

EXPLORING EFL STUDENTS ON ACADEMIC WRITING STRATEGIES

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Education Bachelor in
English Language Education



By

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2025

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Wassalamu'alaikum Wr. Wb.

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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not burden anyone except according to his ability.” (Al Baqarah 286)

"The beautiful thing about learning is that nobody can take it away from you."

– **B.B. King**

ABSTRACT

Title : Exploring EFL Students On Academic
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Academic writing is an essential skill for EFL (English as a Foreign Language) students, especially in writing essays and scientific papers. However, many students experience challenges in developing effective academic writing. To overcome these challenges, students apply various writing strategies. This study aims to, firstly to explain at the academic writing strategies used by EFL students, secondly, to analyze the academic writing strategies that frequently used by EFL students. This study used a qualitative method with the Narrative Inquiry research design. The participants were five students of the English Education Department, UIN Walisongo Semarang, especially class A class of 2021 in academic year 2024/25 who had passed the essay writing course were selected as the subjects of this study. Data were obtained through in-depth interviews and analyzed using Thematic Analysis to identify patterns of writing strategies used. The findings revealed that the students used four types of writing strategies: cognitive strategies, metacognitive strategies, affective strategies, and social strategies. Among the four strategies, metacognitive strategies emerged as the most frequently used strategy. These strategies include planning, drafting, and revising during the writing process. The results show that metacognitive awareness plays an important role in improving students' academic writing ability.

Keywords: *Academic Writing, EFL Students, Essay Writing Writing Process, Writing Strategies.*

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TABLE OF CONTENT

THESIS STATEMENT	ii
RATIFICATION.....	iii
ADVISOR NOTE.....	iv
MOTTO	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	xi
CHAPTER 1	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Reason for Choosing the Topic	6
C. Research Questions	6
D. Objective of the Study.....	6
E. Limitation and scope of the study	7
F. Significance of the Study	7
CHAPTER II.....	9
REVIEW OF RELATED LITERATURE	9
A. Review of Previous Research	9
B. Literature Review	18
1. Language Learning Strategies.....	18
2. Writing	20

3. Academic Writing	22
4. Writing Strategies.....	24
C. Conceptual Framework	34
CHAPTER III	36
RESEARCH METHOD	36
A. Research Method.....	36
B. Research Design.....	37
C. Participants of the Research	37
D. Research Setting and Time.....	38
E. Research Instrument.....	38
F. Technique of Data Collection.....	41
G. Technique of Data Analysis	42
CHAPTER IV.....	44
FINDING AND DISCUSSION	44
A. Finding	44
1. Academic writing strategies used by EFL students.....	44
2. Academic writing strategies that frequently used by EFL students.....	77
B. Discussion	79
CHAPTER V	95
CONCLUSION AND SUGGESTION	95
A. Conclusion	95

B. Suggestion.....	96
REFERENCES.....	99
APPENDIX 1.....	107
APPENDIX 2.....	136
APPENDIX 3.....	141
CURRICULUM VITAE	143

CHAPTER 1

INTRODUCTION

The researcher serves the background of this study, the argument for choosing this theme, research questions, research objective, the research's significance, and research's limitations in this chapter.

A. Background of the Study

Teaching English as a foreign language (EFL) is important in global education, especially in countries where English is not the native language. One important aspect of English language teaching is academic writing, which is a skill for academic and professional success. An important group in this context is EFL students who are receiving their education in English as a foreign language. Students' understanding of academic writing strategies will affect not only affect pedagogical skills but also students' attitudes and writing habits. One of the most important skills for students is writing, specifically for those majoring in English. Although writing courses are designed to assist students in enhancing their writing skills, a significant number of students continue to encounter difficulties in writing effectively (Junianti et al., 2020).

Writing is a form of communication through which writers can exchange advice and feedback on their work. One strategy that writers use is to ask for advice and feedback from others about their work. Teaching writing skills is not only teaching that focuses on spelling, word formation, vocabulary, grammar, and writing, but also teaching writing skills that focuses on primary needs, namely writing skills that are appropriate to the context, needs of students, and in accordance with learning objectives (Mariam et al., 2023)

Writing is a dynamic process that requires authors to read, interpret, and produce information. Cognitive strategies include taking notes, summarizing, and combining references with their comments. Additionally, authors can self-regulate their writing process by employing metacognitive techniques including planning, drafting, monitoring, correcting, and rewriting. From the social and affective perspectives, writers can use self-talk to settle themselves down and seek feedback and advice from professionals and/or peers (Bui et al., 2023). At the educational level, the emphasis on academic writing skills is increasing. Academic writing is an essential skill in effectively communicating ideas, thoughts, and research in a variety of academic and professional contexts.

Students must have a strong writing foundation to complete writing assignments, but L2 students such as ESL students need this foundation even more because they must write in English rather than their native language. Considering the importance of writing in academic and educational contexts and establishments, it would seem imperative to identify the factors influencing writing development. Previous research has shown that factors such as motivation, attitudes, and language strategies significantly influence L2 learning (Raofi et al., 2014).

Writing becomes significantly more challenging and requires more concentrated effort for students who are learning a second language or who are unfamiliar with the themes being addressed in their writing (Tedick, 1990). Writing is a challenging skill, but second language learners must succeed academically. Teachers can only say that teaching writing to this established of students is successful when the students have used writing as a means of communication with their teachers, peers, and society in general (Abas & Abd Aziz, 2016). The difficulties faced by EFL students in academic writing can be a significant challenge.

Students face two challenges at once when learning English academic writing: learning academic writing skills and learning the target language. This makes learning English academic writing more difficult (Winarsih et al., 2021). The challenge of academic writing for English as a Foreign Language (EFL) students is intensified by the limited exposure they have to English language resources. Therefore, proficiency in academic writing in English is a common concern in the EFL context (Teng et al., 2022). To overcome these challenges, students often use various writing strategies to improve their academic writing skills. Writing strategies are conscious actions that writers use to facilitate the writing process and improve the quality of their texts (Flower & Hayes, 1981).

Before students start writing, they should be taught how to write so that they become proficient writers. In addition to learning how to write, they should have their own methods or strategies to help them write. (Oxford, 1990) stated the application of strategies in language learning is highly recommended, as it can increase students' confidence in writing. (Asmari, 2013) revealed students who use writing strategies have less writing anxiety than those who do not use these strategies, this

implies that writing strategies can help students regulate their emotions and attitudes while writing. Students should possess effective writing strategies or techniques to enhance their writing abilities.

Although numerous studies have addressed the significance of writing skills in the EFL context and the difficulties encountered by students, there is still a lack of research that examines the specific writing strategies employed by EFL learners, particularly during the stages of planning, drafting, and revising. many studies use quantitative approaches, which often overlook students' individual experiences and viewpoints. Incorporating interviews or narrative methods could offer deeper insights into how students apply various writing strategies. Thus, this study seeks to address this gap by investigating the kinds of writing strategies used by EFL students and determining which ones are most commonly used.

This study is important as it provides insights into the writing strategies used by EFL students, helping lecturers better understand how students approach academic writing. By identifying frequently used strategies, the research can guide the development of effective teaching methods to improve students' writing skills. The findings

can also help students become more aware of effective strategies, boosting their confidence and writing performance.

B. Reason for Choosing the Topic

This topic was chosen because academic writing is an important skill for EFL students, especially those majoring in English. Despite receiving formal teaching, many students still struggle with organizing ideas and following academic rules. One possible reason is the lack of awareness or use of effective writing strategies. Therefore, this study aims to explore the academic writing strategies used by EFL students and analyze the most frequently applied strategies to support better writing instruction.

C. Research Questions

The researcher formulates several important questions in conducting this academic research:

1. What are the academic writing strategies used by EFL students?
2. What are academic writing strategies that frequently used by EFL students?

D. Objective of the Study

Objectives of this study are listed below:

1. To explore the academic writing strategies used by EFL students
2. To analyze academic writing strategies that frequently used by EFL students

E. Limitation and scope of the study

This study focuses only on seventh-semester students of the Faculty of Tarbiyah and Teacher Training, English Education Department of UIN Walisongo Semarang 2025 in the academic year who have completed academic essay writing and academic reading & writing courses, and have written in academic writing such as essays, research papers, proposals, and journal articles. This study focuses on analysis of the academic writing strategies used by EFL students at UIN Walisongo Semarang. The results of this study are based on data collected from interviews.

F. Significance of the Study

1. Theoretical Significance

The researcher hopes that the results of this study can generate new insights into the academic writing process in the context of foreign language learning and provide additional information about a deeper understanding of academic writing strategies from the perspective of prospective teachers of English as a foreign language.

2. Practical Significance

The findings of this investigation should theoretically and practically contribute to :

1. Students

Students are expected to gain a deeper understanding of the various academic writing strategies used by prospective teachers of English as a foreign language. This will help students to identify and understand various academic writing strategies that they can apply in writing their academic work.

2. The Researcher

Researchers will gain a better understanding of EFL students' experiences, perceptions and needs, which can be of added value in future research and teaching.

3. Other Researchers

Hopefully the findings and methodology used in this research can become a reference for other researchers who are interested in conducting further research on academic writing strategies or English education as a foreign language.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the previous research related to the research, literature review, conceptual framework, and hypothesis of the research.

A. Review of Previous Research

The previous study conducted by (Bui et al., 2023) shows the strategies used by EFL students when writing academic materials like project papers, reports, and final projects. This paper reports on a study that extends this line of research by examining the academic writing strategies used by pre-service Vietnamese EFL teachers. The data collection involved analyzing the final assignment papers of 17 pre-service teachers, with one paper from each teacher. Additionally, the researcher conducted individual semi-structured interviews with ten of these teachers. The study employed a comprehensive taxonomy of research-based second language (L2) academic writing strategies, encompassing rhetorical, metacognitive, cognitive, and social-affective approaches. Utilizing a content-based method for qualitative data analysis, the findings revealed that the teacher participants predominantly relied on rhetorical, metacognitive, and cognitive strategies.

A research conducted by (Winarsih et al., 2021) explores the writing strategies employed by students to enhance their academic English writing skills. The aim is to identify the specific strategies that contribute to their proficiency in writing in English. This study employed a qualitative case study approach to explore the language learning strategies that students utilize in English academic writing. Through interviews with two students from the English Department, the case study aimed to uncover the strategies they employ in their academic writing endeavors. The data indicated that students predominantly employed metacognitive and social/affective strategies in their learning. The findings revealed six key activities that epitomized these strategies throughout the students' learning experiences. These activities included organizing strategies, resource utilization, goal setting, reviewing and editing, as well as avoidance strategies.

The previous research conducted by (Ardila, 2020) The study investigates the writing strategies employed by Indonesian undergraduate EFL students and examines at potential differences in gender in writing strategy selection between proficient and less proficient students. The study focused on a sample of 100 undergraduate

students from the English Department at Islamic University of Antasari in Banjarmasin. Utilizing a quantitative approach, the research employed descriptive methods, with a questionnaire serving as the primary tool for data collection. The findings reveal that all participants employed six distinct strategies in their writing: Memory Strategy, Cognitive Strategy, Compensation Strategy, Metacognitive Strategy, Affective Strategy, and Social Strategy. Notably, Compensation Strategies emerged as the most frequently utilized among undergraduate students. The study also indicated that both proficient male and female students predominantly relied on Compensation Strategies in their writing practices. This finding revealed that both less proficient male and female students employed memory and social strategies, which were the next most commonly used approaches following compensation strategies.

A research conducted by (Fajaryani Nunung et al., 2021) the study investigates the academic writing strategies employed by English student teachers at Universitas Jambi, with a specific emphasis on their thesis writing practices and the differences in strategies between male and female students. This study employed

a quantitative survey design using a modified questionnaire based on previous research to collect data on the participants' writing strategies. This study utilized a questionnaire derived from a previous research project conducted by Mohite (2014) to gather data. The questions centered on the participants' academic writing and language learning strategies, specifically targeting metacognitive, cognitive, and social strategies. A total of 88 participants took part in the study, including 75 female English teachers and 13 male English teachers. The results showed that metacognitive strategies were the most frequently used strategies, with 42.95% of students using these strategies before writing. And for gender differences, female students preferred cognitive strategies (34.66%), while male students preferred social strategies (30.76%). Female participants reported higher levels of writing anxiety compared to male participants.

The previous study conducted by (Marhaban et al., 2021) This research focuses on understanding the strategies EFL doctoral candidates use to navigate the dissertation writing process. This study used qualitative methods, specifically in-depth interviews, to collect data from the participants regarding their experiences and strategies in writing their dissertations. The study

involved ten EFL doctoral graduates who successfully completed their dissertations within 6 to 7 semesters. The study's findings indicated that successful EFL doctoral candidates utilized four primary strategies to effectively complete their dissertation writing: cognitive, metacognitive, affective, and social strategies. These strategies were crucial in helping them navigate the dissertation stages effectively and complete their work within the academic timeline of 6 to 7 semesters.

The previous study conducted by (Dinsa, 2023) The study sought to explore the writing strategies employed by EFL students, examining differences based on gender and year level. To conduct this investigation, a descriptive-comparative design was implemented. The objective of this research was to determine which writing strategies higher education students utilized most frequently. The study involved 148 second and third-year English majors from Wolkite University and Wachamo University. Participants were selected using a stratified random sampling technique. The questionnaire was mainly employed to collect a quantitative data for this study, 48 closed-ended questions made up this questionnaire, which was designed to gauge students' writing strategies. Oxford (1990) highlighted six

categories that made up the questionnaire items. The categories encompass social (items 1–5), affective (items 6–13), metacognitive (items 14–23), compensation (items 24–26), cognitive (items 27–44), and memory (items 45–48). Additionally, the instruments underwent validation by two experts with PhDs in Teaching English as a Foreign Language (TEFL), both affiliated with Wolkite University. The data analysis was conducted using version 23.0 of the Statistical Package for the Social Sciences (SPSS).

