to revise. They understand that they are willing to change

plan as they write and discover new ideas as the move from one draft to draft, they come up with new ideas.

3. Editing : Good writers delay editing, concerning themselves with formal Correctness only after they are satisfied with the ideas they put on the page
4. Reading : Good writers stop frequently and reread what they have written.
5. Regular daily writing : Productive writers write a modest amount each day, rather than waiting until they have large blocks of time available.
6. Incubation : Good writers understand the importance of short breaks that encourage the emergence of new ideas and solutions of problems.

It should also be pointed out that some of these strategies can be developed or taught in the first language, with immediate or easy transfer.

To deal with such a complex task of writing, students need to be equipped with writing strategy. Hence, strategy training seems quite advisable as Alnufai and Grenfell (2012: 415) states that when EFL college writers tend to diversify the type of writing strategies they use, we could argue that the nature of EFL writing

might be more dynamic, complex and probably more sophisticated. As a result, that teachers should try and adopt a diverse view of EFL writing instruction and allow for constant access to different types of writing strategies. It can be inferred that strategy training for writing and teaching writing are inseparable because when students are trained with strategy for writing they are actually trained writing itself the same time. The difference is that the training is more than just the writing. It includes the metacognitive and the social strategies, while writing strategies are more on the cognitive aspects.

In teaching writing, the students will be introduced with the strategy from the beginning that is from the topic selection. In this stage, the students are provided with some topics that they can choose. If they do not like any, they are free to have their own topic. For the topic, they can talk and discuss or ask for friends' opinion. Further they can direct their selective attention on anticipating the vocabulary relate to the topic they choose, for instance if the topic is health they probably need to anticipate the vocabulary like prescription, medicine, relapse, symphoms etc. Also in the stage of outlining, they can cooperate and discuss or aks for others' opinions. Also in other stages: developing introductory paragraph, body paragraphs, concluding paragraph, revising, correcting, editing and finally publishing, they can apply the strategies they have.

2.7. Theoretical Assumption.

To bring the students to the stage of “autonomous learning” they should be equipped with strategies. By having the learning strategies students will have various choices in coping with learning tasks they have. Learning can be maximized when students realize that they have the strategies and need to apply strategies they have. Introducing strategies to students is supposed to part of teaching. Students’ awareness of strategies can be developed through strategy-training. When the students are trained with strategies they will feel more confident in dealing with their learning task because they know that they have strategies. If one strategy does not work, they have other strategies; if cognitive strategies do not work, they have social and metacognitive strategies. Realizing the importance of learning strategies for the students to make more autonomous in learning, strategy-training should be given.

2.8. Hypothesis.

Basing on the theoretical assumption, hypothesis can be drawn that by training the students with learning strategy, in this case writing strategies, students will improve in the use of strategies; they will be more autonomous and their writing will improve. In general they will be able to better cope with their writing task they have and they will be more self controlled in their learning, which ultimately will improve their writing and learning in general.

III. RESEARCH DESIGN.

This chapter describes the design of the research, how to collect the data from the subject of the research and how to analyze the data. This chapter also describes research procedure, schedule of the research, validity and reliability of the test instrument, data treatment, and hypothesis testing.

3.1. Research Design

The Research design in development for the strategy and for the improvement in the autonomy used mixed method. For research questions 1 and 5 qualitative design -explanatory design- was used (Cresswell, 2007; 71). For research questions 2, 3 and 4 quantitative method was used, specifically *one group pre-test-post-test* design.

There was one class of 19 (nineteen) students as the subject of the research which was chosen purposively. The students were given pre-test of strategy, autonomy and writing then followed by the treatment that was the strategy-training for four sessions. After the strategy-training was completed, the students were given the

post-test. The research design for research questions 2, 3, 4 can be depicted as follows:

T1 X T2

T : Pre-test.

X : Treatment.

T2 : Post-test.

(Setiyadi, 2006:132).

The subject of the research was given the treatment of strategy training which was aimed at introducing some learning strategies and giving the students awareness to further later use the strategies. The pre-test was administrated before the treatment of strategy training.

Pre-test was conducted to find whether students applied strategies in writing, if they did, what strategies they used. After the pre-test which was followed by the treatment, that was strategy training on writing, the post test was administered to find the progress.

To enrich the data, an observation was also be conducted during the strategy training and the whole sessions of the class when the strategy training was conducted. To complement the quantitative data with qualitative data some students were also interviewed.

