

TABLE OF CONTENT

ABSTRACT	ii
DECLARATION OF AUTHENTICITY	iii
BIOGRAPHY	v
PREFACE	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
CHAPTER I	1
INTRODUCTION.....	1
A. Background	1
B. Research Questions.....	6
C. Research Purposes	6
D. Research Significances	6
E. Research Limitation.....	7
F. Conceptual Framework.....	7
G. Previous Research.....	13
CHAPTER II.....	15
LITERATURE REVIEW.....	15
A. The Upbringing of Affective Strategies.....	15
1. Learning Strategies.....	15
2. Affective Strategies: An Indirect Learning Strategies	18

3.	Affective Filter Hypothesis.....	19
4.	Regulating Language Learners Through Affective Strategies.....	19
5.	The “Why” of Affective Strategies	24
6.	Affective Strategies in Second or Foreign Language Learning	26
B.	The Nature of Writing.....	28
1.	What is Writing and Why It Matters.....	28
2.	Aspects of Writing	30
3.	Writing Process.....	32
4.	Challenges in Teaching Writing in EFL Context	34
C.	Relaxing and Supportive Learning Environment.....	36
1.	The “What” and “Why” of Relaxing and Supportive Learning Environment	36
2.	Creating a Relaxing and Supportive Classroom	37
D.	A Relaxing Writing Environment Through Affective Strategies	39
CHAPTER III		41
RESEARCH METHODOLOGY		41
A.	Research Method	41
B.	Research Design.....	42
C.	Research site and participants	43
1.	Research Site.....	43
2.	Research Participants	43
D.	Data Collection Procedures.....	44
1.	Interviews	44
2.	Questionnaires	47
E.	Data Analysis	49
CHAPTER IV		54

FINDINGS AND DISCUSSION	54
A. FINDINGS	54
1. Affective strategies applied for creating a relaxed EFL writing class by the lectures at English Education Department	54
a. Data from Interview.....	55
b. Discussion.....	69
2. Aspects of EFL students' writing that lecturers believe improved after using affective strategies.....	71
a. Data from a questionnaire	71
b. Discussion.....	80
CHAPTER V	82
CONCLUSIONS	82
SUGGESTIONS	83
REFERENCES.....	84
LIST OF APPENDICES	92



LIST OF TABLES

Table 3.1 Table of Participants	44
Table 3.2 Table of Interview Questions	45
Table 3.3 Table of Questionnaire Form	48
Table 4.1 Lecturer's response to affective strategies that can build good writing quality in EFL Writing Class	56
Table 4.2 Lecturer's response to the material used to reduce anxiety when students express writing ideas	58
Table 4.3 Lecturer's response in encouraging students to be able to set motivational goals in the use of affective strategies.....	60
Table 4.4 Lecturer's response to the social contextual method in Affective Strategies used to teach EFL Writing Class in influencing motivation	62
Table 4.5 Lecturer's response to affective-related emotions in academic writing techniques to explore students' information.....	66
Table 4.6 Lecturer's response to the method used to encourage student motivation in creating a relaxed atmosphere.....	72
Table 4.7 Lecturer's response to students in providing reading opportunities with the aim of enriching vocabulary to feel comfortable in exploring ideas.....	75
Table 4.8 Lecturer responses to strategies used when reacting to students feeling tense or nervous in EFL writing class	78

LIST OF FIGURES

No table of figures entries found.

Figure 2.1 Learning strategies: a synthesis and conceptual model	17
Figure 2. 2 Diagram of the affective strategies in regulating Language Learners .	23
Figure 2.3 Three Main Stages of the Writing Process	33
Figure 2.4 Writing Process in Practice.....	33
Figure 3.1 Scheme of research	43
Figure 3.2 Data Analysis of Qualitative Research Design.....	50



LIST OF APPENDICES

Appendix 1 SK Pembimbing Skripsi	94
Appendix 2 The Blueprint of Research.....	96
Appendix 3 The instrument results	107
Appendix 4 The result of plagiarism checker	126