The findings indicate that English as a Foreign Language (EFL) learners predominantly employed metacognitive and cognitive writing strategies, despite being largely unaware of their utilization of effective strategies during the writing process. Additionally, the results revealed that the students encountered difficulties with the types of paragraphs and essays they produced and possessed limited writing experience. The findings of this study revealed that male and female students employed similar writing strategies, showing no significant differences between the two groups. This indicates that English is seen as FL and that all students in Ethiopia receive instruction in the same way, regardless of gender. The findings showed there was no

variation in the writing strategies used by students in their second and third years. This suggested that Ethiopian students' usage of writing skills was unaffected by their year level. As a result, neither year level nor gender had any bearing on how EFL students used writing strategies.

Conclusion from Previous Research

Bui et al. (2023) examined the academic writing strategies of pre-service Vietnamese EFL teachers. Through analyzing 17 final assignment papers and interviewing ten teachers, the study found that the teachers primarily relied on rhetorical, metacognitive, and cognitive strategies in their writing. This research provides insights into the specific strategies EFL teachers use in academic writing contexts.

Winarsih et al. (2021) explored the writing strategies used by English students to improve their academic writing skills. By conducting interviews with two students, the study revealed that metacognitive and social/affective strategies were most commonly used, with activities like organizing, goal setting, and reviewing being central to their process. This study highlights the importance of these strategies in developing academic writing skills.

Ardila (2020) investigated the writing strategies of Indonesian undergraduate EFL students and examined the differences in strategy selection based on proficiency level and gender. The findings showed that Compensation Strategies were most frequently used by both male and female students, regardless of their proficiency level, indicating their importance in overcoming writing challenges.

Fajaryani Nunung et al. (2021) studied the writing strategies of English student teachers at Universitas Jambi, focusing on thesis writing and gender differences. The research found that metacognitive strategies were the most commonly used, with female students favoring cognitive strategies and male students preferring social strategies. The study also found that female students experienced higher levels of writing anxiety compared to male students.

Marhaban et al. (2021) investigated the writing strategies of EFL doctoral candidates during the dissertation writing process. The study found that successful candidates utilized cognitive, metacognitive, affective, and social strategies to navigate the dissertation process and meet deadlines. These strategies were

essential for completing their dissertations within the expected timeline.

Dinsa (2023) examined writing strategies among EFL students from two universities, focusing on gender and year-level differences. The study found that metacognitive and cognitive strategies were the most commonly employed, with no significant differences between male and female students or between second- and third-year students. This suggests that year level and gender do not significantly impact the strategies used by EFL learners.

The similarity between previous studies and the present study lies in the research objective, namely that the research aims to find out what strategies EFL students use in academic writing. The difference between these studies and the present study is the subject of the research and the methodology used. The first previous study focused on 17 Vietnamese EFL pre-service teachers. The second previous study focused on 2 students of English Department. The third previous study focused on 100 undergraduate students of English Department at Islamic State University of Antasari, Banjarmasin. The fourth previous study focused on female English teachers and 13 male English teachers. The fifth previous study focus on

involved ten EFL doctoral graduates who successfully completed their dissertations within 6 to 7 semesters. The sixth previous study focused on 148 second and third-year students majoring in English at Wolkit University and Wachamo University. The present study only focuses on seventh-semester students of English Education, UIN Walisongo Semarang, who have completed academic essay writing and academic reading & writing courses.

For the research methodology, the first previous study used a content-based approach to qualitative data analysis. The second previous study used a qualitative case study. The third previous study used a quantitative survey using descriptive methods. The fourth previous study used a quantitative survey design. The fifth previous study used a qualitative methodology. The sixth previous study used a quantitative methodology. This research uses qualitative methods, with a narrative inquiry research design.

B. Literature Review

1. Language Learning Strategies

Language learning strategies enhance students' abilities in speaking, listening, reading, and writing. (Oxford, 1990) defined learning strategies are technically the actions students take to enhance

their own learning, such as acquiring, retaining, regaining, and applying newly acquired knowledge.

(Oxford, 1990) categorized language learning strategies into two primary groups: Direct strategies are directly related to the language learning process. These strategies include memory, cognitive, and compensation, And Indirect strategies support the language learning process indirectly. These strategies include metacognitive, affective, and social.

Learning strategies are thought of as specific methods of information processing that enhance understanding of the material. Definitions eventually gave a greater understanding of how learners think and throughout language learning, whereas earlier explanations of learning techniques focused more on learning outcomes and behaviors reflecting the invisible cognitive process (Annury et al., 2019) .

This research will focus on writing strategies in Language Learning Strategies based on the classification proposed by Oxford (1990). The research will explore how these strategies are applied by learners in the process of writing in English.

2. Writing

Writing in English is an important skill that covers various aspects, from developing ideas to using proper grammar. Barry B. Powell (2012) defined writing as “a system of markings with a conventional reference that communicates information”. Writing, as a fundamental aspect of language acquisition, serves not only as a means of expression but also as a critical tool for academic and professional success (Sutrisno et al., 2024). Another expert, (Oshima & Hogue, 1999) stated that writing is a long process because there are activities of thinking, writing, reading, proofreading, and revising, which are very important to express what the writer wants to convey well. (Belén & Peñuelas, 2012) states the traditional understanding of writing was understood as a linear procedure, a strict "plan-outline-write" that had little to do with the complex activities that teachers observed in their writers' composing processes, as these involved much more than just building grammatically correct sentences. Writing has been described as having three main activities: planning, formulating or composing, and revising.

(Maharani et al., 2018) mentioned that writing is a significant, beneficial, and complex process as well as an aspect of integrative skill. It is an important skill in learning a foreign language to allow students to gain the proficiency needed to create various types of writing, including essays, research papers, journals, and personal letters. On the other hand, writing as a means of achieving a goal suggests that the writing itself is the primary goal. While topics and organization are prioritized at the macro level, students practice specific writing forms at the word or sentence level in the micro level. However, writing as a means and an end requires combining imaginative, purposeful writing with the study or application of another skill or subject.

The writing process usually involves several stages, including drafting, revising, and editing, all of which are necessary to produce quality writing. Writing is a complex skill that requires practice to become proficient. Some students struggle to put their ideas into writing even though they can speak fluently (Ruhama' & Purwaningsih, 2018). Through constant practice and constructive feedback, writing skills will continue to improve, allowing writers to

express their thoughts and feelings more effectively and convincingly.

3. Academic Writing

Academic writing is one of the stages of the academic research process in which scientists report on thoughts, experiences, observations, applications/testing, and so on in order to solve a scientific problem (Akkaya & Aydın, 2018). Academic writing is a formal writing style used in academic settings to communicate ideas, research, and analysis. (Taylor, 2009) defined Academic writing is a writing activity that is used to complete academic assignments or for publishing and conferences attended by academics.

(Murray & Christison, 2011) state five competencies that must be achieved in academic writing. First, high organizational competence is needed to present the idea clearly. Next, High accuracy in writing technical terms to not misuse them. Third, Controlled grammatical use to convey what they want to inform. Next, A vast number of vocabularies for the topic are written. Last, the ability to mix the previous competencies into a style that is suitable for the readers and certain contexts.

Writers should be clear about what they're writing (Bailey, 2017). There are several common reasons why people write: to present the findings of the writer's research, address a specific question that has been assigned or selected, explore a topic of mutual interest while sharing the writer's perspective, and to integrate and analyze the research conducted by others on the subject.

There are several types of writing that are included in academic writing. (Bailey, 2017) classified several types of academic writing:

- 1) A note is a summary of key points from a text or lecture meant for a student's personal reference.
- 2) A report provides an account of an activity the student has undertaken, such as conducting research or making field observations.
- 3) A project involves research that can be completed individually or in groups, allowing students to choose their own topics.
- 4) The term "paper" generally refers to any type of essay, dissertation, or thesis.
- 5) An essay is a common form of written assignment for students, typically ranging from

1,000 to 5,000 words, with topics assigned by the instructor.

- 6) A dissertation or thesis is an extensive paper that can exceed 20,000 words, with the student selecting the topic independently. This type of paper usually serves as a final requirement before graduation.

4. Writing Strategies

Writing strategies for EFL (English as a Foreign Language) students are techniques designed to help them overcome challenges in writing in English. (Ardila, 2020) stated that writing strategies are defined as specific methods or approaches that students use to improve their writing and achieve writing goals. Therefore, the use of appropriate techniques is essential to help undergraduate students majoring in English produce quality work. (Dinsa, 2023) mentioned writing strategies are the methods writers use to plan, organize, think, produce, evaluate, and collect the materials they want to use as symbols in their daily writing.

Writing strategies play a crucial role in helping EFL learners improve their writing skills. As research on writing strategies continues to expand in

scope and depth, the significance of context in their application is becoming increasingly acknowledged (Lei, 2008).

The writing strategies framework utilized in this study is drawn from the model established by (Oxford, 1990). In addition, the researcher has adapted the framework to encompass four specific strategies, as delineated by (Nopmanothan, 2016). These strategies include cognitive strategies, metacognitive strategies, affective strategies, and social strategies. Furthermore, the four writing strategies are organized in line with the writing process, which includes planning, drafting, and revising.

The writing strategies are illustrated in Table 1.1.

Each stage of the writing process is accompanied by a detailed description and a set of relevant strategies, as outlined by (Nopmanothan, 2016; Oxford, 1990)

Table 1.1 Writing Strategies in the Writing Process.

Planning	
Writing Strategies	Descriptions

Cognitive Strategies	Translating	Writing an outline in Indonesian and then translate it into English.
Metacognitive Strategies	Overviewing and linking with already known material	Using background knowledge to link with the topic that they are going to write
	Paying attention	Concentrating on organizing ideas. Taking about 20-30 mins for planning stage
	Finding out about language learning	Searching for information to write about the assigned topic. Discussing with others about the topic. Preparing vocabulary and grammar structure for writing

	Organizing	Making an outline Grouping ideas Ordering ideas
	Identifying the purpose of a language task	Reading the instruction carefully in order to identify the purpose of writing; topic, purpose, audience, and form
	Planning for a language task	Planning the ways to complete writing
	Self-evaluating	Considering the planning and achievement of writing
Affective Strategies	Using progressive relaxation, deep breathing, or meditation	Relaxing while planning
	Making positive statement	Encouraging oneself to finish an outline

	Listening to your body	Listening to feelings during planning Social
Social Strategies	Cooperating with peers	Sharing an outline with friends
	Cooperating with proficient users of the new language	Discussing with friends for suggestions for planning
Drafting		
Writing Strategies		Descriptions
Cognitive Strategies	Repeating	Using the same patterns of sentences
	Formally practicing the writing system	Practicing using new sentence patterns in the writing
	Practicing naturalistically	Managing to practice writing with daily writing

	Translating	Drafting in Indonesia first, then translating into English. Finding unknown words by using a dictionary
Metacognitive Strategies	Paying attention	Concentrating on writing
	Finding out language learning	Finding more information while writing
	Seeking practice opportunities	Having positive thinking towards writing
	Self-monitoring	Correcting grammatical mistakes and vocabulary while writing
	Self-evaluation	Checking the progress of the draft

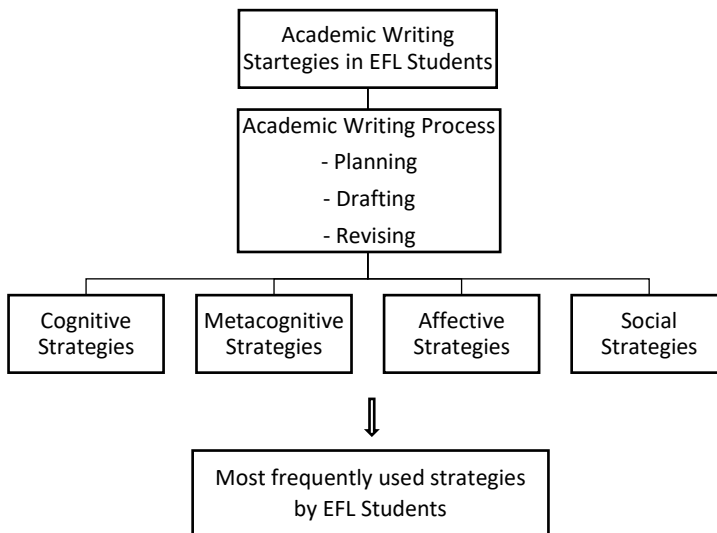
Affective Strategies	Using progressive relaxation, deep breathing, or meditation	Taking a short break while writing
	Using music	Listening to music while writing
	Using laughter	Making oneself relax by watching Youtube or surfing internet
	Making positive statements	Encouraging oneself to keep on writing
	Rewarding yourself	Giving oneself rewards for encouragement to continue writing
	Listening to your body	Recognizing the feelings while writing
Social Strategies	Cooperating with peers	Consulting friends about the ideas

	Cooperating with proficient users of the new language	Asking the proficient friends to help with
Revising		
Writing Strategies		Descriptions
Cognitive Strategies	Formally practicing writing system	Practicing sentences in writing
	Translating	Using dictionary or google translate to check some mistakes in their writing
Metacognitive Strategies	Paying attention	Focusing on revising the draft
	Planning for a language task	Planning the ways to edit the written work
	Self-monitoring	Correcting grammar, vocabulary, ideas,

		as well as organization after finishing their writing
	Self-evaluating	Checking coherence and relevance of their writing
Affective Strategies	Using progressive relaxation, deep breathing, or meditation	Taking a break while editing their work
	Rewarding yourself	Rewarding themselves with many activities and foods after finishing their editing
	Writing a language learning diary	Expressing their feelings and what they have learnt

		from writing in the diary
Social Strategies	Asking for correction	Seeking someone to check errors of their writing
	Cooperating with peers	Sharing their work with their friends for comments
	Cooperating with proficient users of the new language	Asking their proficient friends or teachers to help them for editing

C. Conceptual Framework



The conceptual framework in the figure above illustrates how academic writing strategies are applied by EFL (English as a Foreign Language) students during the academic writing process. The framework is adapted from the classification of language learning strategies proposed by (Oxford, 1990) and further developed by (Nopmanothan, 2016). At the top of the framework is the main focus of the research, which is academic writing strategies in EFL students. These strategies are implemented during the academic writing process, which consists of three main stages: planning, drafting, and

revising. Under each stage, four categories of writing strategies are applied (Nopmanothan, 2016; Oxford, 1990):

- 1) Cognitive Strategies: These involve mental processes to help students understand and produce written language, such as translating, repeating sentence patterns, and using dictionaries.
- 2) Metacognitive Strategies: These higher-order strategies involve planning, organizing, self-monitoring, and evaluating during the writing process.
- 3) Affective Strategies: These help regulate emotions, motivation, and attitudes during writing, such as using self-encouragement or relaxation techniques.
- 4) Social Strategies: These focus on interaction with others, such as asking for feedback, discussing with peers, or cooperating with more proficient users.