3.2. Subject of the Research

This research was conducted in LIA, an English Course in Bandar Lampung. The class was a class of High Intermediate IV. The class consisted of 19 high school students with 11 females and 8 males. Since the students were mostly (in this class 100%) high school students, so the problems encountered in the class are considered as problems of teaching English as a foreign language (TEFL problems), that the solutions are expected to be applicable for high school English teaching in general. The students had quite good proficiency that they could interact with 100% English use in the class. Although they made mistakes but they did not impede their communication. In LIA the students of high intermediate IV should be able to write an essay of about 5 to 6 paragraphs, and they usually have a lot of difficulties.

3.3. The Data of the Research.

The data needed in this research were:

1. Students' use of learning strategy.
2. Students' autonomy.
3. Students' writing.

All the data needed were taken by conducting pre-test before and after the strategy training. Post test and interview were conducted after the strategy-training.

3.4. Data Collecting Technique

In collecting the data, for research question 1 was by doing library research to find some models of strategy training. For research question 5 was through interview and observation. For research question 2, 3, 4 the data were collected by conducting pre-test, post-test for students' use of strategy, students' autonomy and writing. Observation and interview were also conducted to support the quantitative data with qualitative data. While for the objectivity of scoring in writing, inter-rating was done. The data collecting was conducted with the following steps:

3.4.1. The Pre-test

The pre-test was done in the first meeting before the treatment of strategy training to see whether the students applied strategies in writing and what strategies they applied. The Pre-test included pre-test of strategy training, autonomy and essay writing.

3.4.2. The Post-test

The post-test was conducted in the class after the treatment of writing-strategy training was given. The results of the post-test were later compared to the results of the pre-test to analyze the improvement of the students' strategy in writing and to see whether the students become more autonomous in learning especially in writing. The post-test also included students' use of strategies, students' autonomy and essay writing.

3.4.3. The Observation

The observation was conducted during the whole sessions of the strategy training that took about 4 sessions to observe students interaction and to see how students dealt with their writing task and what strategies particularly students applied.

3.4.4. Interview.

Some students were also interviewed after the post test was conducted to see whether they found writing easier after they had got the strategy training. The Interview was semi structured, in which some questions were provided, and some questions came on the spot to elaborate based on the response of the subjects. The interview was recorded and later transcribed. There were five students who were chosen randomly to be interviewed.

3.5. Research Procedure

In conducting the research, the procedure used these following steps:

3.5.1. Conducting the pre-test.

All the pre-tests (strategy, autonomy and writing) were conducted in one session before the treatment of writing-strategy training. The tests were in the forms of Likert scale, and essay writing. The pre-tests were conducted to find whether the students of high intermediate used certain strategies in writing and what strategies they used. For the essay writing students were asked to write an essay in one hour.

3.5.2. Conducting the Writing-Strategy Training.

There are three types of strategy training proposed by Brown and Palinscar, namely *Blind strategy training*, in which the tasks or materials cause the student to use particular learning techniques, does not provide explicit information to the student about the nature or importance of the techniques or how to transfer them to new situations. *Informed training*, which tells the learners what a particular strategy does and why it is useful and *strategy-plus-control training or completely informed training*. In this mode, the learners are not only instructed in the nature and use of the technique, but are also explicitly instructed in how to transfer, monitor, and evaluate it. In this research the third type that is *strategy-plus control strategy* was applied.

There are two kinds of strategy training, namely: *integrated strategy-training and separated strategy-training*. Integrated strategy-training is when the training conducted integratively with the teaching of writing. Separate strategy-training is when the strategy training is conducted separately from the teaching of writing. In this research, overt-integrated controlled training was conducted. The training was done following the procedures and the steps of writing. In every step of the writing process, strategies were introduced. Since the class of High Intermediate deals with essay writing, the teaching of writing were focused on the procedure of essay writing that includes: topic selection, outlining, developing introductory paragraph body paragraphs and concluding paragraph, revising, correcting, editing and finally publishing.

3.5.3. Observation.

Observation was conducted during the whole sessions of the writing strategy training to see the process and the interaction on how the students dealt with their writing. During the observation the researcher tried to see what particular strategies certain students applied.

3.5.4. The Post-test.

The post-test was conducted after the strategy training using the same tests given in the pre-tests. The tests took one session with the writing test taking one hour. The results were compared and analyzed to find whether there were better awareness of the use of more various strategies by the students and to find whether the students became more autonomous in writing.