Most frequently used Strategies by EFL students, this section refers to the identification and analysis of the most frequently used academic writing learning strategies by EFL (English as a Foreign Language) students. The research will look at all four types of strategies (cognitive, metacognitive, affective, and social) and determine which strategies are most predominantly used by students.

CHAPTER III

RESEARCH METHOD

This session is an overview chapter of research methods. Practically plays an important role in research because it will have a serious impact on the findings and discussion. Before conducting research, procedurally the researcher must first refer to and apply accurate techniques to find accurate data as well. Here, the researcher presents a clear description of the planning time, and research setting, study participants, data collection techniques, analytical procedures, and theoretical framework.

A. Research Method

This research used a qualitative method. According to (John W. Creswell, 2012) qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. The process of research involves emerging questions and procedures; collecting data in the participants setting; analyzing the data inductively, building from particulars to general themes, and making interpretations of the meaning of data. The final written report has a flexible writing structure. In the context of this study, this method is suitable for exploring the academic writing strategies used by EFL (English as a Foreign Language) students as

it allows researchers to gain deep and contextualized insights into their experiences and the strategies they use.

B. Research Design

A narrative inquiry was employed at the research design. This design involves collecting and analyzing stories or narratives from research participants. The researcher collected stories about students' experiences in academic writing and then analyzed how these stories revealed the strategies they used. This research is exploratory and descriptive in nature, focusing on a deep understanding of the phenomenon under study. The narrative study was conducted following the procedure proposed by (Creswell, 2012). The stages as are follows:

- 1) Identifying the phenomena to be studied related to educational issues.
- 2) Selecting one or more participants to study.
- 3) Collecting stories from participants.
- 4) Retelling the participants' stories.
- 5) Collaborate with the participants/storyteller.
- 6) Write a story about the participants' experiences.
- 7) Validating the accuracy of the report.

C. Participants of the Research

The participants in this research were 5 seventh-semester students of the Faculty of Tarbiyah and Teacher

Training, English Education Department of UIN Walisongo Semarang 2025. To narrow down the scope of the selection of research subjects, the author chose students of the English Education Department, especially class A class of 2021, as the population of research subjects. From there, the author chose 5 students, they are 3 female, and 2 male, who have completed academic essay writing and academic reading & writing courses and have written in academic writing such as essays, research papers, proposals, and journal articles. For anonymity purposes, the students were called "S1", "S2", "S3", "S4", and "S5".

D. Research Setting and Time

The research was carried out at the Walisongo State Islamic University, Semarang. It is located on Jl. Prof. Dr. Hamka Campus 2 and 3 Ngaliyan, Semarang, Central Java, 50185, Indonesia.

E. Research Instrument

The instrument in this study was the interview. The questions were designed to prompt the interviewees to elaborate on the writing strategies they employed in their tasks. In addition to the pre-determined questions, some impromptu questions were also asked to facilitate the emergence of new ideas during the interview. Each

interview was conducted for approximately 15 minutes. The participants were asked about their writing strategies in their native language, Indonesian. A recording device was used, along with notes, to document the interviews. Academic writing strategies questionnaire was adapted from the works of (Mohite, 2014; Nopmanothan, 2016)

Table 1.2 Academic Writing Strategies Questionnaire

The following is a set of organized questions
Planning 1. What is the first thing that you do when you are assigned to do English writing tasks? 2. How do you feel when you are given your English writing tasks? 3. Explain your steps of writing! 4. How much time do you spend on each step? 5. What would you do if you were asked to write about unfamiliar or uninteresting topics? 6. While you are planning to write, do you consider the purpose of the writing task such as topic, audience, and purpose before you write? 7. When you are assigned to write a paragraph, will you draft your writing in Indonesia and translate it into English later

Drafting

1. When you have a problem about grammar, what will you do?
2. When you are not sure if you use the right word, what will you do?
3. What do you do when you do not know what to write?
4. When you have a problem with your writing, who do you prefer to ask for help? Why?
 - ☐ Your close friend ☐ The high-proficiency student in the class
 - ☐ Indonesian teacher ☐ English native teacher
 - ☐ Google search
5. Do you have any way to relax yourself while writing or reward yourself after finish your writing? What are they? (such as listening to music while writing, or getting yourself an ice cream after finishing your work)

Revising

1. Do you give your written work to your friend to read and ask for his/her opinion? Why?

2. Do you read your friend's written work and give his/her your opinions? Why?
3. When you edit your writing, do you focus on grammar, vocabulary, ideas, or organization? Why?
4. Will you edit your composition while writing or after finishing your writing? Why?
5. How often do you edit your writing before submitting.

F. Technique of Data Collection

The researcher used interviews as the main data collection technique to collect stories from the participants. The researcher collected data using semi-structured interviews. Semi-structured interviews were considered appropriate for this study because participants felt more comfortable to tell their stories and experiences. In addition, semi-structured interview protocols are more flexible and allow for customizing the interview questions according to the participants' responses. (Stuckey, 2013) mentioned in semi-structured interviews, the interviewee's comments determine the direction of the conversation, while the researcher sets the outline of the topics to be discussed. A semi-structured interview guide provides the interviewer with a well-defined set of

instructions and can generate reliable and comparable qualitative data.

G. Technique of Data Analysis

The main purpose of this study is to explore the types of academic writing strategies used and the academic writing strategies frequently used by EFL students. Thematic analysis forms the basis of this qualitative research approach employed in this study. This method provides a thorough explanation of the available data. (Braun & Clarke, 2006) mentioned Thematic analysis is one way to analyze data with the aim of identifying patterns or finding themes through the data that has been collected by the researcher.

1. Read and re-read data, record initial ideas, and transcribe data (if needed).
2. Coded interesting features of the data systematically across the data set, organizing relevant data for each code.
3. Collect codes into potential themes, collecting all data relevant to each potential theme.
4. Re-checking whether the themes found are relevant to the overall data.
5. Providing clear definitions for each theme.

6. Write the results of the analysis systematically and compile a report that shows how the themes support the answers to the research questions.

Interviews are an excellent method to investigate behaviors, feelings, and emotions, and this study employed qualitative research methods to discover various points of view and experiences.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research findings and discussion to answer the research question. The findings are gathered from interviews and notes that the researcher has done. The detailed explanation is presented below:

A. Finding

This study identifies the kinds of academic writing strategies used and academic writing strategies that frequently used by EFL students. All of the interviews were done between December 3rd until December 17th, 2024. The stories are presented in three parts, each from a different subject; Planning, Drafting, and Revising.

1. Academic writing strategies used by EFL students

1. Writing Strategies in Planning Cognitive Strategies

- Translating

All students used an online Indonesian-English dictionary to look up words they did not know. However, most of them write their first draft using Indonesian first, then translate it into English, as it is mentioned:

S1: *"I always write in Indonesian first and then translate it into English. If I write directly in*

English, I can't be sure whether the grammar is correct. Writing in Indonesian first allows me to check the grammar afterward."

S2: "For me, it's Indonesian first because I have to pay attention to the structure, and the grammar, and I'm not that confident to write directly in English, so I definitely write in Indonesian first and then ask for help from AI to translate it."

S3: "I start with Indonesian first, usually by writing one paragraph in Indonesian and then translating it into English. The translation is done paragraph by paragraph."

S5: "I usually write in Indonesian first and then translate it into English. But sometimes, if the writing is simple, I write directly in English to practice my writing skills."

For S4, he revealed that he prefers to write directly in English if he has enough time, he stated: *S4: "It also depends on my mood. If my mood is not good, I feel pressured, and the deadline is in two days, I write it in Indonesian first and then translate it into English. But if I'm given one or two weeks, I write directly in English*

at my own pace, especially if my mood is really good."

Metacognitive Strategies

- Paying attention

Due to the difficulty level of writing, all interviewees took a considerable amount of time to complete the task. They spent about 30 minutes in the planning stage, S3 also mentioned the mood also affected her at the time of writing:

S3: "If I'm in the right mood, I can finish it in half an hour, but if I'm not in the right mood, it can take hours."

S4 also explained that the time spent on each step varies depending on the given topic, S4: *"It depends on the topic. If the topic aligns with my field, like now in English education, it can take just 10 to 20 minutes."*

S5 also explained that finding references that fit the topic also takes extra time, and requires more attention, he said, S5: *"Well, it depends; if the topic is difficult, it can sometimes take several days. Sometimes there are things that are still locked, you know, and if not, we just keep searching. But for finding references, it usually*

takes one to two days, depending on the topic. If the topic is suitable and easy, it might only take about two days.”

This shows that he is aware that some topics require more time and effort to research and understand. However, if the topic is simpler, he can complete it in a shorter time, about two days. He admits that he often encounters obstacles when looking for references, such as access to locked sources. But he still tries to find as many references as possible related to the topic at hand.

- **Finding out about language learning**

Their effort to prepare themselves thoroughly before starting to write is shown by the procedure of finding references, which shows their commitment to completing the task. As S1 stated: S1: *“Well, the first thing I do when working on an English writing assignment is to look for references or writing examples. I look for articles, stories, or anything related to writing in English.”* She also stated, that when she comes across an unknown topic, she realizes the importance of looking for references to get a better understanding of the unknown topic.

S1: *“Okay, the first thing is definitely to look for references first in several journals, which, if there is nothing in the journal, I will definitely look for it in AI because this is an unknown or uninteresting topic, of course, I am not familiar with the topic, so I immediately look for it in AI.”*

The use of AI as an additional source of information reflects their openness to technology and innovation in the writing process.

Finding an appropriate topic is the first step in S2 writing process. This shows a systematic writing process, where topic selection is an important first step before moving on to the next stage, which is finding references. She stated:

S2: *“First, for me, I look for a topic first, what the topic is, whether it's about education or about English, then after that, after looking for a topic, I usually just look for references.”*

- **Organizing**

Organizing is a strategy that helps writers to organize and develop their ideas. Most of the interviewees used organization in their process. S2 approaches the writing process in a systematic way. She started by identifying a theme, which is

an important first step in determining the direction of writing. After that, she looks for appropriate references, makes a plan, and finally makes a draft, S2: *“First, for me, I look for a topic, after that I look for references about the topic that I have determined, then after that I compile a writing outline, after that I will make a kind of draft of the writing draft.”*

S3 also explained the steps she took when writing in English. She started by looking for a topic, After determining the topic, she looked for a mentor text to serve as a guide. She then creates an outline before starting to write. She starts by outlining her first thoughts on the assigned theme, then she gradually transforms it into English, paraphrases, and pays attention to quotations. This is reflected in her statement, S3: *“As I mentioned earlier, I first find a topic, and then look for mentor texts. Next, I create an outline. After that, I write a little based on what I understand about the topic. Then, I gradually translate parts into English, paraphrase if needed, and check citations.”*

S5 explained that he search for references, then determine the topic, make rough notes, edit, read it again, and revise. As he stated, S5: *“The first thing we look for is reading journals first, looking for references, then we find a suitable topic based on the references from the related journals. After that, I just make some rough notes, writing down ideas without worrying about grammar first. After that, it gets edited, then the writing is read again, and it is definitely revised until it's correct.”*

- **Identifying the purpose of a language task**

During the planning process, most of the interviewees read or looked closely at the task or instructions given by the teacher. S2 pays close attention to the context of the writing. She understands that good writing must consider who will read it and what it wants to convey. S2: *“My writing will be read by everyone so I definitely determine the topic, audience and purpose. What is the topic, who is the audience and what is the purpose. So the reader understands better and is easier to understand.”*

S3 also revealed that choosing a topic, either when the topic was free to choose by herself or with a topic already chosen, was the first thing she did when given a writing task in English. This is reflected in her statements. S3: *"First, we obviously check whether the topic has already been assigned or if we need to find our own topic. If we need to find one ourselves, we look for the topic first, then search for references or mentor texts. That's it."*

S4 also expressed the importance of considering the audience, topic, and purpose before starting to write by explaining. S4: *"Of course, it definitely needs to be considered because if we determine who the audience is and what the topic is, it makes writing much easier than just writing aimlessly without knowing the purpose."* He realizes that by understanding who his readers are and what the purpose of his writing is, the writing process will become more focused and efficient.

S5 also explained about the first step he takes when assigned to write, he explained that he usually starts by looking for ideas for topics to

write about. S5: *"Okay, so I usually look for the topic idea first, figure out what I want to write about, and then I create a simple outline, just some rough notes, to determine the topic."* This indicates that he has a structured approach to start the writing process. This approach highlights the importance of planning, as he tries to organize his thoughts before expressing them in writing. He added that it is important to consider the purpose of the writing task such as topic, audience, and purpose before starting to write. S5: *"Yes, it must also be determined, because if you know the purpose and who reads it, make it more suitable for how to write it."*

- **Planning for a language task**

S1 mentions the steps in writing his article, which are: finding a topic; searching for references; determining a title; reviewing the writing; and checking the entire text with the help of AI. S1: *"Okay, if the steps are not organized, during the time I was writing the article, the first thing was to find the topic, the second was the reference, the third was the title, then checking the writing, and then checking the whole text"*

using AI assistance.” This statement shows that she has a flexible approach to writing. Although the steps are not rigidly structured, she has a clear sequence in the writing process.

S2 also explained the importance of considering the purpose of writing before starting. S2: *“I definitely also consider the purpose because if I write without a purpose, it's like I don't know where I want to write, so before writing, I have to determine the purpose, what the purpose is.”* Her statement confirms that she understands the importance of setting goals in the writing process, and realizes that writing without a goal can make the process undirected. By determining the purpose first, she can be more focused and clear in writing.

S4 also explains that the first step is to search for reference journals to find a suitable topic. After that, he paraphrases the content and checks its relevance to the desired context. S4: *“Okay, my first step is always to look at the reference journals I aim for, to find a topic that aligns with the topic I will write about. After that, I paraphrase the content. Once paraphrased, I*

check again whether it fits the context I want. If it doesn't, I discard it. But if it fits, I keep it."

Affective Strategies

- Making positive statement

They express some nervousness when writing in English, especially regarding grammar, and vocabulary, however, S2 and S4 maintain a positive attitude by stating that many AI tools can help, so even though they are nervous, they feel more at ease and capable of handling the task. S2: *"Maybe a little nervous. Because sometimes we want to write English is also difficult, then like the grammar, but I don't think about it too much. I mean now there are many AIs that can help so yes, a little nervous but it's okay."*

S4: *"Also, it gets frustrating sometimes when transferring words, for example, if I come across a difficult word, I move it to Google Translate. However, Google Translate might not fit the context, so it gets confusing, but I just try to adjust it as best as I can."*

- Listening to your body

In response to the writing task, he stated that he started by determining the difficulty level of the vocabulary. As he said. S4: *"What I do is look at the vocabulary first. If the vocabulary is difficult then I skip it but if the vocabulary is easy I work on it first."* S4 was quite selective at this stage. He prioritized the parts that were considered easier to work on, making it possible to work on part of the task without being hampered by initial difficulties. He also added that how he handles writing assignments with unfamiliar topics, he usually "skips" or postpones them. However, he emphasized that the task should still be completed even if it is postponed. He explains. S4: *"What do I do? I skip it. But it still has to be done. Even though it's like skipping, in the sense that it's more like procrastination, kind of like delaying it, you know. It doesn't mean skipping entirely. Yeah, there's some delay."* This shows that he felt that this procrastination occurred because of the perceived difficulty in working on the topic.

Social Strategies

- **Cooperating with proficient users of the new language**

When assigned to write, they try to think of topics and look for references in journals. When unsure of unfamiliar topics he asks friends or teachers to help explain it, as quoted by S5: *"I'd start by researching the topic. There's Google, and now we have AI too, so I'd look for information first. If I still find it difficult, I'd ask for suggestions from friends, lecturers, or teachers."*

2. Writing Strategies in Drafting Cognitive Strategies

- **Translating**

During the drafting process, they made use of an online Indonesian-English dictionary, to help find words they didn't know, as S4 stated. S4: *"Also, it gets frustrating sometimes when transferring words, for example, if I come across a difficult word, I move it to Google Translate. However, Google Translate might not fit the context, so it gets confusing, but I just try to adjust it as best as I can."*

Metacognitive Strategies

- **Paying attention**

Most of the interviewees acknowledge that the writing process takes more time at each stage, from topic selection to the final composition. They explain that the time required for each stage varies according to the references and topics needed especially in the drafting process, as S1, and S2, said as follows:

S1: *“Drafting, yes, in drafting it can take 2 days or 3 days because there are our own thoughts and from the references we take.”* She mentioned that it takes several days for the drafting process.

S2: *“Compile an outline of the writing, if the writing outline is more or less 2-3 hours is enough, then the last thing is to compile a draft of the article, now if it's just a long time, it's more or less days, 5 days or more.”* S2 explained that drafting an outline takes about 2-3 hours. However, to compile an article, the process can take longer, which is about 5 days or more.

- **Finding out about language learning**

They always look for more in-depth information during the writing process, such as when they feel stuck, they still have several ideas

that cross their minds, relying on sources such as journals and AI technology to get further inspiration and references, as S1 said. S1: *“If I don't know what to write about, I definitely have, but there must be topics in my brain, like oh I want to write about this, which I will definitely look for in journals or in AI like the topics I write about.”*

S3, S4, and S5 also mentioned experiences when they had difficulty in writing, they answered that they preferred Google to find information.

S3: *“To Google, because it's more efficient, like we just type, if we contact other people, it doesn't necessarily mean that other people will respond quickly, so it's more to Google.”* This statement shows that she prioritizes efficiency and speed in obtaining information. In this digital era, access to knowledge through the internet is very important, and she uses this resource to get the answers she needs quickly.

S4: *“When I have writing problems, I usually choose between my close friend and Google, but I lean more toward Google. Google has a*

broader range of knowledge and can provide better insights. My friends, on the other hand, might have limitations in their knowledge, so I prefer using Google." He explained that Google has a broader insight in providing the information needed. Although close friends are also an option in asking for opinions, their limitations in providing information make them rely more on Google for insight.

S5: *"Yeah, that's Google. With Google, we can think more deeply, and later we can look for AI there."* This is because Google offers a wealth of knowledge and artificial intelligence (AI) that can help in many writing-related tasks. This choice shows his preference for resources that offer broad and quick solutions.

- **Self-monitoring**

Several interviewees checked and corrected their writing by checking grammar. S1 explained that when facing grammar problems, he tends to seek help from online sources by stating. S1: *"Because I'm not sure, I'm not proficient in grammar so I always check on Google, usually on quillbot if not on grammarly."* Her statement

shows that she felt less confident about her grammar skills during the writing process, so she relied on Google to check and correct errors in her writing.

S2 also described her experience in overcoming grammar problems, she revealed that when facing grammar problems, she tends to ask for help from technology, especially tools such as AI. She stated. S2: *“I ask AI for help to correct my writing. I usually use QuillBot and Grammarly because I don’t feel confident correcting by myself, I’m afraid I might still make mistakes.”* When asked about uncertainty in word choice, she gave a similar answer. She emphasized the importance of help from AI, saying. S2: *“Almost the same as the question earlier, I definitely ask for help with AI, because it’s easy and easy to use.”*

This experience shows that writers, especially those who are still in the learning stage, feel more comfortable using tools to ensure the choice of words is appropriate to the context.

S3 also mentioned when she gets stuck and does not know what to write, she asks her AI for

help and in addition, she also uses Google references to help get new ideas. She states. S3: *"In situations like this, the only things I can rely on are AI and reading references on Google."* She also added, when correcting grammar and word usage during the writing process. she disclosed that she uses technology, namely artificial intelligence (AI) such as ChatGPT and Grammarly. She explains. S3: *"I rely on AI, using ChatGPT or Grammarly."* This shows how she uses technological tools to ensure grammatical accuracy in her writing. When asked what she did when she was unsure of the word choice, she gave a similar response. She stated again that she would ask the AI or use ChatGPT.

S4 also explains that when he corrects grammar and experiences writer's block, he feels that simply using Grammarly allows writers to easily and efficiently improve their writing. He also explained about his uncertainty in using the right word, he explained that he tends to replace words with other options. S4: *"Changing the words, and replacing sentences with other word options. Sometimes with Grammarly, It's very*

practical because nowadays everything is digital. I use Grammarly, so there's no need to learn from the basics. Starting from the basics, Grammarly has already corrected everything. Whenever we write a sentence or a paragraph, it immediately shows what's wrong. So, just using Grammarly is enough."

S5 also explained about overcoming grammar problems, that he looks for solutions through various sources. S5: *"I search for it, sometimes fix grammar through AI or grammar books, or there are applications like Grammarly, which can help if I'm unsure about English."* This shows his initiative in seeking help and utilizing technology to improve her writing. He also mentioned apps like Grammarly as a useful tool to ensure proper grammar usage. He also added that regarding the use of inappropriate words in the writing process, He acknowledged that AI can help him ensure that his choice of words is correct, he replied. S5: *"Yes, I usually ask AI too. Is this correct? It will be corrected later. Basically, I look to AI."*

Affective Strategies

- **Using progressive relaxation, deep breathing, or meditation**

When experiencing difficulties during the writing process, several sources said that they often looked for inspiration from outside when they were stuck on an idea. The following statements support this finding. S2: *"If I usually look for inspiration outside, later if I get inspiration like oh I want to write this, then I will develop the topic and then look for references."*

- **Listening to your body**

S4 also mentioned that when he experiences writer's block, he uses a strategy of "procrastination," or taking a break to clear his mind. According to him, writer's block is usually caused by mental fatigue or "burnout." S4: *"In that case, I take a break. I pause to refresh my mind. If I'm stuck, it means I'm experiencing burnout from overworking my brain. Taking a break helps reduce that burnout."*

Social Strategies

- **Cooperating with peers**

When most interviewees had problems with their writing, they chose to consult close friends,

as mentioned by S1. She feels comfortable discussing her writing problems with her close friends, which fosters a helpful atmosphere, she explained. S1: *"I choose to go to close friends, why to close friends, because we chat more often, we are more open so it's just more comfortable, like asking questions about writing, or homework, or whatever it is."*

S2 also explained that when faced with obstacles in writing, she preferred to ask close friends for help and use Google as a source of information. She explained the reasons for this preference as follows. S2: *"I prefer close friends and Google. With friends, I can be more open, and I can ask questions in a casual way, so it feels more comfortable."* She chooses friends because she feels comfortable communicating without feeling pressured, especially in a casual manner.

When experiencing a writing block, S5 also mentioned several steps that are usually taken. The first step is to ask friends, but if that doesn't help, they will turn to AI or read other sources for inspiration. As they mentioned. S5: *"Yes, I look around. First, I ask my friends, but if I'm still*

stuck, I use AI to search and read something. But mostly, it's AI."

3. Writing Strategies in Revising Cognitive Strategies

- Translating

The interviewee mentioned the need for translation in the writing process. They use technologies such as QuillBot and DeepL to check and correct translated or paraphrased text. This method allows them to find words that are more appropriate and relevant to the context so that readers can better understand the meaning they want to convey, as mentioned by S1: *"Just like before, I check on online platforms. I copy and paste my text, and it suggests alternative words. Quillbot and DeepL usually provide word replacements for terms that might not be accurate."*

Metacognitive Strategies

- Paying attention

Checking is a very important thing in the writing process, as mentioned by S1, she needed around 1 to 2 hours to re-check his writing before he sent it. S1: *"Checking the writing, checking the writing can take 1 hour, 2 hours because we use*

AI or websites that are already available on Google, then what is the name of the last one, oh checking the whole thing, it can take an hour.”

S1 mentioned that checking the whole text took about 1-2 hours. This shows that she took enough time to ensure the quality and accuracy of her writing.

S2 also mentioned that she revised many times before submitting her assignment. S2: *“There's a lot revised because sometimes we miss a lot and then we just realize, oh how come the grammar is wrong, sometimes I just realize that, so there's a lot of editing before I send it before I fix it all correctly.”* By doing extensive editing, she not only corrects mistakes but also gains knowledge from it. She understands that she may have overlooked certain details in her original work, and she can improve and enhance her understanding of grammar through editing.

S3 stated that she usually edits her writing once or twice before submitting the assignment. She avoids making too many revisions because she is concerned that the final result might become messy. She explained. S3: *“I think once*

or twice, there's no need to edit too much because I'm afraid it will make it messier."

On the other hand, if the deadline is longer, S4 will have more time to do more detailed editing. S4: *"If the deadline given is 2 days, I will send it immediately without overthinking, just send it. But if the deadline is 1 week or 2 weeks, I can consider it, and I might revise it several times, maybe 5 to 6 times."* This indicates that he values the revision and editing process when time allows, reflecting an understanding that effective writing often results from a repeated process

S5 also spent a lot of time on how often he edited his writing before submitting it. He answered, S5: *"A few times, maybe around 5 times, atleast 5 times."* He admitted that to ensure the quality of his writing, he often edited his work up to five times before submitting it. This shows that he edits his work carefully and does not hesitate to make corrections many times before submitting it.

- **Self-monitoring**

Based on the responses obtained from the 5 interviewees, most of them focused on 4 aspects

of writing: grammar, vocabulary, ideas, and organization. S1 stated that. S1: *“Well, because in perfect and good writing, you have to focus on grammar, vocabulary, ideas, and organization, because before writing, I always look for references in journals or wherever, and I always look at the content and it always immediately focuses on grammar, vocabulary, and everything, so it is like an example of good writing.”* This shows that she understands the basic elements of good writing. She understands that editing is not just about correcting mistakes, but also ensuring that her writing is structured and contains clear ideas.

S2 also mentions that by focusing on those four aspects, one can gain extra points: S2: *“Because if we focus on grammar, vocabulary, ideas, or organization, we will gain extra points, right? So sometimes I focus on grammar, vocabulary, ideas, or organization.”*

S3 also mentioned when editing her writing, she focuses more on grammar and vocabulary, she explains. S3: *“I focus more on grammar and vocabulary because the ideas are already there,*

so it's about checking whether the grammar and vocabulary are correct or not." She concentrates more on vocabulary and grammar when correcting her writing. Grammar and word choice are her top priorities because she believes that the main idea has already been determined.

S4 states that the main focus of writing is on vocabulary and organization of ideas. This shows that he is well aware of how the language and structure of writing can affect the reader's understanding. However, there is an honest admission that grammar is sometimes overlooked too. He states. S4: *"I focus more on vocabulary and organization, but unfortunately, grammar often gets overlooked because, in my opinion, when typing and composing a piece of writing, I tend to prioritize the ideas and organization rather than the grammar itself, and that's why it often gets overlooked."*

S5 mentioned that when editing his writing, he prioritized grammar, he replied. S5: *"So, the focus is also on grammar, so that it reads well and the readers can understand the grammar and vocabulary correctly."* He feels that better

grammar makes writing easier to read and helps ensure that readers can understand the content clearly.