3.5.5. The Interview.

After the post-test and after all students had finished with their writing project five students were interviewed. This was done to give additional data to go deeper how the strategy training influenced students' writing autonomy and writing achievement. The interview was intentionally done after the students had finished their writing project, which was a task of writing an essay for which they were given one and a half months to accomplish. The purpose was that the students had already experienced the whole process of writing after they were introduced with writing strategies. Students were expected to have had better idea about the writing process, the strategies and their autonomy.

The Interview was semi-structured interview, in which the questions had been provided and during the interview depended on the students' response. Additional spontaneous questions were forwarded to go deeper on certain aspects.

3.6. Schedule of the Research.

The Research was conducted from August 6th to October 31st, 2015.

1. The first meeting, The pre-test was conducted on August 6th 2015, for strategy, autonomy and essay writing.
2. The second meeting, Treatment on Strategy training was given on planning, topic selection and outlining. It was conducted on August 11th 2015.
3. The third meeting, August 13th, 2015 the treatment on strategy training was given on developing the outline into complete essay, monitoring the process, checking, correcting, evaluating the progress. Strategy on correcting Introductory was focused on parallelism which was considered the main problem in writing the thesis statement.
4. The fourth meeting, August 18th, 2015, strategy training was focused on correcting, revising, evaluating the progress, social strategy, adjusting strategy. The focus was directed to Correcting plural-singular, subject-verb agreement, consistency of references.
5. Fifth meeting was done on August 20th, 2015. It focused on correcting complex sentences with clauses and participial phrases. At the end of the session the students were assigned an essay writing project. The project

was supposed to be completed in one and a half months. The students were independent in completing their task, to see their strategies and autonomy in learning especially autonomy in writing.

3.7. Validity and Reliability.

The results of the research are considered scientifically acceptable if the tests have the validity and reliability.

3.7.1. Validity.

A test is considered valid if the test measures the object to be measured.

(Setiyadi. 2006: 22). According to the him there are three basic types of validity, such as face validity, content validity and construct validity. Therefore, to measure whether the test has a good validity, this research used content and construct validity.

The Likert Scale Questionnaires on Learning Strategy in Writing was adopted from Setiyadi (2014: 368), which had been a standardized set of questionnaires, so the validity was not a question. While the Likert Scale Questionnaires on learning autonomy was developed by the writer, which was based on Dickinson's autonomous learner in Manchon (2000: 17), they were:

1. Generate one's own learning goal.
2. Set one's own learning plan.
3. Choose one's own learning methods.

4. Monitor one's own learning process.
5. Self-evaluate one's own learning progress.
6. Adjust one's own learning strategy according to the evaluation.
7. So both content and construct validity had been fulfilled.

Since the Likert Scale questionnaires were developed based on the points of Dickinson's learning autonomy, it was assumed that construct validity had been fulfilled.

3.7.2. Reliability.

Reliability according to Setiyadi 2006 is consistency of the test, or how far the test can measure the same objects at different times with relatively same result, when administered under the same condition.

The Reliability of the Instruments (the Likerts Scale questionnaires) were tested by using Cronbach Alpha. The as expected the Cronbach Alpha was above.70. For the reliability of the writing test, inter-rating was done done. The inter-rating involved two supervisors in scoring the test. The result from the three scores were be combined and later the average scores were calculated.

3.8. Data Analysis

Analysis means categorizing, ordering, manipulating, and summarizing of data obtained to answer the research questions (Kerlinger, 1988). The purpose of analysis is to reduce data to be intelligible and interpretable so that the relation of

the research problem can be studied. Therefore, the data from the interview will be collected and interpreted to find out whether the students become more autonomous in writing.

In order to analyze the improvement of the students' autonomy improvement in writing, the data were analyzed by using Repeated Measures T-Test with the following procedures:

- 1) Scoring the pre-test and post-test.
- 2) Tabulating the result of the test and calculating the mean of the pre-test and post-test.
- 3) Comparing the data from the pre-test and the post-test.
- 4) Relating the result of pre-test post-test and the result of interview and observation. That was to see whether there was something from the interview that could support the result of the test.
- 5) Drawing conclusion from the result of pre-test and post-test to find whether strategy training improved students' autonomy in writing and how significant the improvement was.

The qualitative data were supported by using the qualitative data from the result of the interview and the observation.