- **Self-evaluating**

All of the interviewees mentioned that they do double-checking or re-editing after finishing their writing, and often make repeated edits before finally submitting it. As mentioned by S1: *“I edit after I've finished writing, because I'm a sloppy writer, and there are typos or grammar mistakes, so I always check when I've finished writing.”* She also added about how often she edits her writing before sending it out by replying. S1: *“Very often, because every time, for example, just every one paragraph is always checked, there are typos, but when it's all done, it must always be checked and it seems like it could be 5 or how many times checked because there are often typos in grammar or vocabulary.”*

S2 also revealed that she tends to edit several times to ensure the quality of her writing. S2: *“I'm sure that my writing is not completely correct, there must be mistakes, there are things that are too much or something, so maybe there*

will be several times when I will definitely edit the writing composition.” She also mentioned that he revised many times before submitting his assignment. S2: “There’s a lot because sometimes we miss a lot and then we just realize, oh how come the grammar is wrong, sometimes I just realize that, so there’s a lot of editing before I send it before I fix it all correctly.”

S3 stated that she usually edits her writing once or twice before submitting the assignment. *S3: “Because sometimes when writing, I’m not focused and don’t realize if there are mistakes or if it’s bad, only noticing it after finishing the entire piece and reading it again.”*

On the other hand, when the deadline is longer, S4 believes that he has more time to conduct more detailed editing, he stated. *S4: “If the deadline given is 2 days, I will send it immediately without overthinking, just send it. But if the deadline is 1 week or 2 weeks, I can consider it, and I might revise it several times, maybe 5 to 6 times.”*

For the editing process, S5 also prefers to finish the whole writing before starting to edit.

S5: *"I usually edit after I finish writing, because if I edit while writing, it will be confusing. So, I finish the writing first and then edit."* He said that finishing the draft before starting the editing process helps him to be more focused because he thinks editing while writing can cause confusion.

Affective Strategies

- Rewarding yourself

All interviewees have their own ways of rewarding themselves after completing the preparation process in writing. S1 mentioned that she can reduce stress and boost her motivation to write in the future by engaging in enjoyable activities such as watching movies or enjoying her favorite food.

S1: *"Oh yes, there is definitely, the self-reward can be me time, for example, watching movies all day at the boarding house or buying your favorite food, the point is to make yourself happy."*

S2 explained that she often rewards herself after completing her writing. Buying ice cream and watching movies are simple yet efficient ways to unwind and recharge after completing a writing task. S2: *"For sure, I usually buy ice*

cream and spend the whole day watching movies in my dorm."

S3 and S4 stated that after being exhausted, they felt the need to consume sweet foods or drinks to calm down.

S3: *"Usually when I'm burnt out, I need something sweet, so I buy sweet food or drinks to calm me down."*

S4: *"I think, oh, I'll give myself a self-reward by eating ice cream or maybe just turning on Spotify, something like that."*

S5 also has its own self-reward, namely buying your favorite food, playing games, and watching movies. S5: *"Well, for self-reward, I usually buy food, then play games, or watch movies."*

Social Strategies

- Asking for correction

Most of the interviewees asked their close friends to help them check their writing. S1 explained about giving her writing to friends to read and ask for opinions, By asking for feedback from friends, she can evaluate and improve her writing, with the following explanation. S1: *"I*

do, because I need different perspectives on my writing. Getting feedback helps me evaluate my work, so I can edit and improve it.

S2 also mentioned that she often asks her friends to read her work and share their comments, According to her explanation, friends can provide a fresh perspective on the topic of the writing. Critiques or suggestions from friends are used as material for editing to enhance the quality of the writing. S2: *“Sometimes friends like to give feedback, like what’s missing from my writing. Then, I can use that as material for editing. For example, if they think something is wrong, I can fix it later. It’s all about giving and receiving feedback.”*

S4 also stated that he often gave the results of his writing to his friends for opinions, he explained. S4: *“Oh yes, absolutely, because it’s mainly to express myself, and it also proves that I can really live through writing. Like, oh wow, it turns out the writing is really good, and by sharing it with friends, it feels like we are motivated to type an essay or write something properly.”* According to him, this was done to

express himself and prove his ability to write. In addition, he felt that receiving criticism from friends encouraged him to continue writing well and correctly, and strengthened his confidence in his writing ability.

S5 also stated that he sometimes asks his friends to check his writing. S5: *"Yeah, sometimes I do, because friends can often spot mistakes that we might miss while writing."* This shows that he values the opinions of his friends, understands that they can provide different perspectives, and points out mistakes that he may have missed.

- **Cooperating with peers**

Students are also active in reading their friends' papers and giving opinions, as mentioned by S1, and S2:

S1: *"I always review my friends' writing because they also need feedback from others. We help each other by giving corrections."*

S2: *"As friends, we often give feedback to each other, which helps them improve their work."*

This shows that they are not only seeking feedback for themselves, but also contributing to the writing process of their peers.

S3 stated that she was open to read friends' work and give critiques if asked. However, she usually does not read or give her opinion if not asked. She stated. S3: *"If someone asks, then yes, I will read and give my opinion, but if not, then no."* As part of the reciprocal relationship, S4 actively reads and comments on his friends' writing. S4: *"When my friend gives me their writing, I always give feedback, like, oh, this is really good, but unfortunately, there's something missing. Maybe in the writing, especially the grammar. In writing, grammar needs to be taken into consideration, and then if the relevance between the first paragraph and the second one is off, I will give my opinion."* This shows concern for the quality of their peers' writing and seeks to provide positive feedback for improvement.

2. Academic writing strategies that frequently used by EFL students

Metacognitive strategies are the most frequently used strategies by EFL students. Findings show that all students use metacognitive strategies in planning, drafting, and revising.

a. Metacognitive Strategies in Planning

In the planning stage, EFL students mainly use metacognitive strategies to organize their ideas, find information, and set writing goals. Paying attention is important because students often change their approach based on how they feel and how familiar they are with the topic. For example, S3 said, *"If I'm in the right mood, I can finish it in half an hour, but if not, it can take hours."* S5 also mentioned spending more time finding references when the topic is difficult. S5: *"Well, it depends; if the topic is difficult, it can sometimes take several days."*

Another common strategy is finding out about language learning, students look for references before writing. S1 explained, *"I look for articles, stories, or anything related to writing in English,"* showing that they take time to gather information.

Organizing ideas using outlines is also a common strategy. S2 shared, *"First, for me, I look for a topic, after that I look for references about the topic that I have determined, then after that I compile a writing outline, after that I will make a kind of draft of the writing draft."* S2 create outlines and drafts to help structure their writing.

Identifying the purpose of a language task is important, as S2 said, *"My writing will be read by everyone, so I definitely determine the topic, audience, and purpose."* S2 highlights the importance of knowing the audience and the purpose of their writing.

b. Metacognitive strategies in Drafting

During drafting, metacognitive strategies are still important. Paying attention remains essential, as S1 and S2 said that drafting can take several days. S2 explained, *"It could take up to five days or more."* Students also look for solutions to writing problems by using Google or AI tools. S3 mentioned, *"I use Google because it's faster, we just type, and the information shows up."* Self-monitoring is also important, with students using tools like Grammarly and QuillBot to check their grammar and vocabulary.

S1 shared, *"I always check on Google, usually on QuillBot, or if not, on Grammarly."*

c. Metacognitive Strategies in Revising

In the revising stage, students focus on reviewing their work. S1 said, *"Checking the writing, checking the writing can take 1 hour, 2 hours."* S2 mentioned that she makes many changes to fix mistakes she missed earlier. S2: *"There's a lot revised because sometimes we miss a lot and then we just realize."* Self-monitoring is still important, with students checking grammar, vocabulary, ideas, and organization. S5 mentioned that when editing his writing, he prioritized grammar, he replied. S5: *"So, the focus is also on grammar, so that it reads well and the readers can understand the grammar and vocabulary correctly."* Lastly, self-evaluating is common. S1 admitted, *"I edit my work several times to fix typos and grammar mistakes,"* while S2 said, *"My writing needs several rounds of editing before I submit it."*

B. Discussion

1) Academic writing strategies used by EFL students

The results showed that the five participants used various kinds of writing strategies, namely cognitive

strategies, metacognitive strategies, affective strategies, and social strategies. However, each student has a writing strategy preference and uses it differently.

a) Cognitive strategies

The results showed that all interviewees wrote their drafts using Indonesian first, which was then translated into English using an online Indonesian-English dictionary (*Translating*). It also confirms the findings of (Subandowo, 2024) Writing in English is a difficult task for Indonesian students because English is not their mother tongue. As a result, they apply the translation approach from Indonesian to English and otherwise to complete their essay tasks, which is opposite to (Syahid, 2019) who revealed that students prefer to write their drafts in English rather than writing in their mother tongue first and then translating it into English. S4 added that he prefers to write directly in English if he has enough time. S1 and S4 also used an online Indonesian-English dictionary to help find words that they did not know and to find words that were more appropriate and relevant to the context

so that the reader could better understand the meaning to be conveyed.

b) Metacognitive strategies

The students applied metacognitive strategies in different ways but had similarities in their efforts to organize the writing process. They applied some activities such as writing by making an outline, then editing, rereading, and revising again. This shows a planned management of the writing process to produce quality writing. Just like what (Qin et al., 2022) mentioned that in the planning stage, the student writers focused on fulfilling the task objectives, conducting comprehensive planning, assessing the relevance and effectiveness of ideas, and eliminating inappropriate examples.

Another important aspect of their strategy is planning before writing. Students aware of the difficulties in the writing process allocate significant time for planning (*paying attention*). Examples such as S3, S4, and S5 highlight that factors such as mood, familiarity with the topic, and availability of references influence the time required. To understand the topic better, S1 and

S2 look for references first (*Finding out about language learning*), either through journals, articles, or technologies such as artificial intelligence (AI). Moreover, the result of this study coincides with (Amawa, 2022) The students agreed that planning is essential for information gathering, stating that it will reduce the possibility of rewriting and make it possible to find reliable and correct data.

Several students used a systematic approach to organize their writing (*organizing*). S2, S3, and S5 described an organized writing process that began with topic selection and continued through reference gathering, outlining, drafting, and revising. Most students demonstrated awareness of the importance of determining purpose, audience, and topic before writing (*identifying the purpose of a language task*). S2, S3, S4, and S5 highlighted that understanding these aspects helped them structure their writing more effectively. S1, S2, and S4 strategically planned their writing by setting clear goals, selecting relevant references, and following

structured steps to improve clarity and coherence (*planning for a language task*).

Some students admit that the writing process takes more time (*Paying attention*), especially at the drafting stage. Research by (Suprpto et al., 2022) indicated that students faced difficulties in both generating and organizing their ideas while drafting, emphasizing the intricacies involved in this stage. S1 and S2, for example, took several days to complete their drafts as they incorporated personal thoughts and additional references. Most students tend to seek additional information when having difficulties in the writing process (*Finding out about language learning*), and they get inspiration and references from sources such as journals and AI technology. Similarly, (Woo et al., 2023) discovered that EFL students using AI-generated texts can increase the quality of their writing, particularly in terms of content and organization. In the drafting stage, finding out about language learning, and self-monitoring is the most common thing students do in using metacognitive strategies. All students actively check and evaluate their writing (*Self-*

monitoring) and they often use technology, such as AI and grammar apps, to correct mistakes and increase their confidence in choosing the right words.

At the revising stage, all students showed a strong understanding of the importance of double-checking (*paying attention*) their writing to ensure its quality. S1, for example, spent 1-2 hours double-checking her writing using technology such as AI. The majority of students focused on four main aspects of self-monitoring: grammar, vocabulary, ideas, and organization (*self-monitoring*). This result supports the statements of (Graham & Perin, 2007) According to most studies, students often concentrate on four main areas in self-monitoring writing: text organization, idea development, vocabulary, and grammar. S1 and S2 mentioned that paying attention to these elements could improve the quality of their work as well as add marks. S3 and S4 also paid a lot of attention to vocabulary and thought organization.

Self-monitoring and self-evaluation during the revising stage are the most obvious points of

using metacognitive strategies. Self-monitoring refers to the process by which writers check and correct their writing, such as reviewing grammar, vocabulary, ideas, and organization, to ensure the quality of the writing. A research conducted by (Cresswell, 2000) shows that self-monitoring training increases students' attention to content and organization in their writing, and it helps them recognize and solve problems in their writing. S1 to S5 often rely on technology such as Grammarly, QuillBot, or other AI assistance to check and correct grammatical errors, as well as search for new ideas through internet resources. The interview results for self-evaluation strategies in writing revealed that all students double-checked and edited after finishing their writing. (Andrade & du, 2007) revealed that when students conduct self-evaluation, they become more aware of aspects that require improvement and make the necessary changes to their writing to produce a higher-quality final draft.

c) Affective Strategies

The findings revealed that they used these strategies the least for affective strategies. These strategies refer to the techniques and approaches used by individuals to manage their emotions and attitudes during the writing process.

In the planning stage, students experience anxiety related to grammar and vocabulary, but they are able to overcome these feelings by showing a positive attitude (*Making positive statement*). According to (Bayat, 2014) students can overcome concerns related to grammar and vocabulary in the writing process by making positive statements; this includes recognizing mistakes as learning opportunities, utilizing the process writing method, and using self-affirmation techniques to increase confidence. For example, S2 and S4 showed that although they felt a little nervous, they still tried to fit in and face the challenge at hand. S4 also understood the writing process and how his emotions and body reactions could affect his ability to complete the task. By listening to his body, S4 chose to take a step back and give himself time to rest (*Listening to your body*).

Student also revealed that when experiencing difficulties in finding ideas, such as S2, she tends to look for inspiration from outside (*Using progressive relaxation, deep breathing, or meditation*). After completing their tasks, all students reward themselves in the same way (*Rewarding yourself*). They did various activities such as watching movies, listening to music, playing games, and buying favorite food and drinks. Like a study of (Nurbaiti et al., 2023) shows there is a strong correlation between successful thesis completion and self-rewarding behaviors, indicating that students who use self-reward techniques are more likely to successfully manage stress and meet their academic objectives.

d) Social strategies

Social strategies in the writing process involve the ways learners interact with others to enhance their learning. S5 showed that when faced with a difficult topic, he did not hesitate to seek help from friends or lecturers (*Cooperating with proficient users of the new language*). All students feel comfortable discussing writing

problems with their peers (*Cooperating with peers*), creating a supportive atmosphere, as they feel more open and less pressured in casual communication. Like the study of (Storch, 2005) shows that students' involvement in small groups can improve their writing ability as they feel more comfortable to share and discuss the difficulties they face. In addition, students actively provide criticism of their friends' writing, as expressed by S1 and S2, which shows that they help each other in the writing process. S3 students were happy to provide criticism if requested, while S4 actively read and provided feedback to help his friends improve the quality of their writing.

Most of the students interviewed, such as S1, stated that she actively sought out peers to read and provide feedback on their writing (*Asking for correction*). Similarly to the study of (Dong et al., 2023) students routinely ask their peers for critiques of their work, recognizing the value of collaborative learning in improving their writing. S2 also underlined the importance of receiving criticism and suggestions from peers, as they

bring new insights during the editing process. S4 said that sharing their writing with peers not only allowed them to express themselves but also inspired them to improve their writing. S5 stated that asking friends to correct their writing is an important step because friends may often see mistakes that writers miss. This shows that students value the viewpoints and feedback from their peers, which can help them improve their writing.

2) Academic writing strategies that frequently used by EFL students

From the results of the study, the strategies most frequently used at the planning, drafting, and revising stages by EFL students are the metacognitive strategies. The results of this study are similar to a research by (Raoofi et al., 2014) which states that metacognitive strategies are the most frequently used strategies, such as organizing ideas and revising content.

During the planning stage, the students consistently applied metacognitive strategies by paying attention to their emotional state, familiarity with the topic, and by organizing their ideas before

writing (*paying attention*). Students such as S3 and S5 indicated that emotional and cognitive readiness affected the amount of time they needed to plan their writing. For example, S3 stated that being in a good mood allowed for faster planning, whereas S5 took several days to find references when the topic was more challenging. These behaviors demonstrate students' self-awareness and their ability to monitor their readiness for writing, which is a fundamental aspect of metacognitive learning. In addition, the practice of (*finding out about language learning*) by collecting references in advance shows that students are actively responsible for equipping themselves with adequate background knowledge, an important factor for producing high-quality academic writing.

Another significant metacognitive strategy used during the planning stage was organization. Students like S2 highlighted the important role of creating an outline before drafting (*organizing*). Creating an outline allows them to organize their ideas in a logical order, ensuring clarity and coherence in their writing. This result is consistent with (Winiharti, 2018) who emphasized that creating an outline serves as a key prewriting activity that allows writers to organize

their thoughts systematically. In addition, (*identifying the purpose of language task*) was also frequently noted, with students recognizing the need to set their target audience and purpose before starting the writing process.

During the drafting stage, students continued to apply metacognitive strategies extensively. Paying attention remained an important practice, especially as students often took several days to complete their drafts, demonstrating effective self-management when faced with complex writing tasks (*paying attention*). In addition, the students also engaged in (*finding out about language learning*) by utilizing digital resources such as Google and AI to find additional references or address specific writing challenges. These active problem-solving behaviors illustrate that students are actively seeking solutions rather than passively facing difficulties. In addition, the students consistently employed (*self-monitoring*) strategies by using apps such as Grammarly and QuillBot to review their grammar and vocabulary. Such practices demonstrate students' active efforts to maintain the quality of their drafts by ensuring the accuracy and precision of their writing.

At the revising stage, the use of metacognitive strategies became more evident. Students showed attention by dedicating considerable time to double-checking their writing (*paying attention*), with S1 mentioning that the checking process could take up to two hours. Self-monitoring was extensive, as students concentrated on improving grammar, vocabulary, idea development, and overall organization (*self-monitoring*). For example, S5 emphasized the importance of grammatical accuracy to improve readability and ensure better understanding for the audience. This finding is in line with Graham & Harris, (2000), who state that systematic revision will result in higher quality texts. In addition, self-evaluation emerged as a common habit, with students revising their work multiple times to correct typos, grammatical issues, and content-related problems, reflecting a continuous process of reflection and improvement (*self-evaluating*).

Metacognitive strategies are the most frequently used strategies by EFL students because these strategies help students to gain control over their writing process. These strategies, including planning, monitoring, and evaluating, enable self-regulation,

which is key to completing complex writing tasks. (Flavell, 1979) defines metacognition as the ability to reflect on one's thinking, which enables individuals to manage their cognitive resources effectively. For EFL students, this involves understanding the writing task while managing emotional and cognitive factors such as mood and familiarity with the topic.

During the planning stage, metacognitive strategies help students outline ideas, look for references, and set clear goals, thus providing a solid foundation for writing. (Winiharti, 2018) highlights the importance of outlining and organizing ideas as important prewriting strategies. Effective planning can reduce cognitive load during the drafting and revision stages. Self-evaluating encourages students to reflect on and improve their writing, resulting in a better final draft.

Self-monitoring was consistently used in the drafting and revision stages, underscoring the role of metacognition. (Zimmerman, 2002) states that self-monitoring is essential for academic success as it helps students identify and correct errors independently. Tools such as Grammarly and AI-generated content facilitate this process, allowing

students to track progress and refine their work. Self-monitoring helps maintain focus on the quality and organization of writing.

Metacognitive strategies promote autonomy in learning, which is crucial for academic success. (Schraw, 1998) states that students with strong metacognitive skills are better equipped to plan, organize, and evaluate their learning, resulting in more effective writing and a deeper understanding of academic tasks.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results showed that EFL students used various strategies in academic writing, including cognitive, metacognitive, affective, and social strategies. Cognitive strategies such as writing in Indonesian first before translating it into English are commonly used to overcome language limitations. On the other hand, metacognitive strategies are the most dominant as they include planning, outlining, and systematic revision with the help of technology such as grammar checking apps and AI, showing adaptation to technological developments in the writing process. Despite their lower usage, affective and social strategies also play an important role. Affective strategies help students manage emotions such as anxiety and increase motivation through positive affirmations and self-esteem. Meanwhile, social strategies involve working with friends and lecturers, creating a supportive and collaborative learning environment.

Metacognitive strategies were found to be the most frequently used strategies by students at all stages of writing: planning, drafting, and revising. Students

demonstrated a clear understanding of the importance of organizing their ideas, creating outlines, and engaging in self-monitoring and self-evaluation. The use of technology, such as AI and grammar-checking apps, was used very frequently, which demonstrates a modern approach to improving the quality of writing. The emphasis on planning and revision aligns with existing literature, reinforcing the idea that systematic revision will lead to better writing.

B. Suggestion

Based on the conclusions stated above, the researchers suggested several things.

1) For faculty and lecturers

Lecturers should highlight the importance of academic writing strategies in their teaching methods. Since metacognitive strategies are the most commonly used, lecturers should help students develop organized writing techniques, like making outlines and practicing self-monitoring. Additionally, creating a supportive classroom atmosphere that encourages students to give and receive feedback from each other can boost their confidence in writing. faculty should also think about adding writing workshops or training sessions that focus on

cognitive, metacognitive, affective, and social strategies to enhance students' overall writing skills.

2) For students

Students are encouraged to use different writing strategies in their academic writing. The findings show that metacognitive strategies, especially self-monitoring and self-evaluation, are very important for improving the quality of their writing. Therefore, students should regularly review and revise their drafts. Additionally, students should consider social strategies by asking for feedback from their peers and working together with classmates to get new ideas about their work.

3) For future researchers

Future research could investigate how academic writing strategies relate to writing skills in various educational settings. Although this study involved a small group of participants, future research could involve a larger and more diverse group to gain a better understanding of EFL students' writing strategies. In addition, examining the long-term effects of strategy implementation on students' writing development would be beneficial in

understanding how these strategies contribute to sustained academic success.

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APPENDIX 1

Interview Transcript: Student 1

Interview Time : December 3, 2024

Interview Location: Campus 3 of Walisongo State Islamic University Semarang. Street. Prof. Dr. Hamka, Ngaliyan, Semarang, Central Java, 50185, Indonesia.

Interviewee Profile

Name: Mariyah Bela Saputri

Age : 21 years old

Major: English Education

Interview Results

S2: Okay, let me introduce myself. My name is Mariyah Bela Saputri, and I am a student in the English Education Department, class of 2021. Right now, I am in the process of writing my thesis.

Writer: Alright, so you're willing to be a respondent for my research?

S1: Yes, I'm willing.

Writer: Okay, let's start with the first question. What is the first thing you do when you are assigned to write in English?

S1: The first thing I do when working on an English writing assignment is to look for references or examples of English writing, such as sample articles, stories, or anything related to English writing.

Writer: Alright, now for the second question. How do you feel when you are given a writing assignment in English?

S1: I feel both nervous and anxious because writing in English is quite difficult. There are grammar rules, sentence structure, and proper spelling to consider. So, for me, it's quite challenging and makes me nervous.

Writer: Alright, moving on to the third question. Could you explain your writing process step by step?

S1: My writing process is not always structured. When I write an article, first, I look for a topic. Second, I find references. Third, I decide on the title. After that, I check my writing, and finally, I review the entire text using AI tools.

Writer: Alright, next question. How much time do you spend on each step? For example, how long does it take you to find a topic?

S1: Well, finding a topic doesn't take just one or two hours, it can take an entire day. Next, finding references can take one to two hours since, once I have the topic, there will be plenty of references available. Drafting, yes, in drafting it can take 2 days or 3 days because there are our own thoughts and from the references we take. After that, checking the writing, checking the writing can take 1 hour, 2 hours because we use AI or websites that are already available on Google, then what

is the name of the last one, oh checking the whole thing, it can take an hour.

Writer: Okay, next question. What will you do if you are asked to write about a topic that is unfamiliar or uninteresting to you?

S1: Okay, the first thing is definitely to look for references first in several journals, which, if there is nothing in the journal, I will definitely look for it in AI because this is an unknown or uninteresting topic, of course, I am not familiar with the topic, so I immediately look for it in AI.

Writer: Alright, next question. When planning your writing, do you consider aspects such as topic, audience, and purpose before you start writing?

S1: Definitely, because my writing will be read by others. So, I make sure to determine the topic, audience, and purpose beforehand. Knowing the topic, identifying the audience, and setting the purpose helps make the writing more understandable for readers.

Writer: Okay, next question. When you are assigned to write a paragraph, do you write it in Indonesian first and then translate it into English, or do you write directly in English?

S1: I always write in Indonesian first and then translate it into English. If I write directly in English, I can't be sure whether

the grammar is correct. Writing in Indonesian first allows me to check the grammar afterward.

Writer: Okay, next question. When you encounter grammar issues in your writing, what do you do?

S1: Because I'm not sure, I'm not proficient in grammar so I always check on Google, usually on Quillbot if not on Grammarly.

Writer: Next, when you're unsure whether you've used the right words in your writing, what do you do?

S1: Just like before, I check on online platforms. I copy and paste my text, and it suggests alternative words. Quillbot and DeepL usually provide word replacements for terms that might not be accurate.

Writer: What do you do when you don't know what to write next?

S1: If I don't know what to write about, I definitely have, but there must be topics in my brain, like oh I want to write about this, which I will definitely look for in journals or in AI like the topics I write about.

Writer: When you have problems with your writing, who do you ask for help? Here are some options: your close friend, the smartest student in the class, your Indonesian teacher, a native English teacher, or online searches. Why do you choose that option?

S1: I choose to go to close friends, why to close friends, because we chat more often, we are more open so it's just more comfortable, like asking questions about writing, or homework, or whatever it is.

Writer: Alright, next question. Do you have any ways to relax while writing or reward yourself, like a self-reward, after finishing your writing?

S1: Oh yes, there is definitely, the self-reward can be me time, for example, watching movies all day at the boarding house or buying your favorite food, the point is to make yourself happy.

Writer: Okay, next question. Do you share your writing with your friends for them to read and give feedback? Why or why not?

S1: I do, because I need different perspectives on my writing. Getting feedback helps me evaluate my work, so I can edit and improve it.

Writer: Do you also review your friends' writing and give them feedback?

S1: I always review my friends' writing because they also need feedback from others. We help each other by giving corrections.

Writer: Alright, next question. When editing your writing, do you focus more on grammar, vocabulary, ideas, or structure? Why?

S1: Well, because in perfect and good writing, you have to focus on grammar, vocabulary, ideas, and organization, because before writing, I always look for references in journals or wherever, and I always look at the content and it always immediately focuses on grammar, vocabulary, and everything, so it is like an example of good writing

Writer: Do you edit the composition of your writing while writing or after you finish? Why?

S1: I edit after I've finished writing, because I'm a sloppy writer, and there are typos or grammar mistakes, so I always check when I've finished writing.

Writer: How often do you edit your writing before submitting it?

S1: Very often, because every time, for example, just every one paragraph is always checked, there are typos, but when it's all done, it must always be checked and it seems like it could be 5 or how many times checked because there are often typos in grammar or vocabulary.

Writer: Okay, thank you for participating!

Interview Transcript: Student 2

Interview Time : December 3, 2024

Interview Location: Campus 3 of Walisongo State Islamic University Semarang. Street. Prof. Dr. Hamka, Ngaliyan, Semarang, Central Java, 50185, Indonesia.

Interviewee Profile

Name: Zakiyatus Syarifah

Age : 20 years old

Major: English Education

Interview Results

Writer: Before we start the interview, could you introduce yourself first?