3.9. Hypothesis Testing.

To prove the Hypothesis, SPSS was used to know the significance improvement of strategy training effect. The hypothesis is analyzed at significance level of 0.05 in which the hypothesis is approved if $\text{Sig} < \alpha$. It means that probability of error in hypothesis is only about 5%. The hypotheses are stated as follows:

- 1). H0 : Strategy training does not improve students' use of strategies.
- 2). H1 : Strategy training improves students' use of strategies.
- 3). H0 : Strategy training does not improve students' autonomy in writing.
- 4). H1 : Strategy Training improves students' autonomy in writing.
- 5). H0 : Strategy training does not improve students' writing achievement.
- 6). H1 : Strategy training improves students' writing achievement

V. CONCLUSIONS AND SUGGESTIONS.

This Chapter provides the conclusions from the result of the research and some suggestions related to writing strategy training for English teachers and others who want to give writing-strategy training to their students or those who have interest in strategy training specially writing strategy training.

5.1. Conclusions.

Based on the result of the research, conclusions about writing strategy training in this case explicit-integrated-controlled strategy training, its correlation with students' autonomy in writing, and its correlation with students' writing achievement can be drawn. Additionally conclusions about the improvement on each variable can also be drawn as the following:

1. Writing strategy training can be developed based on the existing learning strategy by adapting certain parts of the general learning strategies, that is by adjusting some points into writing so that the strategies are applicable for writing and can be claimed as writing strategies. In This research the adaptation was done by adding one stage of CALLA's model with a stage

of building metalinguistic awareness and adjusting the presentation stage into writing.

2. After being given explicit integrated strategy training, students' use of strategy improved significantly. This happened because such strategy training could make the students better aware of writing strategy since the students were openly told about the strategies which were integrated with the lesson and the students were provided with exercise that they could practice the strategies.

3. After being given writing strategy training, along with the improvement in the use of writing strategies, students learning autonomy also improved significantly. The improvement in the use of learning strategies followed by the improvement in students' autonomy showed that there was significant correlation between learning strategies and learning autonomy. This also means that with a better use of strategies after the training the students became more independent or autonomous in completing their writing task.

4. Students' improvement in the use of writing strategy caused improvement in students writing achievement. Although statistically the improvement was not very high, it was encouraging seeing the fact that every aspect of writing improved. The effect of the strategy training from the process in which the students accomplish their writing was also very positive. Never did it happened in the previous batches that students could 100% complete

their writing in time in much shorter time. So, in short it can be claimed that strategy training improved students' writing. This claim has been proven statistically, observed in the process and in accordance with Griffith and Oxford (2014: 7) that while identifying the problems regarding language learning strategies, we nevertheless contended that the strategy field has offered, and continues to offer, important information to teachers, learners, and researchers and that strategies can make language learning more effective.

5. There were some problems in implementing the writing strategy training both from the students' and the teacher' sides. Having never been given any strategy training previously and with the writing tasks they had only to the stage of "write and submit", it was not easy for the students to follow such a thorough complex process of writing. At the same time, with such condition it needed an extra preparation, extra work from the teacher to motivate, to encourage students and to bring them to the awareness of learning strategies, in this case writing strategies.

5.2. Suggestions.

Based on the result of the research that writing strategy training given to the students could make the students more autonomous in learning and at the same time improve their writing, there are some suggestions relate to strategy training.

1. Realizing the fact that writing is a complex process with some sub processes and there have not been any strategy training specified for

writing, it is suggested that teachers develop writing strategy training by adapting the already existing strategy training. This is very important that students are equipped with strategies in helping them write better.

2. Seeing the significant improvement in students' use of learning strategies and since the strategy training given was an implicit-integrated and controlled strategy training, teachers are more suggested to give the students implicit-integrated and controlled strategy-training. Students should be openly informed, encouraged and trained with strategies, provided with exercises. This way students get the experience of the use of strategies and more importantly feel the benefit of the use of strategies.
3. It is suggestible that this newly developed writing strategy training be applied in giving the students writing strategy training, since it has been proven to be able to improve students use of strategies and consequently their learning autonomy.
4. To improve students' writing it is necessary that the teachers provide students with assignments which require the students use the strategies. Because by giving the students the experience using the strategies for the whole process, the students feel that writing is not a burden but a challenge and even an exciting activity.
5. Teachers are suggested to be able to make adjustment here and there in countering the difficulties since there are many aspects that need to be considered to make the best result of the training that is to maximize students' learning.

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