S2: Okay. My name is Zakiyatus Syarifah. I am currently a seventh-semester student in the English education program at UIN Walisongo, Semarang. Right now, I am in the process of writing my thesis.

Writer: Alright, so you're willing to be a respondent for my research?

S2: Yes, I'm willing.

Writer: Okay, next question. What is the first thing you do when assigned to write in English?

S2: First, I look for a topic, what I want to write about, whether it's related to education or English. After deciding on a topic, I usually start looking for references.

Writer: How do you feel when you are given a writing assignment in English?

S2: Maybe a little nervous. Sometimes, writing in English is difficult, especially when it comes to grammar and sentence structure. But I don't overthink it because, nowadays, there are AI tools that can help. So, I feel a little nervous, but it's okay.

Writer: Next, can you explain the steps you take in writing?

S2: First, for me, I look for a topic, after that I look for references about the topic that I have determined, then after that I compile a writing outline, after that I will make a kind of draft of the writing draft.

Writer: How much time do you spend on each step of the writing process?

S2: For the first step, finding a topic, it usually takes about a day. Then, looking for references is sometimes easy, but I also take time to filter which ones are good and which are not. That process takes about a day as well. Compile an outline of the writing, if the writing outline is more or less 2-3 hours is enough, then the last thing is to compile a draft of the article, now if it's just a long time, it's more or less days, 5 days or more.

Writer: Alright. Next, what do you do if you are asked to write about a topic you are unfamiliar with or uninterested in?

S1: In my opinion, when the topic is unfamiliar, I usually feel nervous and afraid that I won't be able to write well because the topic is not something I've heard before. But nowadays, since there are many AI tools available, I would definitely seek help from AI.

Writer: Okay, next question. When you plan to write, do you consider the purpose of writing, such as the topic, audience, and objectives, before you begin?

S2: Yes, I definitely consider the purpose. Writing without a clear purpose makes it feel directionless, like not knowing what to write about. So before writing, I always determine the objective first.

Writer: Alright. When you are assigned to write a paragraph, do you first write in Indonesian and then translate it into English, or do you write directly in English?

S2: For me, it's Indonesian first because I have to pay attention to the structure, and the grammar, and I'm not that confident to write directly in English, so I definitely write in Indonesian first and then ask for help from AI to translate it.

Writer: When you face grammar-related issues in your writing, what do you do?

S2: I ask AI for help to correct my writing. I usually use QuillBot and Grammarly because I don't feel confident correcting by myself, I'm afraid I might still make mistakes.

Writer: When you're unsure whether you're using the right words in your writing, what do you do?

S2: Almost the same as the question earlier, I definitely ask for help with AI, because it's easy and easy to use.

Writer: What do you do when you don't know what to write?

S2: If I usually look for inspiration outside, later if I get inspiration like oh I want to write this, then I will develop the topic and then look for references.

Writer: Alright, next question. When you have issues with your writing, who do you prefer to ask for help, your close friends, the top student in class, your Indonesian teacher, a native English teacher, or Google? And why?

S2: I prefer close friends and Google. With friends, I can be more open, and I can ask questions in a casual way, so it feels more comfortable.

Writer: Do you have a way to relax while writing or reward yourself after completing your work? If so, what do you do?

S2: For sure, I usually buy ice cream and spend the whole day watching movies in my dorm.

Writer: Do you share your writing with your friends for feedback? Why?

S2: Sometimes friends like to give feedback, like what's missing from my writing. Then, I can use that as material for

editing. For example, if they think something is wrong, I can fix it later. It's all about giving and receiving feedback.

Writer: On the other hand, have you ever read your friend's writing and given them feedback? Why?

S2: As friends, we often give feedback to each other, which helps them improve their work.

Writer: Do you also review your friends' writing by focusing on grammar, vocabulary, ideas, or organization? Why?

S2: Because if we focus on grammar, vocabulary, ideas, or organization, we will gain extra points, right? So sometimes I focus on grammar, vocabulary, ideas, or organization.

Writer: Do you edit your composition while writing or after finishing it? Why?

S2: I'm sure that my writing is not completely correct, there must be mistakes, there are things that are too much or something, so maybe there will be several times when I will definitely edit the writing composition.

Writer: How often do you review your writing before submitting or sending your assignment?

S2: There's a lot because sometimes we miss a lot and then we just realize, oh how come the grammar is wrong, sometimes I just realize that, so there's a lot of editing before I send it before I fix it all correctly.

Writer: Alright, thank you for participating.

Interview Transcript: Student 3

Interview Time : December 9, 2024

Interview Location: Campus 3 of Walisongo State Islamic University Semarang. Street. Prof. Dr. Hamka, Ngaliyan, Semarang, Central Java, 50185, Indonesia.

Interviewee Profile

Name: Kayla Latifah

Age : 21 years old

Major: English Education

Interview Results

Writer: Okay, could you introduce yourself? Your name, major, and where you're from?

S3: Okay, my name is Kayla Latifah. I'm a seventh-semester student majoring in English education. I'm from Ambarawa, Semarang Regency. Currently, I am working on my thesis as a graduation requirement.

Writer: Alright, so Kayla, are you willing to be interviewed?

S3: Yes, I am.

Writer: First question, what is the first thing you do when you are assigned a writing task in English?

S3: First, I check whether the topic has already been assigned or if I need to find my own. If I have to find my own topic, I look for one first, then find references or mentor texts.

Writer: Okay, second question, how do you feel when given an English writing assignment?

S3: Well, I like writing, but writing in English is quite difficult for me. Even though we can use AI, sometimes it's hard to come up with ideas, so it's a mix of emotions.

Writer: Alright, next, can you explain the steps you take when writing in English?

S3: As I mentioned earlier, I first find a topic, and then look for mentor texts. Next, I create an outline. After that, I write a little based on what I understand about the topic. Then, I gradually translate parts into English, paraphrase if needed, and check citations.

Writer: How much time do you spend on each step? For example, how long does it take you to find references or create an outline?

S3: If I'm in the right mood, I can finish it in half an hour, but if I'm not in the right mood, it can take hours.

Writer: What do you do if you are asked to write about a topic you don't like or find uninteresting, something you're unfamiliar with?

S3: I feel confused and have to research what the topic is about. Sometimes, if I don't understand the topic, it's also hard to find references. Honestly, I prefer topics that I'm already familiar with.

Writer: When planning to write, do you consider the purpose of the assignment, such as the topic, audience, and objective, before writing?

S3: I do consider the topic and objective, but not really the audience.

Writer: Oh, so you focus more on the topic and purpose?

S3: Yes.

Writer: Okay, next question. When you are assigned to write a paragraph, do you first write in Indonesian and then translate it into English, or do you write directly in English?

S3: I start with Indonesian first, usually by writing one paragraph in Indonesian and then translating it into English. The translation is done paragraph by paragraph.

Writer: Oh, so you don't translate everything at once, but rather paragraph by paragraph?

S3: Yes.

Writer: Alright. Kayla, when you face grammar issues, what do you do?

S3: I rely on AI, using ChatGPT or Grammarly.

Writer: When you're unsure if you're using the right words, what do you do?

S3: Same as before, I usually ask AI or ChatGPT.

Writer: So you review your writing first and if you feel something is off, you use AI for assistance?

S3: Yes, that's right.

Writer: So, what do you do when you don't know what to write? When you feel stuck and think, "What should I write?"

S3: In situations like this, the only things I can rely on are AI and reading references on Google.

Writer: After that, when you have problems with your writing, who do you prefer to ask for help? Your close friends, the top students in your class, your Indonesian language teacher, a native English teacher, or Google? Why?

S3: So, I prefer Google. To Google, because it's more efficient, like we just type, if we contact other people, it doesn't necessarily mean that other people will respond quickly, so it's more to Google.

Writer: Google also has a broader range of knowledge, right?

S3: Yes.

Writer: Do you have any ways to calm yourself while writing or any self-reward after finishing your writing? Can you give some examples?

S3: Usually when I'm burnt out, I need something sweet, so I buy sweet food or drinks to calm me down.

Writer: Do you share your writing with your friends to get their opinions? Why or why not?

S3: No, I don't.

Writer: So, you just read it yourself?

S3: Yes, because I'd feel embarrassed if someone else read it. I'm not confident enough.

Writer: Now, the opposite, do you read your friends' writing and give them feedback?

S3: If they ask me, yes, I will read it and give my opinion. If not, then no.

Writer: Okay, next question. When editing your writing, do you focus more on grammar, vocabulary, ideas, or structure? Why?

S3: I focus more on grammar and vocabulary because the ideas are already there, so it's about checking whether the grammar and vocabulary are correct or not.

Writer: Do you edit the structure or composition while writing or after finishing your draft?

S3: I edit everything after finishing the writing. It feels better to do it that way.

Writer: Oh, so you don't edit while writing, but only after finishing the whole piece?

S3: Because sometimes when writing, I'm not focused and don't realize if there are mistakes or if it's bad, only noticing it after finishing the entire piece and reading it again.

Writer: Alright, last question. How often do you edit your writing before submitting it?

S3: Maybe once or twice. I don't want to over-edit because it might make the writing worse. So, one or two times is enough before submitting it.

Writer: So, you feel confident after editing just once or twice?

S3: Yes, whatever the result is, I just submit it.

Writer: Okay, that's all. Thank you, Kayla, for your participation.

Interview Transcript: Student 4

Interview Time : December 11, 2024

Interview Location: Campus 3 of Walisongo State Islamic University Semarang. Street. Prof. Dr. Hamka, Ngaliyan, Semarang, Central Java, 50185, Indonesia.

Interviewee Profile

Name: Irfan Nur Syabana

Age : 22 years old

Major: English Education

Interview Results

S4: Hello, my name is Irfan Nur Syabana. I am currently in my seventh semester, writing my thesis.

Writer: Okay, Irfan, are you willing to be interviewed?

S4: Yes, I'm ready.

Writer: Alright, the first question is: What is the first thing you do when assigned a writing task in English?

S4: What I do is look at the vocabulary first. If the vocabulary is difficult then I skip it but if the vocabulary is easy I work on it first.

Writer: Okay, next question. How do you feel when given an English writing assignment?

S4: It's fifty-fifty. Sometimes I feel happy, but I tend to feel more frustrated because writing requires a two-step process. First, I have to think, and second, Also, it gets frustrating sometimes when transferring words, for example, if I come across a difficult word, I move it to Google Translate. However, Google Translate might not fit the context, so it gets confusing, but I just try to adjust it as best as I can.

Writer: Alright, next question. Can you explain your writing process? For example, do you look for references first, or do you have another approach?

S4: Okay, my first step is always to check relevant journal references to see if the topics align with what I need to write. Then, I paraphrase the content. After paraphrasing, I check whether it fits the context I want. If it doesn't, I discard it. If it does, I keep it.

Writer: Okay, how much time do you spend on each step? For example, how long does it take you to find references and decide on a topic?

S4: It depends on the topic. If the topic aligns with my field, like now in English education, it can take just 10 to 20 minutes.

Writer: Alright, next question. What do you do if you're asked to write about an unfamiliar or uninteresting topic?

S4: What do I do? I skip it.

Writer: But you still have to complete the task, right?

S4: But it still has to be done. Even though it's like skipping, in the sense that it's more like procrastination, procrastination, kind of like delaying it, you know. It doesn't mean skipping entirely. Yeah, there's some delay.

Writer: Oh, I see. So, it's more like postponing because it's difficult?

S4: Yes, exactly.

Writer: Alright, next question. When planning your writing, do you consider things like the topic, audience, and purpose before you start?

S4: Of course! That has to be considered. If we determine the audience and topic beforehand, writing becomes much easier than writing randomly without knowing the purpose.

Writer: Next question. When you are assigned to write a paragraph, do you write it in Indonesian first and then translate it into English, or do you write directly in English?

S4: It also depends on my mood. If my mood is not good, I feel pressured, and the deadline is in two days, I write it in Indonesian first and then translate it into English. But if I'm given one or two weeks, I write directly in English at my own pace, especially if my mood is really good.

Writer: So, it depends on the deadline as well?

S4: Yes, exactly.

Writer: Okay, next question. If you have a problem with grammar, what do you usually do?

S4: It's actually quite simple. In today's digital era, I use Grammarly because I don't have to learn grammar from scratch. Grammarly corrects my sentences instantly, whether it's a sentence or a paragraph, so I just rely on Grammarly, and that's enough.

Writer: This might be a similar question, if you're unsure whether you're using the right words, what do you do?

S4: Changing the words, and replacing sentences with other word options. Sometimes with Grammarly, It's very practical because nowadays everything is digital. I use Grammarly, so there's no need to learn from the basics. Starting from the basics, Grammarly has already corrected everything.

Whenever we write a sentence or a paragraph, it immediately shows what's wrong. So, just using Grammarly is enough.

Writer: Okay, next question. What do you do when you feel stuck and can't continue writing?

S4: In that case, I take a break. I pause to refresh my mind. If I'm stuck, it means I'm experiencing burnout from overworking my brain. Taking a break helps reduce that burnout.

Writer: Okay, next question. If you have problems with your writing, who do you prefer to ask for help? You have a few choices: a close friend, the smartest student in class, an Indonesian language teacher, a native English teacher, or Google.

S4: When I have writing problems, I usually choose between my close friend and Google, but I lean more toward Google. Google has a broader range of knowledge and can provide better insights. My friends, on the other hand, might have limitations in their knowledge, so I prefer using Google.

Writer: Do you have a way to relax while writing or a self-reward after finishing your writing?

S4: Yes, of course. For example, if I'm given an assignment to write a 500 or 1000-word essay, once I finish it, I feel really happy because I realize that the task wasn't as difficult as I thought. Even though there was frustration and struggle along

the way, after completing it, I feel relieved. I think, oh, I'll give myself a self-reward by eating ice cream or maybe just turning on Spotify, something like that.

Writer: Next question, do you let your friends read your writing and ask for their opinions? Why?

S4: Oh yes, absolutely, because it's mainly to express myself, and it also proves that I can really live through writing. Like, oh wow, it turns out the writing is really good, and by sharing it with friends, it feels like we are motivated to type an essay or write something properly.

Writer: Okay, now the opposite, do you read your friends' writing and give them feedback? Why? Do your friends usually ask you for feedback?

S4: When my friend gives me their writing, I always give feedback, like, oh, this is really good, but unfortunately, there's something missing. Maybe in the writing, especially the grammar. In writing, grammar needs to be taken into consideration, and then if the relevance between the first paragraph and the second one is off, I will give my opinion.

Writer: Okay, next question. When editing your writing, do you focus more on grammar, vocabulary, ideas, or structure?

S4: I focus more on vocabulary and organization, but unfortunately, grammar often gets overlooked because, in my opinion, when typing and composing a piece of writing, I tend

to prioritize the ideas and organization rather than the grammar itself, and that's why it often gets overlooked.

Writer: Alright, do you edit the structure or composition while writing, or do you do it after finishing your draft?

S4: That depends on the deadline. If the deadline is only two days, I just submit it without much revision. But if I have one or two weeks, I check and revise it multiple times.

Writer: This is the last question. How often do you edit your writing before submitting it?

S4: If the deadline given is 2 days, I will send it immediately without overthinking, just send it. But if the deadline is 1 week or 2 weeks, I can consider it, and I might revise it several times, maybe 5 to 6 times.

Writer: Thank you for your participation. I wish you success with your thesis!

Interview Transcript: Student 5

Interview Time : December 17, 2024

Interview Location: Campus 3 of Walisongo State Islamic University Semarang. Street. Prof. Dr. Hamka, Ngaliyan, Semarang, Central Java, 50185, Indonesia.

Interviewee Profile

Name: Gustan Alnadsyah

Age : 21 years old

Major: English Education

Interview Results

Writer: Hello, hello, can you hear me?

S5: Yes, I can hear you.

Writer: Okay, first of all, thank you for agreeing to be interviewed. Before we start, could you introduce yourself? Your name, major, and which batch you're from?

S5: Sure. My name is Gustan Alnadsyah. I'm from the English Education Department at Walisongo State Islamic University, Semarang, class of 2021.

Writer: Alright, you're currently working on your thesis, right?

S5: Yes.

Writer: Okay, let's start. The first question, what's the first thing you do when you're assigned a writing task in English? This includes writing articles or journals.

S5: First, I look for a topic. I brainstorm and draft a simple outline, just some rough notes to decide on a topic.

Writer: Alright. Next question, how do you feel when you're given a writing assignment like an article or journal in English?

S5: Well... if you're asking about feelings, I'd say I don't really enjoy writing that much. I actually prefer reading over

writing. So, if you ask me how I feel, I'd say I'm not really a fan of it.

Writer: So, you don't like it that much?

S5: Yup.

Writer: Okay, next, explain your writing process. What steps do you take? Do you find a topic first, or do you start by looking for references?

S5: The first thing we look for is reading journals first, looking for references, then we find a suitable topic based on the references from the related journals. After that, I just make some rough notes, writing down ideas without worrying about grammar first. After that, it gets edited, then the writing is read again, and it is definitely revised until it's correct.

Writer: Alright, question number four, how much time do you spend on each step? For example, how long does it take you to find a topic or read references?

S5: Well, it depends; if the topic is difficult, it can sometimes take several days. Sometimes there are things that are still locked, you know, and if not, we just keep searching. But for finding references, it usually takes one to two days, depending on the topic. If the topic is suitable and easy, it might only take about two days.

Writer: Okay. And how long does it take you to create an outline or make rough notes?

S5: That usually takes about a day.

Writer: Alright, next question, what would you do if you were asked to write about a topic that is unfamiliar or uninteresting to you?

S5: I'd start by researching the topic. There's Google, and now we have AI too, so I'd look for information first. If I still find it difficult, I'd ask for suggestions from friends, lecturers, or teachers.

Writer: Okay. Next question, when planning your writing, do you consider aspects like the topic, audience, or purpose before you start?

S5: Yes, of course. You have to determine those things beforehand. Knowing the purpose and audience helps you write in the right way.

Writer: Alright. When you're assigned to write a paragraph, do you first write it in Indonesian and then translate it into English, or do you write directly in English?

S5: I usually write in Indonesian first and then translate it into English. But sometimes, if the writing is simple, I write directly in English to practice my writing skills.

Writer: So, if you have a problem with grammar, what do you do?

S5: I search for it, sometimes fix grammar through AI or grammar books, or there are applications like Grammarly, which can help if I'm unsure about English.

Writer: Alright. Next, this is a similar question, if you're unsure whether you're using the right word, what do you do? For example, if you feel a word is not quite right, how do you find a better one?

S5: Yes, I usually ask AI too. Is this correct? It will be corrected later. Basically, I look to AI.

Writer: Next, what do you do when you don't know what to write, like when you feel stuck?

S5: Yes, I look around. First, I ask my friends, but if I'm still stuck, I use AI to search and read something. But mostly, it's AI.

Writer: Because AI has a broader range of knowledge?

S5: Exactly.

Writer: Alright. If you have a problem with your writing, who do you prefer to ask for help from, and why? Here are some options: first, close friends; second, the smartest student in class; third, an Indonesian language teacher or lecturer; fourth, a native English teacher or lecturer; and finally, Google.

S5: I'd go with Google.

Writer: Google? Why?

S5: Yeah, that's Google. With Google, we can think more deeply, and later we can look for AI there.

Writer: So, you're more comfortable asking Google for help?

S5: Yup, Google all the way

Writer: Alright. Do you have any ways to relax while writing or reward yourself after finishing a piece of writing?

S5: Well, for self-reward, I usually buy food, then play games, or watch movies.

Writer: Next question, do you ever share your writing with friends and ask for their opinions? Why or why not?

S5: Yeah, sometimes I do, because friends can often spot mistakes that we might miss while writing.

Writer: And what about the other way around? Do you read your friends' writing and give them feedback when they ask?

S5: Oh, I haven't really had that experience yet.

Writer: Alright. When editing your writing, do you focus more on grammar, vocabulary, ideas, or structure? And why?

S5: So, the focus is also on grammar, so that it reads well and the readers can understand the grammar and vocabulary correctly.

Writer: Next, do you edit the structure and composition while writing or after you finish? And why?

S5: I usually edit after I finish writing, because if I edit while writing, it will be confusing. So, I finish the writing first and then edit.

Writer: So, you draft first, then review and edit later?

S5: Yeah, I make rough drafts first and then check everything.

Writer: Last question, how often do you edit your writing before submitting it?

S5: Several times, usually around five times.

Writer: So, you reread and check it quite often?

S5: Yeah, at least five times.

Writer: Alright, that's all. Thanks for taking the time for this interview!

APPENDIX 2

Academic Article – Academic Essay Writing Course

Article

JELITA: Journal of English Language Teaching and Literature
Volume n, Number n, August 2021, pages x-y

**Are they different?: Exploring
the Strategies in Coping with
Speaking Problems Within
Advanced Vs Beginning
Learners**

P-ISSN 2721-1096
E-ISSN 2721-1916

Mariyah Bela Saputri
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Abstract

This study aims to discuss whether there are differences in strategies in dealing with speaking problems between advanced and beginner learners. The researcher took 37 participants consisting of 18 advanced learners and 19 beginner learners who are students of UIN Walisono Semarang, Department of English Language Education semester 5. This study uses descriptive quantitative methods by distributing open ended online questionnaires. The questions asked were divided into 5 sections namely speaking problem, coping strategies, learning environment, support system, self-assessment, and references. The results of this study show that there are differences in strategies and problems faced in speaking problems between advanced learner and beginner learner but the differences are not too significant. The most difficulty experienced by advanced and beginner learners is the lack of vocabulary. Based on these findings, some strategies will be suggested for teachers in the same context to apply for a successful outcome and improve students' speaking competence

Key words

strategies, speaking problems, advanced, beginner Learners

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Student 1

Supportive Strategies in EFL Class: Mitigating Foreign Language Speaking Anxiety

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Abstract

Speaking anxiety is a common challenge faced by foreign language learners, and can be a significant obstacle in achieving fluent and effective communication. This study aims to investigate the factors that cause speaking anxiety in foreign language learning and identify effective strategies to overcome this challenge. This research utilizes a descriptive quantitative method. The data collection method in this study used questionnaires. The results showed that factors such as fear of making grammatical mistakes, worry of not being understood by others, nervousness or trembling when speaking in public, and misinterpretation of the interlocutor are the causes of foreign language speaking anxiety. In addition, certain strategies such as using language learning apps or resources, practicing speaking with a native speaking friend or partner, participating in speaking or language classes, meditation or breathing techniques, and self-talk using a foreign language, have a good impact in helping individuals overcome speaking anxiety. The implications of these findings can be a valuable guide for language learners and instructors in designing more effective learning programs that support the development of speaking skills in foreign language contexts.

Keywords: *strategies, EFL, speaking skills, anxiety*

Student 2

The Use of Webtoon as a Learning Resource English Vocabulary for English Learners

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Abstract: The purpose of this article is to show the usefulness of English webtoons in helping to improve the vocabulary of English language learners in Indonesia. Not only as entertainment, webtoons can also be used as an interactive learning resource. Especially for English language learners who want to increase their vocabulary, webtoon, which is a color digital comic that presents interesting pictures and writings, is one of the reasons many learners use webtoon as a vocabulary learning resource. The method used in this research is a quantitative method by distributing questionnaires in the form of Google form and processing by descriptive statistical analysis. The results of the study show that the majority of respondents as users feel that English webtoons are effective as learning media to increase their English vocabulary.

Keywords: Webtoon, English, Vocabulary

Student 3

Bilingual Creativity: An Evaluation of English Language Teaching with Bilingual EFL Learners

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Abstract

In particular, divergent and convergent thinking in bilingual elementary school kids studying English as a foreign language (EFL) is the subject of this study's investigation of the connection between bilingualism and creativity. bilingualism and creativity—which encompasses originality, inventiveness, nonverbal skills, and mathematical aptitude—have been linked positively in previous studies. A qualitative descriptive methodology is employed in this study to obtain a thorough knowledge of the ways in which English Language Teaching (ELT) influences students' linguistic creativity. About ten bilingual EFL primary school pupils were chosen for the sample at a critical juncture for their linguistic growth and creativity. The purpose of these results is to further our understanding of how bilingualism affects creative thinking in language learning environments.

Keyword: Bilingualism, Creativity, English Language Teaching (ELT) ,Elementary School Students

Abstrak

Secara khusus, pemikiran divergen dan konvergen pada anak-anak sekolah dasar bilingual yang mempelajari bahasa Inggris sebagai bahasa asing (EFL) adalah subjek penyelidikan penelitian ini tentang hubungan antara bilingualisme dan kreativitas. bilingualisme dan kreativitas—yang mencakup orisinalitas, daya cipta, keterampilan nonverbal, dan bakat matematika—telah dikaitkan secara positif dalam penelitian sebelumnya. Metodologi deskriptif kualitatif digunakan dalam penelitian ini untuk memperoleh pengetahuan menyeluruh tentang bagaimana Pengajaran Bahasa Inggris (ELT) mempengaruhi kreativitas linguistik siswa. Sekitar sepuluh siswa sekolah dasar EFL bilingual dipilih sebagai sampel pada saat yang kritis bagi pertumbuhan linguistik dan kreativitas mereka. Tujuan dari hasil ini adalah untuk memperluas pemahaman kita tentang bagaimana bilingualisme mempengaruhi pemikiran kreatif dalam lingkungan pembelajaran bahasa.

Kata kunci: Bilingual, kreatifitas , ELT , Siswa sekolah dasar

Student 4

THE IMPLEMENTATION OF WORDWALL IN VOCABULARY LEARNING ACTIVITIES: EFL STUDENTS' PERCEPTION AND MOTIVATION

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Abstrak

Artikel jurnal ini mengeksplorasi implementasi Wordwall, sebuah platform berbasis permainan digital, dalam kegiatan pembelajaran kosakata untuk siswa Bahasa Inggris sebagai Bahasa Asing (EFL). Penelitian ini menyelidiki persepsi dan motivasi siswa EFL ketika menggunakan Wordwall, menekankan pada penciptaan lingkungan belajar yang menarik dan menarik secara visual. Tinjauan literatur mencakup berbagai perspektif tentang efektivitas permainan dalam pendidikan, menyoroti manfaat potensial dari memasukkan permainan digital ke dalam pembelajaran bahasa. Temuan dari studi kasus yang melibatkan siswa sekolah menengah pertama menunjukkan tanggapan positif terhadap Wordwall, dengan siswa menganggapnya menarik dan menyenangkan. Studi ini menyimpulkan dengan merekomendasikan penggunaan Wordwall secara berkelanjutan sebagai alat pengajaran yang berharga untuk meningkatkan pembelajaran kosakata dan motivasi siswa di kelas EFL.

Kata kunci: Wordwall, Pembelajaran Kosakata, DGBL, Siswa EFL, Teknologi Pendidikan

Abstract

This journal article explored the implementation of Wordwall, a digital game-based platform, in vocabulary learning activities for English as a Foreign Language (EFL) students. The study investigated EFL students' perceptions and motivation when using Wordwall, emphasizing the creation of an engaging and visually appealing learning environment. The literature review covered various perspectives on the effectiveness of games in education, highlighting the potential benefits of incorporating digital games into language learning. Findings from a case study involving junior high school students indicated positive responses to Wordwall, with students finding it engaging and enjoyable. The study concludes by recommending continued use of Wordwall as a valuable teaching tool for enhancing students' vocabulary learning and motivation in EFL classrooms.

Keywords : Wordwall, Vocabulary Learning, DGBL, EFL Students, Educational Technology

Student 5

APPENDIX 3

Documentation



Student 1



Student 2



Student 3



Student 4



Student 5

CURRICULUM VITAE

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